SCHOOL LIBRARY CONTENT STANDARDS

South Dakota 2010

Adopted by the South Dakota State Library Board, April 2011

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School Library Content Standards

South Dakota 2010

Introduction

School librarians in collaboration with all content area teachers empower students to fully engage in our global, digital world.

To be successful participants in this world, students must be able to carry out the processes of inquiry and problem solving, develop multiple literacies, and practice the tenets of ethical participation in society.

The following school library strands and standards are based on best practices from the professional research as well as the work of the American Association of School Librarians, the International Society for Technology in Education, the Common Core State Standards Initiative and the Partnership for 21st Century Schools.

The standards are designed to be age-appropriate guides for successful student learning in the 21st century, learning which is differentiated, collaborative, and integrated across all content areas. The standards outline what students are expected to know and be able to do. They are not intended to be taught in isolation or used as a teacher or librarian evaluation tool.

The standards reflect the following common beliefs and support the national goal for all students to be college and career ready upon graduation from high school:

AASL STANDARDS FOR THE 21ST-CENTURY LEARNER - COMMON BELIEFS:

Reading is a window to the world.

Inquiry provides a framework for learning.

Ethical behavior in the use of information must be taught.

Technology skills are crucial for future employment needs.

Equitable access is a key component for education.

The definition of information literacy has become more complex as resources and technologies have changed.

The continuing expansion of information demands that all individuals acquire the thinking skills that will enable them to learn on their own.

Learning has a social context.

School libraries are essential to the development of learning skills.

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language…

demonstrate independence.

build strong content knowledge.

respond to the varying demands of audience, task, purpose, and discipline.

comprehend as well as critique.

value evidence.

use technology and digital media strategically and capably.

come to understand other perspectives and cultures.

Grade: PK-2

STRAND OF PROFICIENCY: INQUIRY AND PROBLEM SOLVING

Standard 1: The student will use a process of questioning, accessing, evaluating, and applying information to share and create new knowledge.

1.2.1 Access the physical and virtual library environment with assistance. (Remember)

1.2.2 Manage projects/activities in an organized manner with prompting and support. (Understand, Apply)

1.2.3 Generate a scaffold of questions to investigate with prompting and support. (Understand)

1.2.4 Locate resources appropriate for purpose with guidance. (Apply)

1.2.5 Critique resources for accuracy with prompting and support. (Evaluate)

1.2.6 Use a variety of methods to record information with prompting and support. (Analyze)

1.2.7 Present new learning using a variety of formats. (Create)

1.2.8 Self-assess new learning with guidance. (Evaluate)

STRAND OF PROFICIENCY: MULTIPLE LITERACIES

Standard 2: The student will read, view, listen, speak and write to investigate, explore, create and communicate for academic and personal growth.

2.2.1 Read for pleasure daily. (Apply)

2.2.2 Access libraries to read, view and listen. (Apply)

2.2.3 Begin to develop personal affinity for particular genres, authors, illustrators, series. (Understand)

2.2.4 Recognize the differences between fiction and nonfiction and fact and opinion. (Understand)

2.2.5 Access and understand multiple resources reflecting the multicultural heritage of SD, the US, and the world. (Apply and Remember)

2.2.6 Identify the special awards for print, nonprint and multimedia works. (Understand)

2.2.7 Use pre-selected electronic/digital tools and resources to locate and creatively share information. (Apply, Create)

STRAND OF PROFICIENCY: ETHICAL PARTICIPATION

Standard 3: The student will use information and its tools in a responsible, safe, legal and ethical manner.

3.2.1 Create simple lists of resources used in own products/projects. (Apply)

3.2.2 Identify the owner of ideas and information. (Understand)

3.2.3 Follow local school Internet and acceptable use policy. (Understand)

3.2.4 Respect the opinions and ideas of others. (Analyze)

3.2.5 Work independently and in collaborative groups. (Create)

Grade: 3-5

STRAND OF PROFICIENCY: INQUIRY AND PROBLEM SOLVING

Standard 1: The student will use a process of questioning, accessing, evaluating, and applying information to share and create new knowledge.

1.5.1 Access the physical and virtual library environment. (Remember)

1.5.2 Manage projects/activities in an organized manner. (Understand, Apply)

1.5.3 Generate a scaffold of questions to investigate with prompting and support; modify as needed. (Understand)

1.5.4 Locate resources appropriate for purpose using library tools. (Apply)

1.5.5 Critique resources for accuracy, currency, reliability, usefulness, purpose. (Evaluate)

1.5.6 Use a variety of methods to record information. (Analyze)

1.5.7 Present new learning using a variety of formats. (Create)

1.5.8 Self-assess new learning in relation to the quality of the product created. (Evaluate)

STRAND OF PROFICIENCY: MULTIPLE LITERACIES

Standard 2: The student will read, view, listen, speak and write to investigate, explore, create and communicate for academic and personal growth.

2.5.1 Read for pleasure daily. (Apply)

2.5.2 Access libraries to read, view and listen. (Apply)

2.5.3 Expand personal affinity for particular genres, authors, illustrators, series. (Understand)

2.5.4 Recognize South Dakota authors and their work. (Understand)

2.5.5 Access and understand multiple resources reflecting the multicultural heritage of SD, the US, and the world. (Apply)

2.5.6 Identify the special awards for print, nonprint and multimedia works. (Understand)

2.5.7 Use electronic/digital tools and resources to locate and creatively share information. (Apply, Create)

STRAND OF PROFICIENCY: ETHICAL PARTICIPATION

Standard 3: The student will use information and its tools in a responsible, safe, legal and ethical manner.

3.5.1 Create lists of resources using an abbreviated bibliographic format. (Apply)

3.5.2 Discuss intellectual property, copyright, plagiarism, and fair use. (Understand)

3.5.3 Follow local school Internet and acceptable use policy. (Understand)

3.5.4 Respect the opinions and ideas of others. (Analyze)

3.5.5 Work independently and in collaborative groups. (Create)

3.5.6 Consider the impacts of information technology. (Analyze)

Grade: 6-8

STRAND OF PROFICIENCY: INQUIRY AND PROBLEM SOLVING

Standard 1: The student will use a process of questioning, accessing, evaluating, and applying information to share and create new knowledge.

1.8.1 Access the physical and virtual library environment. (Remember)

1.8.2 Manage projects/activities in an organized manner. (Understand, Apply)

1.8.3 Generate a scaffold of questions to investigate; modify as needed. (Understand)

1.8.4 Locate resources appropriate for purpose using library tools. (Apply)

1.8.5 Evaluate resources for accuracy, currency, reliability, usefulness, validity, scope, purpose, and intended audience. (Evaluate)

1.8.6 Use a variety of methods to record information. (Analyze)

1.8.7 Present new learning using a variety of formats. (Create)

1.8.8 Self-assess and reflect on new learning in relation to the quality and effectiveness of the product created. (Evaluate)

STRAND OF PROFICIENCY: MULTIPLE LITERACIES

Standard 2: The student will read, view, listen, speak and write to investigate, explore, create and communicate for academic and personal growth.

2.8.1 Read for pleasure daily (Apply)

2.8.2 Access libraries to read, view, and listen. (Apply)

2.8.3 Begin to read beyond personal affinity for particular genres, authors, illustrators, series. (Understand)

2.8.4 Recognize authors who create in differing genres and styles. (Understand)

2.8.5 Analyze and respond to multiple resources, reflecting the multicultural heritage of SD, the US, and the world. (Apply)

2.8.6 Identify the special awards for print, nonprint and multimedia works. (Understand)

2.8.7 Use electronic/digital tools and resources to locate and creatively share information. (Apply, Create)

STRAND OF PROFICIENCY: ETHICAL PARTICIPATION

Standard 3: The student will use information and its tools in a responsible, safe, legal and ethical manner.

3.8.1 Create lists of resources using a standard bibliographic format. (Apply)

3.8.2 Explain the concepts of intellectual property, copyright, plagiarism, and fair use. (Understand)

3.8.3 Follow the local school Internet and acceptable use policy. (Understand)

3.8.4 Respect the opinions and ideas of others. (Analyze)

3.8.5 Work independently and in collaborative groups. (Create)

3.8.6 Consider the impacts of information technology. (Analyze)

3.8.7 Model ethical behavior, leadership and personal responsibility when using information technology. (Apply)

Grade: 9-12

STRAND OF PROFICIENCY: INQUIRY AND PROBLEM SOLVING

Standard 1: The student will use a process of questioning, accessing, evaluating, and applying information to share and create new knowledge.

1.12.1 Access the physical and virtual library environment. (Remember)

1.12.2 Manage projects/activities by developing a personal plan.(Apply, Analyze)

1.12.3 Generate a scaffold of questions to investigate; modify as needed to broaden or narrow investigation. (Understand)

1.12.4 Locate resources appropriate for purpose using library tools. (Apply)

1.12.5 Critique resources for accuracy, currency, reliability, usefulness, validity, scope, purpose, and intended audience. (Evaluate)

1.12.6 Select a method to record information. (Analyze)

1.12.7 Present and defend new learning using a variety of formats. (Create)

1.12.8 Self-assess and reflect on new learning in relation to the quality and effectiveness of the product created. (Evaluate)

STRAND OF PROFICIENCY: MULTIPLE LITERACIES

Standard 2: The student will read, view, listen, speak and write to investigate, explore, create and communicate for academic and personal growth.

2.12.1 Read for pleasure daily. (Apply)

2.12.2 Access libraries and community resources to read, view, and listen. (Apply)

2.12.3 Read beyond personal affinity for particular genres, authors, illustrators, series. (Understand)

2.12.4 Critique authors who create in differing genres and styles. (Analyze)

2.12.5 Analyze and respond to multiple resources reflecting the multicultural heritage of SD, the US, and the world. (Evaluate)

2.12.6 Identify the special awards for print, nonprint and multimedia works. (Understand)

2.12.7 Use electronic/digital tools and resources to locate and creatively share information. (Apply, Create)

2.12.8 Transfer knowledge and adapt strategies from one format to another. (Understand, Apply)

STRAND OF PROFICIENCY: ETHICAL PARTICIPATION

Standard 3: The student will use information and its tools in a responsible, safe, legal and ethical manner.

3.12.1 Create lists of resources using a standard bibliographic format. (Apply)

3.12.2 Adhere to the concepts of intellectual property, copyright, plagiarism, and fair use. (Understand, Apply)

3.12.3 Follow the local school Internet and acceptable use policy. (Understand)

3.12.4 Interpret and respect the opinions and ideas of others. (Analyze)

3.12.5 Work independently and in collaborative groups. (Create)

3.12.6 Consider the impacts of information technology. (Analyze)

3.12.7 Model ethical behavior, leadership and personal responsibility when using information technology. (Apply)

STRAND OF PROFICIENCY: INQUIRY AND PROBLEM SOLVING

Standard 1: The student will use a process of questioning, accessing, evaluating, and applying information to share and create new knowledge.

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PK-2: Inquiry and Problem Solving	3-5: Inquiry and Problem Solving	6-8: Inquiry and Problem Solving	9-12: Inquiry and Problem Solving
1.2.1 Access the physical and virtual library environment with assistance. (Remember)	1.5.1 Access the physical and virtual library environment. (Remember)	1.8.1 Access the physical and virtual library environment. (Remember)	1. 12.1 Access the physical and virtual library environment. (Remember)
1.2.2 Manage projects/activities in an organized manner with prompting and support. (Understand, Apply)	1.5.2 Manage projects/activities in an organized manner. (Understand, Apply)	1.8.2 Manage projects/activities in an organized manner. (Understand, Apply)	1.12.2 Manage projects/activities by developing a personal plan. (Apply, Analyze)
1.2.3 Generate a scaffold of questions to investigate with prompting and support. (Understand)	1.5.3 Generate a scaffold of questions to investigate with prompting and support; modify as needed. (Understand)	1.8.3 Generate a scaffold of questions to investigate; modify as needed. (Understand)	1.12.3 Generate a scaffold of questions to investigate; modify as needed to broaden or narrow investigation. (Understand)
1.2.4 Locate resources appropriate for purpose with guidance. (Apply)	1.5.4 Locate resources appropriate for purpose using library tools. (Apply)	1.8.4 Locate resources appropriate for purpose using library tools. (Apply)	1.12.4 Locate resources appropriate for purpose using library tools. (Apply)
1.2.5 Critique resources for accuracy and currency with prompting and support. (Evaluate)	1.5.5 Critique resources for accuracy, currency, reliability, usefulness, and purpose. (Evaluate)	1.8.5 Evaluate resources for accuracy, currency, reliability, usefulness, validity, scope, purpose, and intended audience. (Evaluate)	1.12.5 Critique resources for accuracy, currency, reliability, usefulness, validity, scope, purpose, and intended audience. (Evaluate)
1.2.6 Use a variety of methods to record information with prompting and support. (Analyze)	1.5.6 Use a variety of methods to record information. (Analyze)	1.8.6 Use a variety of methods to record information. (Analyze)	1.12.6 Select a method to record information. (Analyze)
1.2.7 Present new learning using a variety of formats. (Create)	1.5.7 Present new learning using a variety of formats. (Create)	1.8.7 Present new learning using a variety of formats. (Create)	1.12.7 Present and defend new learning using a variety of formats. (Create)
1.2.8 Self-assess new learning with guidance. (Evaluate)	1.5.8 Self-assess new learning in relation to the quality of the product created. (Evaluate)	1.8.8 Self-assess and reflect on new learning in relation to the quality and effectiveness of the product created. (Evaluate)	1.12.8 Self-assess and reflect on new learning in relation to the quality and effectiveness of the product created. (Evaluate)

STRAND OF PROFICIENCY: MULTIPLE LITERACIES

Standard 2: The student will read, view, listen, speak and write to investigate, explore, create and communicate for academic and personal growth.

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PK-2: Multiple Literacies		3-5: Multiple Literacies		6-8: Multiple Literacies		9-12: Multiple Literacies	
2.2.1	Read for pleasure daily. (Apply)	2.5.1	Read for pleasure daily. (Apply)	2.8.1	Read for pleasure daily. (Apply)	2.12.1	Read for pleasure daily. (Apply)
2.2.2	Access libraries to read, view, and listen. (Apply)	2.5.2	Access libraries to read, view, and listen. (Apply)	2.8.2	Access libraries to read, view, and listen. (Apply)	2.12.2	Access libraries and community resources to read, view, and listen. (Apply)
2.2.3	Begin to develop personal affinity for particular genres, authors, illustrators, and series. (Understand)	2.5.3	Expand personal affinity for particular genres, authors, illustrators, and series. (Understand)	2.8.3	Begin to read beyond personal affinity for particular genres, authors, illustrators, and series. (Understand)	2.12.3	Read beyond personal affinity for particular genres, authors, illustrators, and series. (Understand)
2.2.4	Recognize the differences between fiction and nonfiction and fact and opinion. (Understand)	2.5.4	Recognize South Dakota authors and their work. (Understand)	2.8.4	Recognize authors who create in differing genres and styles. (Understand)	2.12.4	Critique authors who create in differing genres and styles. (Analyze)
2.2.5	Access and understand multiple resources reflecting the diverse heritage of SD, the US, and the world. (Apply and Remember)	2.5.5	Access and understand multiple resources reflecting the diverse heritage of SD, the US, and the world. (Apply)	2.8.5	Analyze and respond to multiple resources reflecting the diverse heritage of SD, the US, and the world. (Apply)	2.12.5	Analyze and respond to multiple resources reflecting the diverse heritage of SD, the US, and the world. (Evaluate)
2.2.6	Identify special awards for print, nonprint and multimedia works. (Understand)	2.5.6	Identify special awards for print, nonprint and multimedia works. (Understand)	2.8.6	Identify special awards for print, nonprint and multimedia works. (Understand)	2.12.6	Identify special awards for print, nonprint and multimedia works. (Understand)
2.2.7	Use pre-selected electronic/ digital tools and resources to locate and creatively share information. (Apply, Create)	2.5.7	Use electronic/digital tools and resources to locate and creatively share information. (Apply, Create)	2.8.7	Use electronic/digital tools and resources to locate and creatively share information. (Apply, Create)	2.12.7	Use electronic/digital tools and resources to locate and creatively share information. (Apply, Create)
						2.12.8	Transfer knowledge and adapt strategies from one format to another. (Understand, Apply)

STRAND OF PROFICIENCY: ETHICAL PARTICIPATION

Standard 3: The student will use information and its tools in a responsible, safe, legal and ethical manner.

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PK-2: Ethical Participation	3-5: Ethical Participation	6-8: Ethical Participation	9-12: Ethical Participation
3.2.1 Create simple lists of resources used in own products/projects. (Apply)	3.5.1 Create lists of resources using an abbreviated bibliographic format. (Apply)	3.8.1 Create lists of resources using a standard bibliographic format. (Apply)	3.12.1 Create lists of resources using a standard bibliographic format. (Apply)
3.2.2 Identify the owner of ideas and information. (Understand)	3.5.2 Discuss intellectual property, copyright, plagiarism, and fair use. (Understand)	3.8.2 Explain the concepts of intellectual property, copyright, plagiarism, and fair use. (Understand)	3.12.2 Adhere to the concepts of intellectual property, copyright, plagiarism, and fair use. (Understand, Apply)
3.2.3 Follow local school Internet and acceptable use policy. (Understand)	3.5.3 Follow local school Internet and acceptable use policy. (Understand)	3.8.3 Follow local school Internet and acceptable use policy. (Understand)	3.12.3 Follow local school Internet and acceptable use policy. (Understand)
3.2.4 Respect the opinions and ideas of others. (Analyze)	3.5.4 Respect the opinions and ideas of others. (Analyze)	3.8.4 Respect the opinions and ideas of others. (Analyze)	3.12.4 Interpret and respect the opinions and ideas of others. (Analyze)
3.2.5 Work independently and in collaborative groups. (Create)	3.5.5 Work independently and in collaborative groups. (Create)	3.8.5 Work independently and in collaborative groups. (Create)	3.12.5 Work independently and in collaborative groups. (Create)
	3.5.6 Consider the impacts of information technology. (Analyze)	3.8.6 Consider the impacts of information technology. (Analyze)	3.12.6 Consider the impacts of information technology. (Analyze)
		3.8.7 Model ethical behavior, leadership and personal responsibility when using information technology. (Apply)	3.12.7 Model ethical behavior, leadership and personal responsibility when using information technology. (Apply)

Appendix A: Bloom's Revised Taxonomy

THE COGNITIVE PROCESS DIMENSION

1. Remember—Retrieve relevant knowledge from long-term memory
2. Understand—Construct meaning from instructional messages, including oral, written, and graphic communication
3. Apply—Carry out or use a procedure in a given situation
4. Analyze—Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose
5. Evaluate—Make judgments based on criteria and standards
6. Create—Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure

THE KNOWLEDGE DIMENSION

A. Factual Knowledge—The basic elements that students must know to be acquainted with a discipline or solve problems in it

B. Conceptual Knowledge—The interrelationships among the basic elements within a larger structure that enable them to function together

C. Procedural Knowledge—How to do something, methods of inquiry, and criteria for using skills, algorithms, techniques, and methods

D. Metacognitive Knowledge—Knowledge of cognition in general as well as awareness of one's own cognition

For more details and charts go to http://www.doe.sd.gov/readingup/documents/Blooms.pdf and http://dorchester.schoolfusion.us/modules/groups/homepagefiles/cms/478113/File/Standards/Math%20Revised%20Bloom.pdf?sessionid=2d566ed69e05b06598e51cc7f3a74343

From Lorin W. Anderson and David R. Krathwohl, *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Educational Objectives,* © 2001. Published by Allyn and Bacon, Boston, MA. © 2001 by Pearson Education.

Appendix B: Lexile Framework for Reading

The Lexile Framework for Reading
The Lexile Framework for Reading, developed by educational measurement company MetaMetrics®, Inc., is an indispensable part of any reading program. Lexile measures give educators the confidence to choose materials that can improve student reading skills and take the guesswork out of connecting readers with appropriate texts. If you know a student's Lexile measure, you can tell with a great deal of accuracy which books are appropriate for their reading ability.

Lexile measures defined
The Lexile Framework® for Reading is a scientific approach to measuring text difficulty and reading ability, putting both texts and readers on the same scale to accurately match readers with reading materials. A Lexile measure for either a text or a reader is a simple number followed by an "L" (e.g., 850L). The Lexile scale ranges from below 200L for beginning readers and beginning-reading text to above 1700L for advanced readers and text. Both the Lexile measure and Lexile scale are integral parts of the Lexile Framework.

The Lexile Framework is not an instructional program any more than a thermometer is a medical treatment. But just as a thermometer is useful in managing medical care, Lexile measures are useful in managing instructional programs and resources.

How Lexile measures work
All major standardized reading tests and many popular instructional reading programs report students' scores as Lexile measures. Each year, more than 28 million Lexile measures are reported from national and state assessments, classroom assessments and reading programs, representing about half of U.S. students. Lexile measures allow you to connect students with books and articles at the same Lexile measure with the confidence that they will find the texts appropriately challenging. Lexile measures can be used both to promote reading progress and to assign the right level of reading materials in other curriculum areas. Lexile measures are flexible enough to be used as part of any type of reading program.

Manage your students' reading comprehension
Lexile measures allow you to manage comprehension. Matching a reader's Lexile measure with a text with the same Lexile measure leads to an expected 75-percent comprehension rate—not too difficult to be frustrating, but difficult enough to be challenging and to encourage reading progress. You can further adjust anticipated comprehension simply by choosing more or less difficult texts within a student's Lexile range, which spans 50L above and 100L below his or her Lexile measure.

Apply Lexile measures across the curriculum
More than 150 publishers have Lexile measures for their titles, enabling you to link all the different components of the curriculum. You can use a student's Lexile measure to connect him or her with tens of thousands of books in the "Find a Book" Web site at www.lexile.com/findabook and tens of millions of newspaper and magazine articles through SD State Library e-resources at www.library.sd.gov that also have Lexile measures. To find out more about The Lexile Framework for Reading, visit the SD Department of Education Web site at www.doe.sd.gov/octe/lexiles.asp and the Lexile Web site at www.Lexile.com.

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Appendix C: Resources

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Appendix D: Acknowledgements

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SCHOOL LIBRARY CONTENT STANDARDS

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