

Library, Media and Information Literacy Best Practices Guidance Document June 4, 2010

Note: The Advocacy for School Libraries-Special Interest Group of the New Mexico Library Association is recommending schools adopt these best practices to unify and empower libraries statewide. This document is the result of work by librarians, volunteering from around the state (see appendix 1), who reviewed the AASL Standards for the 21st Century Learner and past standards developed by New Mexican librarians.

In an effort to assist with lesson planning, collection development and administration, we have a website established for school librarians to access and share their best practices. <http://aslsignm.edublogs.org/> You will also find numerous links to websites and blogs in support of school libraries and librarians. Please join us by participating in the statewide network both online and in person at our workshops and conferences planned throughout the year.

An Electronic Resources access point, through Gale Databases is paid for by the New Mexico State Library in Santa Fe. Schools and districts can supplement their digital collections of books, magazines, newspapers, and academic journals. To find a unique school access point, go to: http://access.gale.com/nm/db_k12.html.

Library, Media and Information Literacy Best Practices

Definitions

A. “Critical thinking strategies” means techniques used by students to conduct research and to solve problems. Using critical thinking, one studies a subject or problem with open-mindedness. The process begins with a statement of what is to be studied, proceeds to unrestricted discovery and consideration of possibilities, and concludes with a pattern for understanding that is based on evidence. Motives, bias and prejudice of both the learner as well as the experts are then compared and form the foundation of judgment.

B. “Essential questions” are questions that explore matters of import. They are questions worthy of our time and are likely to spark interest and awaken curiosity. They require new thought rather than the mere collection of facts, second-hand opinions or cut-and-paste thinking. The traits of an essential question include:

- (1) the question probes a matter of considerable importance;
- (2) the question requires movement beyond understanding and studying (i.e., some kind of action or resolve) pointing toward the settlement of a challenge, the making of a choice or the forming of a decision;
- (3) the question cannot be answered by a quick and simple yes-or-no answer;
- (4) the question probably endures, shifts and evolves with time and changing conditions, offering a moving target, in some respects;
- (5) the question may be unanswerable in the ultimate sense;
- (6) the question may frustrate the researcher, may prove arid rather than fertile, and may evade the quest for clarity and understanding.

C. “Information literacy” means the ability to recognize when information is needed and to locate, evaluate and effectively use the needed information. Since information may be presented in a number of formats, the term “information” applies to more than just the printed word. Other literacies such as visual, media, computer, network and basic literacies are implicit in information literacy.

D. “Inquiry-based process” means the process by which students learn to formulate appropriate research questions, organize search data, analyze and evaluate the data found, and communicate the results in a coherent fashion.

E. “Media literacy” means the process of analyzing, evaluating and creating messages in a wide variety of media modes, genres and forms. Media literacy is an expanded conceptualization of literacy. Media literacy uses an inquiry-based instructional model that encourages people to ask questions about what they watch, see and read. Media literacy education provides tools to help people critically analyze messages in order to detect propaganda, censorship and bias in news and public affairs programming (and the reasons for such) and to understand how structural features - such as media ownership or its funding model - affect the information presented. Media literacy aims to enable people to be skillful creators and producers of media messages, both to facilitate understanding as to the strengths and limitations of each medium, as well as to create independent media. By transforming the process of media consumption into an active and critical process, people gain greater awareness of the potential for misrepresentation and manipulation (especially through commercials and public relations techniques), and understand the role of mass media and participatory media in constructing views of reality. Media literacy is the tool students need to access, analyze, evaluate and produce communication in a variety of forms. Students need to understand the ways that words, images and sounds influence the way meanings are created and shared in our contemporary global society.

F. “Network of learners” means a social or intellectual group of people who are collaborating in order to learn. A network of learners can be a group of people meeting physically or virtually in an effort to share information and create new knowledge. The network can include members of the school’s learning community or members from the community at large.

G. “Triangulation” is an approach to data analysis that synthesizes data from multiple sources. Using triangulation, one seeks to quickly examine existing data to strengthen interpretations and improve policy and programs based on the available evidence. By examining information collected by different methods, by different groups and in different populations, findings can be corroborated across data sets, reducing the impact of potential biases that can exist in a single study.

Goal 1: Students will become information literate by seeking answers to questions by accessing and evaluating information from diverse sources.

<p>Grade K-5 Objective 1: Develop an increasing proficiency in accessing children’s literature in a variety of formats, both fiction and non-fiction.</p> <p>Classroom/Library Best Practices:</p> <ol style="list-style-type: none">1. Identify library personnel and request assistance as needed.2. Understand the organization and location of resources within the library.<ol style="list-style-type: none">a. Identify parts of a book (front cover, back cover, spine, etc).b. Identify fiction, nonfiction, reference, and non-print sections.c. Use alphabetizing skills.d. Locate resources by call number.e. Locate easy and fiction books by the same author.f. Locate non-fiction books on the same subject, using Dewey decimal system.g. Search online catalog by author, title, subject/keyword.3. Distinguish between fiction and non-fiction.4. Successfully find materials in the library.	<p>Grade 6-8 Objective 1: Develop proficiency in locating, reading, identifying and evaluating information from various sources. Monitor and adapt or modify own information seeking process so it is efficient and effective.</p> <p>Classroom/Library Best Practices:</p> <ol style="list-style-type: none">1. Locate diverse library materials by using subject/keyword, author, title, or call number search.2. Demonstrate self-direction, confidence and creativity by pursuing information beyond the library, (e.g., use personal, community, national and international sources.)3. Identify, respect and use ethical and legal guidelines when gathering information.4. Evaluate information for accuracy, validity and appropriateness	<p>Grade 9-12 Objective 1: Locate, read, view, and listen for information presented in a variety of formats (e.g., print, visual, audio, digital) in order to make inferences and extract meaning.</p> <p>Classroom/Library Best Practices:</p> <ol style="list-style-type: none">1. Locate diverse information sources based on specific needs using resources from libraries, museums, organizations, etc.2. Read background information to identify key components.3. Seek divergent perspectives during information-gathering and assessment4. Follow ethical and legal guidelines in gathering and using information.5. Monitor gathered information and assess for gaps or weaknesses.
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Grade K-5 Objective 2:

Recognize the need to use an inquiry-based process to formulate questions and develop strategies for identifying and locating information.

Classroom/Library Best Practices::

1. Formulate a range of questions to guide research using prior and background knowledge as context for new learning.
2. Revise the question or problem as needed to refine the topic
3. Demonstrate familiarity with and use a variety of resources.
4. Monitor one's own information-seeking process for effectiveness and progress adapting as necessary.

Grade 6-8 Objective 2:

Develop proficiency in using an inquiry-based process to guide research.

Classroom/Library Best Practices:

1. Incorporate prior knowledge to formulate questions as a context for new learning.
2. Ask essential questions that result in answers that go beyond a collection of basic facts.
3. Organize a search strategy to locate accurate and comprehensive information from a variety of sources (print, media or digital)
4. Monitor one's own information-seeking process for effectiveness and progress adapting as necessary.

Grades 9-12 Objective 2:

Follow an inquiry- based process in seeking knowledge in content areas and make the real- world connection for using this process in one's own life.

Classroom/Library Best Practices:

1. Brainstorm and analyze what is already known about a topic, problem or question in order to identify a need for information.
2. Utilize an inquiry-based research model (e.g., Big 6, Handy 5, Know-it-all, etc.) to develop a plan for expanding content knowledge and pursuing personal interest.
3. Use prior and background knowledge to develop and refine a range of questions to frame the search for new understanding.
4. Monitor one's own information-seeking process for effectiveness and progress adapting as necessary.

Grade K-5 Objective 3:

Identify and access accurate information that is applicable to a specific problem or question.

Classroom/Library Best Practices::

1. Find, evaluate, and select appropriate sources to answer questions.
2. Demonstrate use of technology for accessing information and pursuing inquiry.
3. Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
4. Identify bibliographic information from the source e.g. title, author, illustrator, and copyright information.
5. Use table of contents, indices, tables, glossaries, etc. to locate information.
6. Use headings and sub-headings of a source to predict usefulness.
7. Read, view, and listen for information presented in any format in order to make inferences and develop meaning.
8. Explain the difference between primary and secondary sources.
9. Explain the difference between fact and opinion.
10. Use self-assessment techniques to guide one's own inquiry process.

Grade 6-8 Objective 3:

Find, evaluate and select appropriate sources with accurate information that is applicable to a specific problem or question.

Classroom/Library Best Practices:

1. Determine what information is needed to investigate and answer one's question using primary and secondary sources
2. Select a variety of credible sources in different formats relevant to research needs
3. Evaluate sources based on specified criteria (e.g., copyright date, authority of author or publisher, bias, depth of coverage, and relevance to the research question).
4. Demonstrate knowledge of and skill using technology tools for accessing information and pursuing inquiry.
5. Use self-assessment techniques to guide one's own inquiry process.

Grades 9-12 Objective 3:

Find, evaluate, and select sources on the basis of accuracy, validity, importance, appropriateness for needs, and social and cultural context.

Classroom/Library Best Practices:

1. Consider, select and use multiple resources and formats (e.g., print, visual, audio, digital) based on specific information needs.
2. Use various search systems (e.g., databases, Internet search engines, library online catalog, etc.) to locate and retrieve resources in a variety of formats.
3. Identify key words or synonyms, both stated and implied, to use in further research.
4. Establish and maintain a critical stance by evaluating sources based on specified criteria (e.g., copyright date, authority of author or publisher, bias, depth of coverage, and relevance to the research question).
5. Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
6. Use self-assessment techniques to guide one's own inquiry process.

Grade K-5 Objective 4:

Analyze and evaluate the content, intent, and effect of media messages to facilitate selection for personal and educational use.

Classroom/Library Best Practices:

1. Identify the various types of media (e.g., newspapers, radios, television, billboards, videos, Internet, etc.).
2. Communicate the main idea or message in media (e.g. editorial, advertisement, news story, etc.)
3. Identify and analyze the techniques used to convey messages in media (e.g., animation, different tones of voice, adjusting messages for different audiences, etc.)
4. Determine how to act on information by accepting, rejecting or modifying it.

Grade 6-8 Objective 4:

Develop proficiency in analyzing and evaluating the content, intent, and effect of media messages to facilitate selection for personal and educational use.

Classroom/Library Best Practices:

1. Seek information from diverse sources by identifying main and supporting ideas, conflicting information, misinformation, point of view and bias.
2. Evaluate the validity of sources in order to make reasoned conclusions and ethical decisions
3. Determine how to act on information by accepting, rejecting or modifying it.

Grades 9-12 Objective 4:

Critically and proficiently analyze and evaluate the content, intent, and effect of media messages to facilitate selection for personal and educational use.

Classroom/Library Best Practices:

1. Demonstrate initiative and personal reflection by questioning the purpose of all information regardless of media format.
2. Establish and maintain a critical stance of assessing the validity and accuracy of information by using multiple resources and triangulating results.
3. Analyze information for prejudice, deception, or manipulation
4. Determine how to act on and use information by accepting, rejecting or modifying it.

Goal 2: Students will become information literate by critically analyzing and using information to gain knowledge.

Grade K-5 Objective 1:

Organize information, draw conclusions and make informed decisions in investigations and real world situations.

Classroom/Library Best Practices:

1. Use basic note-taking strategies (e.g., webs, venn diagrams, etc.) to organize information
2. Ask and answer questions about elements of text (e.g., who, what, when, where, why, how).
3. Use critical thinking skills to draw conclusions from information and apply knowledge.
4. Assess the quality of the information to address one's needs.

Grades 6-8 Objective 1:

Organize information, draw conclusions and apply knowledge to content areas, real-world situations, and further investigations.

Classroom/Library Best Practices:

1. Combine and categorize information to show connections and contradictions among information.
2. Use one or more note-taking strategies (e.g., graphic organizers, notes, etc.) to organize information
3. Use critical thinking skills and common organization patterns (chronological order, cause and effect, compare and contrast) to organize information and draw conclusions.
4. Assess the quality of the information to address one's needs.

Grades 9-12 Objective 1:

Use strategies to organize information, draw conclusions and apply knowledge to content areas, real-world situations, and further investigations.

Classroom/Library Best Practices:

1. Categorize and interpret information for the inquiry-based process.
2. Use one or more note-taking strategies (e.g., graphic organizers, 2 paragraph notes, Cornell notes, etc.) to organize information
3. Use both divergent and convergent thinking to formulate alternative conclusions and test them against evidence.
4. Use an inquiry-based process whenever gathering information to draw conclusions in all aspects of research (academic and personal).
5. Assess the quality of the information to address one's needs.

Grade K-5 Objective 2:

Use an inquiry process to organize, integrate, and apply information to meet a particular need.

Classroom/Library Best Practices:

1. Use presentation tools and technology to organize information
2. Paraphrase and summarize information gathered.
3. Find similar big ideas in more than one source.
4. Match information found with questions and predictions.
5. Reflect on one's systematic process and assess for completeness of investigation.

Grades 6-8 Objective 2:

Continue an inquiry-based research process to analyze and organize information in useful ways.

Classroom/Library Best Practices:

1. Identify and apply common software programs and features to organize information and convey ideas.
2. Demonstrate flexibility in the use of resources by seeking additional resources when clear conclusions cannot be drawn.
3. Identify main and supporting ideas, conflicting information, misinformation, point of view and bias.
4. Use critical thinking strategies to draw conclusions from information and apply knowledge to curricular and personal subjects, real-world situations, and further investigations.
5. Reflect on one's systematic process and assess for completeness of investigation.

Grades 9-12 Objective 2:

Continue to use an inquiry-based research model by applying critical-thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.

Classroom/Library Best Practices:

1. Use triangulation to resolve conflicting evidence or interpretations of information and ideas
2. Determine how to act on information by accepting, rejecting or modifying it.
3. Evaluate main and supporting ideas, conflicting information, misinformation, point of view or bias for appropriateness.
4. Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion.
5. Reflect on one's systematic process and assess for completeness of investigation.

Grade K-5 Objective 3:

Use the writing process, media literacy and visual literacy, and technology skills to create products that express new understandings.

Classroom/Library Best Practices:

1. Apply media techniques when creating a simple message to influence an audience.
2. Demonstrate personal productivity by completing products to express learning.
3. Connect one's understanding to the real world.
4. Avoid plagiarism by identifying all sources consulted.
5. Assess for completeness of the investigation process and develop planned direction for future investigations.

Grades 6-8 Objective 3:

Use the writing process, media literacy and visual literacy, and technology skills to create products that construct new understandings.

Classroom/Library Best Practices:

1. Apply media techniques when creating a message to influence an audience
2. Choose an appropriate format to present and communicate new knowledge to an audience.
3. Connect learning to community issues by creating products that apply to authentic, real-world contexts
4. Avoid plagiarism by documenting all sources consulted.
5. Demonstrate individual productivity by completing products to convey learning

Grades 9-12 Objective 3:

Use the writing process, media literacy and visual literacy, and technology skills to create products to articulate new understandings.

Classroom/Library Best Practices:

1. Select the presentation/ product format to effectively communicate and support a purpose, argument, point of view or interpretation.
2. Apply various technological skills to create performances and products to communicate ideas clearly to different audiences
3. Connect learning to community issues by creating products that apply to authentic, real-world contexts
4. Avoid plagiarism by documenting all sources consulted by citing ideas and direct quotes according to style guides (e.g., MLA, APA, etc.).
5. Assess the quality and effectiveness of the product to convey learning.

Grade K-5 Objective 4:

Collaborate with others to exchange ideas, develop new understandings, make decisions and solve problems.

Classroom/Library Best Practices:

1. Share information and ideas with others by discussing and listening.
2. Express one's own ideas appropriately and effectively while working in groups to identify and resolve problems.
3. determine one's success while working in a group using feedback from peers and staff

Grades 6-8 Objective 4:

Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

Classroom/Library Best Practices:

1. Actively participate in the problem solving process with a group
2. Determine what has been learned by the investigative and collaborative process.
3. Seek feedback or guidance from peers and instructors in determining one's success as a group member.

Grades 9-12 Objective 4:

Collaborate effectively with others to exchange ideas, develop new understandings, make decisions, and solve problems.

Classroom/Library Best Practices:

1. Work with others to select, organize, and integrate information and ideas from a variety of sources and formats to solve a problem.
2. Analyze what learning resulted from the investigative and collaborative process.
3. Reflect and assess with others to improve collaborative process and completeness of investigation.

Goal 3: Students will participate and collaborate in a network of learners.

Grades K-5 Objective 1:

Collaborate with others to broaden and deepen understanding in person and through technology.

Classroom/Library Best Practices:

1. Share ideas with others in both formal and informal situations.
2. Participate actively in learning situations.
3. Organize and display information using print or technology in ways that others can view and use.
4. Demonstrate teamwork by working productively with others.

Grades 6-8 Objective 1:

Collaborate with others, both in person and through technology.

Classroom/Library Best Practices:

1. Contribute to the exchange of ideas within the learning community.
2. Share reading experiences and favorite literature to build relationships with others.
3. Use technology or other information tools to organize and display knowledge and understanding in ways that others can view, use and assess.
4. Assess the collaborative processes by which learning was achieved in order to revise strategies and learn more effectively in the future.

Grades 9-12 Objective 1:

Collaborate effectively with others, both in person and through technology.

Classroom/Library Best Practices:

1. Identify problems and seek solutions by working with others.
2. Contribute to the exchange of ideas within and beyond the learning community.
3. Communicate reading experiences and favorite literature by interacting with others, using technology or in person.
4. Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use and assess.
5. Respect the differing interests and experiences of others and seek a variety of viewpoints.
6. Assess one's own ability to work with others in a group setting by evaluating varied roles, leadership and demonstrations of respect for other viewpoints.

Grades K-5 Objective 2:

Respectfully share knowledge, ideas, and information with others.

Classroom/Library Best Practices:

1. Use drawing, writing and speaking skills to communicate new understandings.
2. Share reading experiences and favorite literature
3. Demonstrate respect for other viewpoints.
4. Assess one's own ability to work with others in a group setting.

Grades 6-8 Objective 2:

Respectfully share knowledge, ideas, and information with others, both in person and through technology.

Classroom/Library Best Practices:

1. Use writing, speaking, and technology skills to communicate new understandings effectively.
2. Show social responsibility by participating actively in collaborative learning situations and by contributing questions or ideas during group discussions and debate.
3. Demonstrate respect for diverse ideas, backgrounds and contributions of others.
4. Assess one's own ability to work with others in a group setting by evaluating varied roles, and demonstrating respect for other viewpoints.

Grades 9-12 Objective 2:

Conclude an inquiry- based research process by sharing new understandings and reflecting on the learning both in person and through technology.

Classroom/Library Best Practices:

1. Use a variety of media and technology formats to share research and creative products with others.
2. Demonstrate social responsibility by participating actively in collaborative learning situations and by contributing questions or ideas during group discussions and debate.
3. Demonstrate respect for diverse ideas, backgrounds and contributions of others by responding appropriately and summarizing ideas of others accurately.
4. Evaluate the process by which learning was achieved in order to revise strategies and learn more efficiently in the future.

Goal 4: Students will demonstrate social responsibility regarding library resources, information sources, and information technology.

<p>Grades K-5 Objective 1: Demonstrate responsible library citizenship.</p> <p>Classroom/Library Best Practices:</p> <ol style="list-style-type: none">1. Listen respectfully and responsively in formal and informal situations.2. Exhibit behavior that shows understanding of established library procedures.3. Assume personal responsibility for library resources.4. Demonstrate respect for diverse ideas, backgrounds and contributions of others.	<p>Grades 6-8 Objective 1: Demonstrate responsible library citizenship.</p> <p>Classroom/Library Best Practices:</p> <ol style="list-style-type: none">1. Demonstrate respect for the principle of equitable access to information and library resources.2. Assume personal responsibility for appropriate and ethical use of technology.3. Participate respectfully and responsively in formal and informal situations.4. Demonstrate behavior that shows understanding of established library procedures.5. Assume personal responsibility for library resources.	<p>Grades 9-12 Objective 1: Respect the principles of copyright and intellectual property rights of creators and producers, avoid plagiarism, and use information technology according to school policy.</p> <p>Classroom/Library Best Practices:</p> <ol style="list-style-type: none">1. Respect the rights of all to read, write, and express ideas without infringing on the rights of others.2. Know, understand, and follow school and District policies on acceptable use.3. Take responsibility for understanding what constitutes plagiarism, paraphrasing information, and citing sources appropriately.
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<p>Grades K-5 Objective 2: Demonstrate respect for the principles of intellectual freedom and intellectual property rights, avoid plagiarism, and use information technology according to school policy.</p> <p>Classroom/Library Best Practices:</p> <ol style="list-style-type: none"> 1. Respect the rights of all to read, write, and express ideas without infringing on the rights of others. 2. Observe copyright laws. 3. Cite information sources in acceptable bibliographic format. 4. Assume personal responsibility for appropriate and ethical use of technology. 	<p>Grades 6-8 Objective 2: Demonstrate respect for the principles of intellectual freedom and intellectual property rights, avoid plagiarism, and use information technology according to school policy.</p> <p>Classroom/Library Best Practices:</p> <ol style="list-style-type: none"> 1. Respect the rights of all to read, write, and express ideas without infringing on the rights of others. 2. Define what constitutes plagiarism and refrain from representing work attributable to others as one's own. 3. Cite bibliographic sources in acceptable format while observing copyright laws. 4. Assume personal responsibility for appropriate and ethical use of technology. 	<p>Grades 9-12 Objective 2: Use library property, information sources, and technology ethically and responsibly.</p> <p>Classroom/Library Best Practices:</p> <ol style="list-style-type: none"> 1. Demonstrate respect for the rights of all to read, write, and express ideas without infringing on the rights of others. 2. Legally obtain, store and disseminate text, data, images and sounds. 3. Assume personal responsibility for appropriate and ethical use of technology.
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<p>Grades K-5 Objective 3: Demonstrate understanding of media literacy as an integral part of modern citizenship, informed decision-making, and healthy lifestyles.</p> <p>Classroom/Library Best Practices:</p> <ol style="list-style-type: none"> 1. Identify and analyze persuasive and attractive elements used in mass media; 2. Connect learning to community issues. 3. Create products that apply to authentic, real-world contexts. 	<p>Grades 6-8 Objective 3: Identify the effect of media literacy on modern citizenship, informed decision making, and healthy lifestyles.</p> <p>Classroom/Library Best Practices:</p> <ol style="list-style-type: none"> 1. Describe the effect of different perspectives (points of view or bias) on the informational message 2. Create accurate and informative media products using a variety of reliable resources. 	<p>Grades 9-12 Objective 3: Analyze the effect of media literacy on modern citizenship, informed decision making, and healthy lifestyles.</p> <p>Classroom/Library Best Practices:</p> <ol style="list-style-type: none"> 1. identify degrees of bias and the effect on the informational message 2. Counter the effect of bias on the accuracy and reliability of information by actively pursuing a balanced perspective. (i.e., by seeking and using alternative variety of information sources)
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Goal 5: Students will demonstrate an awareness of and an appreciation for literature in a variety of formats for personal enrichment and growth.

Grades K-5 Objective 1:

Read, listen, and respond to selections from a variety of authors, cultures and genres

Classroom/Library Best Practices:

1. Use pictures and text to make, confirm, and revise predictions about story content.
2. Compare different versions of the same story.
3. Explain beginning, middle, and end of stories.
4. Identify/describe and analyze characters, setting, and plot elements in a variety of texts.
5. Retell stories or parts of stories.
6. Form opinions about text.
7. Discuss visual presentations or performances.
8. Participate in the exchange of ideas about literature.
9. Identify award-winning books.

Grades 6-8 Objective 1:

Read widely and fluently from a variety of authors, cultures and genres to make connections with previous knowledge, self, and the world.

Classroom/Library Best Practices:

1. Read, view and listen with purpose to investigate ideas beyond the required curriculum.
2. Identify and describe the criteria for selection of award-winning books.
3. Examine classic and contemporary literature from a variety of historical periods and diverse cultures.
4. Read to support and to challenge one's own point of view.

Grades 9-12 Objective 1:

Read, view, and listen to literature from a variety of authors, cultures and genres, for pleasure and personal growth.

Classroom/Library Best Practices:

1. Independently seek and locate information about personal interests, using the same criteria and strategies used for academic information-seeking.
2. Read, view and listen for pleasure, to learn, to solve problems and to explore new ideas beyond the required curriculum.
3. Identify one's own areas of interest.

Grades K-5 Objective 2:

Choose and read various kinds of literature.

Classroom/Library Best Practices:

1. Read for pleasure and personal growth.
2. Select and read from a range of genres.
3. Compare and contrast tales from different cultures.
4. Describe how literature is created for a variety of purposes.

Grades 6-8 Objective 2:

Analyze, explain, present, and respond to information and ideas from diverse texts using print or electronic forums.

Classroom/Library Best Practices:

1. Describe the characteristics of various literary genres.
2. Identify literary elements and writing styles of a variety of literature, and explain how works are created for a variety of purposes.
3. Respond to literature and other ideas by making connections to one's own life experiences.
4. Use creative and artistic formats to express personal learning, both electronically and in person (e.g., through book clubs, discussion groups, blogs, etc.)

Grades 9-12 Objective 2:

Read widely and fluently to make connections with self, the world, and previous reading.

Classroom/Library Best Practices:

1. Read, view and use both fiction and nonfiction to enrich understanding of real world concepts.
2. Read to support and challenge one's own point of view.
3. Respond to literature and ideas in various formats and genres by making connections through book clubs, interest groups, or online sharing.
4. Identify, evaluate and respond to the author's point of view in reading a variety of texts on the same theme.

<p>Grades K-5 Objective 3: Select materials reflecting personal interests.</p> <p>Classroom/Library Best Practices:</p> <ol style="list-style-type: none"> 1. Seek information for personal learning in a variety of formats and genres. 2. Connect ideas to one's own interests and previous knowledge and experience. 3. Evaluate one's own ability to select resources that are engaging and appropriate for personal interest and needs. 	<p>Grades 6-8 Objective 3: Display curiosity by seeking literature related to personal interests and well-being.</p> <p>Classroom/Library Best Practices:</p> <ol style="list-style-type: none"> 1. Establish life skills of reading, viewing, and listening for pleasure and personal growth. 2. Recognize the limits of one's own personal knowledge, demonstrate motivation by seeking information to answer personal questions and interests, and display a willingness to go beyond minimal academic requirements. 3. Find information about personal interests independently, using the same criteria and strategies as for academic information seeking. 4. Evaluate one's own ability to select resources that are engaging and appropriate for personal interest and needs. 	<p>Grades 9-12 Objective 3: Seek and use information for personal learning in a variety of formats and genres.</p> <p>Classroom/Library Best Practices:</p> <ol style="list-style-type: none"> 1. Use print, non-print and electronic resources for information about personal needs. 2. Use interaction with, and feedback from teachers and peers to guide search. 3. Evaluate one's own ability to select resources that are engaging and appropriate for personal interest and needs. 4. Find information about personal interest independently, using the same criteria and strategies as for academic information seeking.
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Appendix I

ASL-SIG Volunteer Committee members:

Elementary: Rita Pino Vargas co-chair [Isleta Elementary (BIA-Isleta)]; Jennifer Brown [Church Rock ES (Gallup)]; Helen Stein [Sandia Vista ES (Rio Rancho)]; Nancy Syner [University Hills ES (Las Cruces)]; Elizabeth Ann Smith [Kit Carson ES (APS)]; Susan Rosprim [Bel-Air ES (APS)]; and Marilyn Branton [Elementary (Los Alamos)].

Middle School: Billie Dixon co-chair [Portales JR Hi (Portales)]; Linda Vose [Mountain View MS (Rio Rancho)]; Rachel Horwitz [McKinley MS (APS)]; Kirsten Johnson [DeVargas MS (Santa Fe)]; Trish Murphy [Farmington MS]; and Dotty Pfeifer [La Plata (Silver City)].

High School: Marla Layman co-chair [Clovis HS (Clovis)]; Heather Dahl [Manzano HS (APS)]; Mary Ann Allen [Gallup HS (Gallup)]; Ray Maseman [Del Norte HS (APS)]; Jackie Dean [Las Cruces HS (Las Cruces)]; Martha Whitesides [Tucumcari HS (Tucumcari)]; and Elise Orell (facilitator) [Volcano Vista HS (APS)].

Members working at other levels: Holly Adams [Team leader (Los Alamos)]; Amy Deutsch [District Librarian (Dexter)]; Debbie Macias [LMTS (APS)]; Rosemary Shafer [K-12 (Carrizozo)].