

SD/AASL Standards Crosswalk

SOUTH DAKOTA SCHOOL LIBRARY STANDARDS	AASL STANDARDS FOR THE 21 ST CENTURY LEARNER
INQUIRY AND PROBLEM SOLVING	1. Inquiry and Problem Solving 2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge.
1. The student will use a process of questioning, accessing, evaluating, and applying information to share and create new knowledge.	1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life. 2.1.1 Continue an inquiry- based research process 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. 3.1.1 Conclude an inquiry- based research process by sharing new understandings and reflecting on the learning.
1. 12.1 Access the physical and virtual library environment. (Remember)	1.1.2 Use prior and background knowledge as context for new learning 1.2.2 Demonstrate confidence and self- direction by making independent choices in the selection of resources and information.
1.12.2 Manage projects/activities by developing a personal plan. (Apply, Analyze)	1.2.6 Display emotional resilience by persisting in information searching despite challenges. 1.2.7 Display persistence by continuing to pursue information to gain a broad perspective. 1.4.1 Monitor own information-seeking processes for effectiveness and progress, and adapt 2.2.4 Demonstrate personal productivity by completing products to express learning. 2.4.4 Develop directions for future investigations. 4.4.3 Recognize how to focus efforts in personal learning.
1.12.3 Generate a scaffold of questions to investigate; modify as needed to broaden or narrow investigation. (Understand)	1.1.3 Develop and refine a range of questions to frame the search for new understanding. 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. 1.2.5 Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.

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<p>1.12.4 Locate resources appropriate for purpose using library tools. (Apply)</p>	<p>1.1.4 Find, evaluate, and select appropriate sources to answer questions. 1.2.2 Demonstrate confidence and self- direction by making independent choices in the selection of resources and information. 2.2.1 Demonstrate flexibility in the use of resources by adapting information strategies to each specific resource and by seeking additional resources when clear conclusions cannot be drawn. 4.3.2 Recognize that resources are created for a variety of purposes.</p>
<p>1.12.5 Critique resources for accuracy, currency, reliability, usefulness, validity, scope, purpose, and intended audience. (Evaluate)</p>	<p>1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, and appropriateness for needs, importance, and social and cultural context. 1.1.7 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. 1.2.4 Maintain a critical stance by questioning the validity and accuracy of all information.</p>
<p>1.12.6 Select a method to record information. (Analyze)</p>	<p>2.1.2 Organize knowledge so that it is useful. 2.1.4 Use technology and other information tools to analyze and organize information. 2.4.3 Recognize new knowledge and understanding. 4.1.6 Organize personal knowledge in a way that can be called upon easily.</p>
<p>1.12.7 Present and defend new learning using a variety of formats. (Create)</p>	<p>1.2.3 Demonstrate creativity by using multiple resources and formats. 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real- world situations, and further investigations. 2.1.6 Use the writing process, media and visual literacy, and technology skills to create products that express new understandings. 2.2.2 Use both divergent and convergent thinking to formulate alternative conclusions and test them against the evidence. 2.2.3 Employ a critical stance in drawing conclusions by demonstrating that the pattern of evidence leads to a decision or conclusion. 3.1.3 Use writing and speaking skills to communicate new understandings effectively. 3.2.1 Demonstrate leadership and confidence by presenting ideas to others in both formal and informal situations. 3.3.5 Contribute to the exchange of ideas within and beyond the learning community.</p>

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<p>1.12.8 Self-assess and reflect on new learning in relation to the quality and effectiveness of the product created. (Evaluate)</p>	<p>1.4.3 Monitor gathered information, and assess for gaps or weaknesses. 2.4.2 Reflect on systematic process, and assess for completeness of investigation. 3.4.1 Assess the processes by which learning was achieved in order to revise strategies and learn more effectively in the future. 3.4.2 Assess the quality and effectiveness of the learning product. 4.4.2 Recognize the limits of own personal knowledge. 4.4.5 Develop personal criteria for gauging how effectively own ideas are expressed.</p>
<p>MULTIPLE LITERACIES</p>	<p>4. Pursue personal and aesthetic growth.</p>
<p>2. The student will read, view, listen, speak and write to investigate, explore, create and communicate for academic and personal growth.</p>	<p>1.1.6 Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.</p>
<p>2.12.1 Read for pleasure daily. (Apply)</p>	<p>4.1.5 Connect ideas to own interests and previous knowledge and experience. 4.2.4 Show an appreciation for literature by electing to read for pleasure and expressing an interest in various literary genres. 4.4.1 Identify own areas of interest.</p>
<p>2.12.2 Access libraries and community resources to read, view, and listen. (Apply)</p>	<p>1.4.4 Seek appropriate help when it is needed. 4.1.1 Read, view, and listen for pleasure and personal growth. 4.2.1 Display curiosity by pursuing interests through multiple resources. 4.3.3 Seek opportunities for pursuing personal and aesthetic growth. 4.4.6 Evaluate own ability to select resources that are engaging and appropriate for personal interests and needs.</p>
<p>2.12.3 Read beyond personal affinity for particular genres, authors, illustrators, and series. (Understand)</p>	<p>4.1.2 Read widely and fluently to make connections with self, the world, and previous reading. 4.1.4 Seek information for personal learning in a variety of formats and genres.</p>

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<p>2.12.4 Critique authors who create in differing genres and styles. (Analyze)</p>	<p>4.1.3 Respond to literature and creative expressions of ideas in various formats</p>
<p>2.12.5 Analyze and respond to multiple resources reflecting the diverse heritage of SD, the US, and the world. (Evaluate)</p>	<p>1.3.2 Seek divergent perspectives during information gathering and assessment. 2.3.2 Consider diverse and global perspectives in drawing conclusions. 4.2.3 Maintain openness to new ideas by considering divergent opinions, changing opinions or conclusions when evidence supports the change, and seeking information about new ideas encountered through academic or personal experiences. 4.4.4 Interpret new information based on cultural and social context.</p>
<p>2.12.6 Identify special awards for print, nonprint and multimedia works. (Understand)</p>	<p>2.3.1 Connect understanding to the real world.</p>
<p>2.12.7 Use electronic/digital tools and resources to locate and creatively share information. (Apply, Create)</p>	<p>1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry. 1.2.3 Demonstrate creativity by using multiple resources and formats. 3.1.4 Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess. 4.1.7 Use social networks and information tools to gather and share information. 4.1.8 Use creative and artistic formats to express personal learning.</p>
<p>2.12.8 Transfer knowledge and adapt strategies from one format to another. (Understand, Apply)</p>	<p>3.3.4 Create products that apply to authentic, real-world contexts. 4.2.2 Demonstrate motivation by seeking information to answer personal questions and interests, trying a variety of formats and genres, and displaying a willingness to go beyond academic requirements.</p>

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ETHICAL PARTICIPATION	3. Share knowledge and participate ethically and productively as members of our democratic society.
3. The student will use information and its tools in a responsible, safe, legal and ethical manner.	3.1.5 Connect learning to community issues. 3.3.6 Use information and knowledge in the service of democratic values.
3.12.1 Create lists of resources using a standard bibliographic format. (Apply)	1.3.3 Follow ethical and legal guidelines in gathering and using information.
3.12.2 Adhere to the concepts of intellectual property, copyright, plagiarism, and fair use. (Understand, Apply)	1.3.1 Respect copyright/ intellectual property rights of creators and producers.
3.12.3 Follow local school Internet and acceptable use policy. (Understand)	4.3.4 Practice safe and ethical behaviors in personal electronic communication and interaction.
3.12.4 Interpret and respect the opinions and ideas of others. (Analyze)	1.3.4 Contribute to the exchange of ideas within the learning community. 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process. 3.2.2 Show social responsibility by participating actively with others in learning situations and by contributing questions and ideas during group discussions. 3.3.1 Solicit and respect diverse perspectives while searching for information, collaborating with others, and participating as a member of the community. 3.3.2 Respect the differing interests and experiences of others, and seek a variety of viewpoints.

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<p>3.12.5 Work independently and in collaborative groups. (Create)</p>	<p>1.1.9 Collaborate with others to broaden and deepen understanding. 2.1.5 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. 3.1.2 Participate and collaborate as members of a social and intellectual network of learners. 3.2.3 Demonstrate teamwork by working productively with others. 3.4.3 Assess own ability to work with others in a group setting by evaluating varied roles, leadership, and demonstrations of respect for other viewpoints. 4.3.1 Participate in the social exchange of ideas, both electronically and in person.</p>
<p>3.12.6 Consider the impacts of information technology. (Analyze)</p>	<p>2.4.1 Determine how to act on information (accept, reject, modify). 3.3.7 Respect the principles of intellectual freedom.</p>
<p>3.12.7 Model ethical behavior, leadership and personal responsibility when using information technology. (Apply)</p>	<p>1.3.5 Use information technology responsibly. 2.3.3 Use valid information and reasoned conclusions to make ethical decisions. 3.1.6 Use information and technology ethically and responsibly. 3.3.3 Use knowledge and information skills and dispositions to engage in public conversation and debate around issues of common concern.</p>

“AASL Standards for the 21st-Century Learner.” 2007. American Association of School Librarians. 22 Sept. 2011.
 <<http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards>>.

“South Dakota School Library Content Standards.” 2010. SD Department of Education. 22 Sept. 2011.
 <<http://www.library.sd.gov/LIB/SLC/index.aspx>>