The Weekly Update

from SD State Library School Library Services

December 13, 2021

Textual Literacy Course

SDSL School Services is pleased to announce that it is offering a Textual Literacy Course this winter! Join us in February for a fully on-line course focusing on this first strand of the SD School Library Standards.
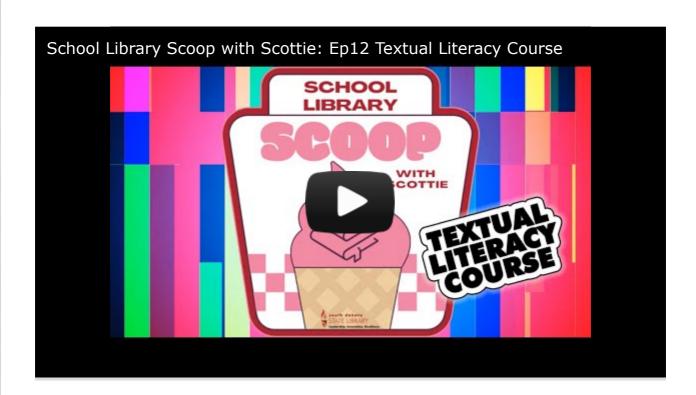
For more information, click the graphic below. This week's School Library Scoop with Scottie also shows how the course is set up. And the 1-2-3 Resources at the bottom of this newsletter are examples of the types of resources that will be offered in the course.

South Dakota State Library

Textual Literacy Course

FEBRUARY 2022

Join us this winter for an on-line course focusing on the first strand of the SD School Library Standards, Textual Literacy, in which we'll focus on topics related to reading and engaging for academic and personal growth.

Earn 2 graduate or undergraduate credits through USF. Readings, viewings, activities, projects, and evaluations are designed to equal a total of 30 hours of your time.

The School Library Scoop with Scottie

Episode 12: Textual Literacy Course
I hope you're enjoying this new platform for short tutorials on school library services, technology tips and trends, and so much more. If you have suggestions or requests for future topics, please click the "Topic Suggestions" button below. Past episodes can be viewed on [SDSL's YouTube Channel](#).

School Library Scoop with Scottie: Ep12 Textual Literacy Course

Topic Suggestions

SD School Library Standards

Textual Literacy is the first strand of the SD School Library Standards that were adopted in 2019. The standards are based on the best practices from professional research available to date. The American Association of School Librarians (AASL), the International Society for Technology in Education (ISTE), and the Future Ready Librarian model were consulted in addition to the South Dakota Technology Standards and the South Dakota English Language Arts standards. The workgroup also reviewed relevant content standards from other states as well as various research processes and literacy models.

Content standards provide educators a road roadmap for what their students should know and be able to do. Standards are not curriculum and are not intended to be taught in isolation. The SD School Library Standards are designed to be age-appropriate guides for successful student learning - learning which is differentiated, collaborative, and integrated across all content areas.

To learn more and to view all of the strands, click the chart below.

TEXTUAL LITERACY (TL): Reading & Engagement
Standard: Students read and engage for academic and personal growth.

KINDERGARTEN	1ST GRADE	2nd GRADE	3rd GRADE	4th GRADE	5th GRADE	6th GRADE	7th GRADE	8th GRADE	9th-12th GRADES
KG.LIB.TL.1.1 Access libraries to read, listen, view, and share for recreation and personal growth.	1.LIB.TL.1.1 Access libraries to read, listen, view, and share for recreation and personal growth.	2.LIB.TL.1.1 Access libraries to read, listen, view, and share for recreation and personal growth.	3.LIB.TL.1.1 Access libraries to read, listen, view, and share for recreation and personal growth.	4.LIB.TL.1.1 Access libraries to read, listen, view, and share for recreation and personal growth.	5.LIB.TL.1.1 Access libraries to read, listen, view, and share for recreation and personal growth.	6.LIB.TL.1.1 Access libraries to read, listen, view, and share for recreation and personal growth.	7.LIB.TL.1.1 Access libraries to read, listen, view, and share for recreation and personal growth.	8.LIB.TL.1.1 Access libraries to read, listen, view, and share for recreation and personal growth.	9-12.LIB.TL.1.1 Access libraries to read, listen, view, and share for recreation and personal growth.
KG.LIB.TL.1.2 Read, listen, and view for recreation and personal growth.	1.LIB.TL.1.2 Read, listen, and view for recreation and personal growth.	2.LIB.TL.1.2 Read, listen, and view for recreation and personal growth.	3.LIB.TL.1.2 Independently read, listen, and view for recreation and personal growth.	4.LIB.TL.1.2 Independently read, listen, and view for recreation and personal growth.	5.LIB.TL.1.2 Independently read, listen, and view for recreation and personal growth.	6.LIB.TL.1.2 Independently read, listen, and view for recreation and personal growth.	7.LIB.TL.1.2 Independently read, listen, and view for recreation and personal growth.	8.LIB.TL.1.2 Independently read, listen, and view for recreation and personal growth.	9-12.LIB.TL.1.2 Independently read, listen, and view for recreation and personal growth.
KG.LIB.TL.1.3 Read, listen, and view for academic growth.	1.LIB.TL.1.3 Read, listen, and view for academic growth.	2.LIB.TL.1.3 Read, listen, and view for academic growth.	3.LIB.TL.1.3 Read, listen, and view for academic growth.	4.LIB.TL.1.3 Read, listen, and view for academic growth.	5.LIB.TL.1.3 Independently read, listen, and view for academic growth.	6.LIB.TL.1.3 Independently read, listen, and view for academic growth.	7.LIB.TL.1.3 Independently read, listen, and view for academic growth.	8.LIB.TL.1.3 Independently read, listen, and view for academic growth.	9-12.LIB.TL.1.3 Independently read, listen, and view for academic growth.
KG.LIB.TL.1.4 Begin to develop a personal affinity for particular authors, illustrators, series, and genres.	1.LIB.TL.1.4 Begin to develop a personal affinity for particular authors, illustrators, series, and genres.	2.LIB.TL.1.4 Begin to develop a personal affinity for particular authors, illustrators, series, and genres.	3.LIB.TL.1.4 Expand personal affinity for particular authors, illustrators, series, genres and writing styles.	4.LIB.TL.1.4 Expand personal affinity for particular authors, illustrators, series, genres, writing styles, and formats in fiction and nonfiction.	5.LIB.TL.1.4 Expand personal affinity for particular authors, illustrators, series, genres, writing styles, and formats in fiction and nonfiction.	6.LIB.TL.1.4 Begin to read beyond personal affinity for particular authors, illustrators, series, genres, writing styles, and formats in fiction and nonfiction.	7.LIB.TL.1.4 Begin to read beyond personal affinity for particular authors, illustrators, series, genres, writing styles, and formats in fiction and nonfiction.	8.LIB.TL.1.4 Begin to read beyond personal affinity for particular authors, illustrators, series, genres, writing styles, formats, and viewpoints in fiction and nonfiction.	9-12.LIB.TL.1.4 Read beyond personal affinity for particular authors, illustrators, series, genres, writing styles, formats, and viewpoints in fiction and nonfiction.
KG.LIB.TL.1.5 Explore reading to make connections with self and the world.	1.LIB.TL.1.5 Explore reading to make connections with self and the world.	2.LIB.TL.1.5 Explore reading to make connections with self and the world.	3.LIB.TL.1.5 Begin to read texts in a variety of formats to explore diverse perspectives and make connections with self, the world, and prior knowledge.	4.LIB.TL.1.5 Read texts in a variety of formats to explore diverse perspectives and make connections with self, the world, and prior knowledge.	5.LIB.TL.1.5 Read texts in a variety of formats to explore diverse perspectives and make connections with self, the world, and prior knowledge.	6.LIB.TL.1.5 Read widely and fluently to explore diverse perspectives and make meaningful connections with self, the world, and prior knowledge.	7.LIB.TL.1.5 Read widely and fluently to explore diverse perspectives and make meaningful connections with self, the world, and prior knowledge.	8.LIB.TL.1.5 Read widely and deeply to explore diverse perspectives and make meaningful connections with self, the world, and prior knowledge.	9-12.LIB.TL.1.5 Read widely and deeply to explore diverse perspectives and make meaningful connections with self, the world, and prior knowledge.
KG.LIB.TL.1.6 Identify awards for print, non-print, and multimedia.	1.LIB.TL.1.6 Identify awards for print, non-print, and multimedia.	2.LIB.TL.1.6 Identify awards for print, non-print, and multimedia.	3.LIB.TL.1.6 Identify awards for print, non-print, and multimedia.	4.LIB.TL.1.6 Identify awards for print, non-print, and multimedia.	5.LIB.TL.1.6 Identify awards for print, non-print, and multimedia.	6.LIB.TL.1.6 Identify excellence in print, non-print, and multimedia.	7.LIB.TL.1.6 Identify excellence in print, non-print, and multimedia.	8.LIB.TL.1.6 Identify excellence in print, non-print, and multimedia.	9-12.LIB.TL.1.6 Identify and critique excellence in print, non-print, and multimedia.

1 Questionnaire to Determine Reading Identity

Fill this out for yourself and also share it with your students and your staff!

(Click to open fully)

What Is My Reading Identity?

Your Early Reading Life

What is your earliest memory of reading?
How was reading a part of your childhood?
What are three books that stand out to you from your childhood reading life and why?

2 Articles on the Benefits of Read-Alouds

Using Read-Alouds to Improve Older Elementary Students' Literacy Skills
https://www.edutopia.org/article/using-read-alouds-improve-older-elementary-students-literacy-skills

Reading Aloud to Middle School Students
https://www.edutopia.org/article/reading-aloud-middle-school-students

3 Book Talking Tips

Book talks are short (think even as short as 30-seconds!) presentations about books with the goal of convincing others to read them. They are usually prepared in advance and can be given in-person or even pre-recorded.

Think about these 3 tips when doing your own book talks. These help promote books instead of re-telling the plot.

Why I picked it up — why I chose it, what appealed — cover, author, recommendation, genre etc.
Why I finished it —what kept me reading — characters, plot, language, humour, setting etc.
Who I would give it to — what sort of reader might like this book, what are this title's 'read-alikes'.

Save the Date for ExCITE!

July 2022
This summer's theme is Information Literacy.
Registration will open this spring.
Click the pic below for more details!

NEW SD School Library Facebook Group!

The SD State Library's Collect + Connect Facebook Group is for SD School Librarians! Join to share your ideas and photos, ask your questions, reach out for advice, and discuss all of the awesomeness that happens in your library!

Join our School Library Facebook Group!

..from SDSL School Library Services

The Weekly Update is a correspondence from the South Dakota State Library focusing on current topics in school libraries, best practices, resources, professional development, and more. SDSL does not endorse any service or product listed or linked to in this newsletter.

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