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(this is a transition slide from previous information)

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In SD our Department of Education is focusing on preparing all students to be College, Career and Life Ready. Four Student Outcomes support that aspiration– the first outcome listed is “Students enter 4<sup>th</sup> grade proficient or advanced in reading.” As public librarians this also involves you as you work with students, teachers, and parents.

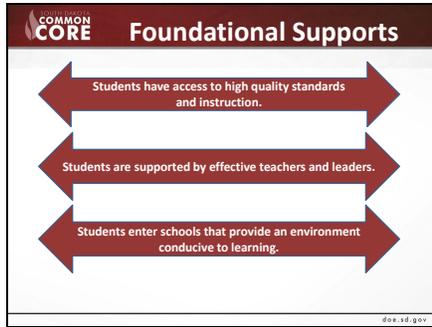
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The reading goal is supported by 4 strategies that were designed by a committee that Jasmine, Marta, and Joan serve on as representatives of the State Library. One of those strategies is Year-Round Reading, which Jasmine is assigned to lead. CSLP and summer reading activities are a key component of the Year-Round Reading strategy.

The other strategies are: early education (that includes birth to 5 literacy), data driven decision making and teacher content knowledge. Here is a handout with more details.

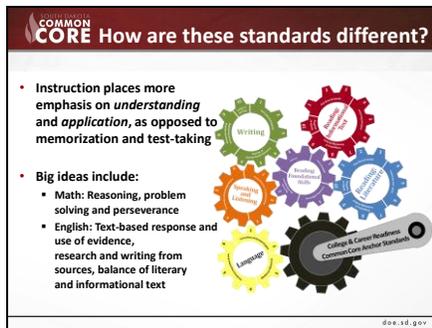
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Along with the 4 goals supporting the college and career ready aspiration are three foundational supports. Although they are talking about instruction in schools, they carry over to the public library as students and parents seek information and 24/7 access.

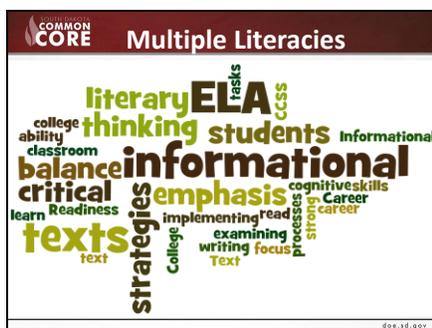
It is helpful for public librarians to be aware of what is going on in the schools to help serve this population when they come into the public library.

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It is very important to remember that our librarians are both teachers and leaders in their schools and communities. Across all of these big ideas (which are also called shifts) is the importance of evidence. Libraries of all types have a role in everything. However, strong connections can be made in the area of literacy.

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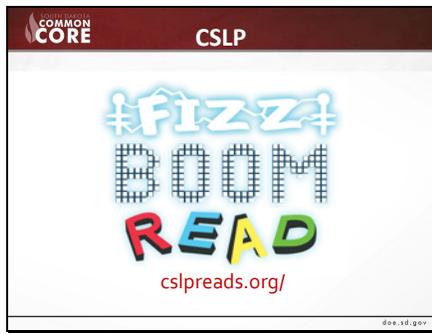
This Wordle is of the most common words present within the Common Core for language arts. We can see the emphasis that is put on information. Both school and public libraries are central resources for students and teachers accessing information 24/7.

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School and public libraries work parallel on the road trip to grow life-long learners. Although the missions are not identical, they meet at the cross-roads where students and parents are accessing materials. Our final destination is that we all want students to be successful readers and researchers.

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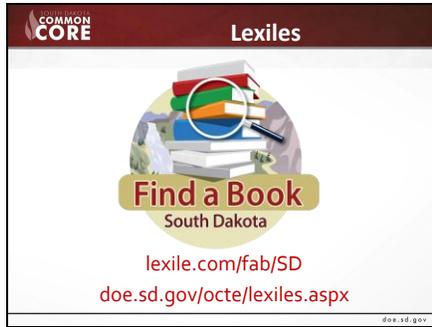
The most valuable cross-roads is summer reading. We all know summer reading addresses the loss in skills that happens when students don't read over the summer, also known as summer slide.

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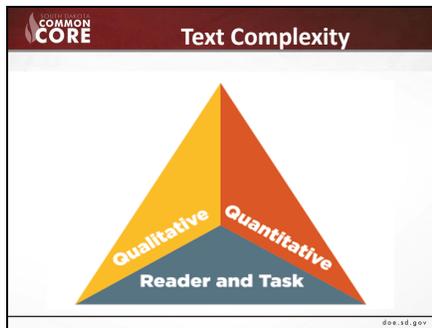
The Read! SD website is filled with resources for librarians, teachers, and parents. It includes further support for summer reading programs and is available year round.

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One of the resources available through Read! SD is Find a Book. This resource can be used by librarians, teachers, parents and even kids themselves. It uses the student's Lexile measure (a readability score) to match students with texts that are at their reading and interest level. But it can also be used if you don't know the students Lexile level by answering a short list of questions about the student's reading ability.

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Lexiles are only one tool used to match a kid with books. We also know how important it is to consider content and purpose. The other two sides of this triangle are even more important because you the librarian use your readers advisory skills to match the appropriate content to the right reader. You as the reader's advisor represent the two human parts of this model: Quality and Reader and Task.

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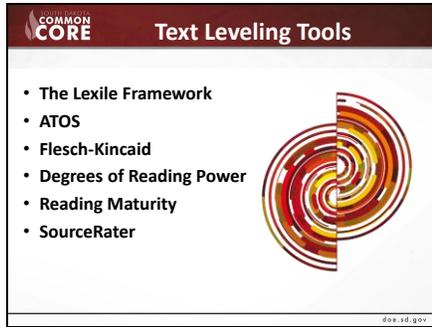
- Age-appropriateness of content
- Pictures and diagrams
- The quality of the book

- A kid's interest and motivation
- Background knowledge
- Reading purpose and content

You as a librarian know your community best.

Each library determines how they handle the labeling and location of books. We are not saying to re-arrange your library by Lexiles. The appropriate place for Lexile levels is on the inside of the book or on the MARC record. Or, simply direct your patrons to Find a Book where they can locate the Lexile level themselves.

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A slide titled "Text Leveling Tools" with the Common Core logo. It lists several tools: The Lexile Framework, ATOS, Flesch-Kincaid, Degrees of Reading Power, Reading Maturity, and SourceRater. To the right is a graphic of a spiral with red, orange, and yellow colors.

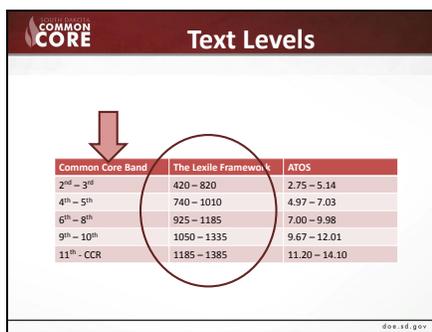
- The Lexile Framework
- ATOS
- Flesch-Kincaid
- Degrees of Reading Power
- Reading Maturity
- SourceRater

Lexiles are just one readability measure being used in schools. The Common Core has recognized several text leveling tools that schools and libraries can use to determine the readability of text.

In South Dakota most of our schools are using either Lexiles or ATOS measures. Our state assessment the DakotaSTEP is linked to the Lexile framework and the new assessment from Smarter Balanced will also be linked to Lexiles. Scholastic Reading Counts and DIBELS are two of many assessment programs that report Lexiles. Renaissance Learning programs, like Accelerated Reading, report ATOS levels.

To find out what readability measures your local school is using, talk to your school librarian.

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A slide titled "Text Levels" with the Common Core logo. It features a table comparing Common Core Bands, The Lexile Framework, and ATOS. A red arrow points to the 4th-5th grade band, and a red circle highlights the Lexile Framework column.

Common Core Band	The Lexile Framework	ATOS
2 <sup>nd</sup> – 3 <sup>rd</sup>	420 – 820	2.75 – 5.14
4 <sup>th</sup> – 5 <sup>th</sup>	740 – 1010	4.97 – 7.03
6 <sup>th</sup> – 8 <sup>th</sup>	925 – 1185	7.00 – 9.98
9 <sup>th</sup> – 10 <sup>th</sup>	1050 – 1335	9.67 – 12.01
11 <sup>th</sup> – CCR	1185 – 1385	11.20 – 14.10

In the same way that there is no such thing as a typical fifth grade shoe size, there's no such thing as a typical fifth grade reader. In fact, we often find a wide range of student Lexile measures within any classroom.

We have also found that many texts provided in a grade level will usually fall within the given Lexile range. Texts will have those Lexile ranges, though this says nothing about reader ability measures, simply text difficulty for a particular grade level.

Therefore, we do NOT talk in terms of grade level, but the text demand one can expect at each grade.

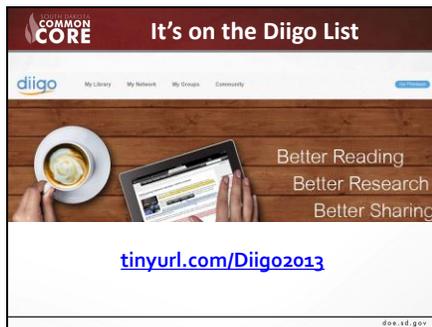
In this slide, for example, you'll notice that a 4<sup>th</sup> grade student is likely to encounter textual demand between 740L and 1010L. In fact, the middle fifty percent of 4<sup>th</sup> grade textbooks are between 740L to 1010L. This says nothing of a 4<sup>th</sup> grade student's actual reading ability – just the text demand he is likely to face.

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The Department of Education has established a website for the general public that gives background information and answers questions about the Common Core. Take a look for yourself and also share with parents and other patrons who are interested in learning more.

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The State Library has also gathered additional reading and library resources for you in a Diigo list. The URL is here on the slide.

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**COMMON CORE** **For More Information:**

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School Library Coordinators

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If you have questions, contact our School Library Coordinators, Joan and Marta.