SCHOOL LIBRARY STANDARDS

SOUTH DAKOTA: 2019

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NOTE: Changes in red made by workgroup on 11/07/2018 upon review of public comments up to that date. See pages 6, 12,14,18.

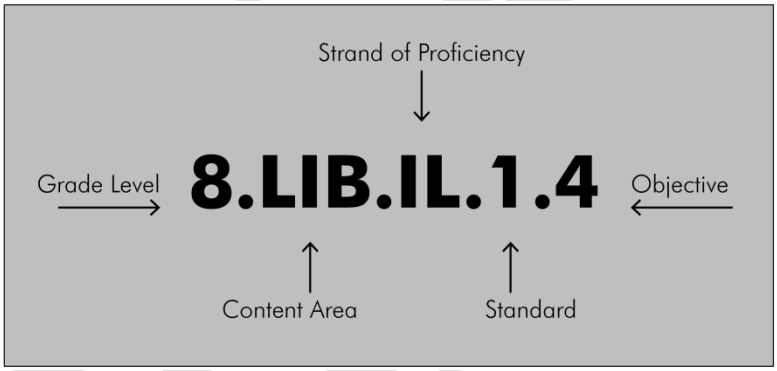
Background

The following South Dakota School Library 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 models were consulted as were the South Dakota Educational 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 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 South Dakota 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.

How to Read the Standards

The South Dakota School Library Standards document is coded to cross-reference the Grade, the Content Area, the Strand, the Standard, and the Objective (otherwise known as Outcome).



(Grade Level.Content Area.Strand.Standard.Objective)

Strands

Each strand of proficiency broadly articulates the related standards and objectives. The three strands in these content standards include:

- Textual Literacy: Reading and Engagement (TL)
- Informational Literacy: Inquiry and Research (IL)
- Civic and Ethical Literacy: Rights and Responsibilities (CE)

The Grade Spans

The South Dakota School Library Standards include student objectives for the following grade spans:

- Grades K through 2
- Grade 3 through 5
- Grades 6 through 8
- Grades 9 through 12

Organization of this Document

The South Dakota School Library Standards are displayed in two ways:

- by grade span vertical progression
- by K-12 vertical progression

DRAFT

Textual Literacy: Reading and Engagement (TL)

Standard: Students read and engage for academic and personal growth.

Objective:

KG.LIB.TL.1	Access libraries to read, listen, view, and share for recreation and personal growth.
1.LIB.TL.1	Access libraries to read, listen, view, and share for recreation and personal growth.
2.LIB.TL.1	Access libraries to read, listen, view, and share for recreation and personal growth.
KG.LIB.TL.2	Read, listen, and view for recreation and personal growth.
1.LIB.TL.2	Read, listen, and view for recreation and personal growth.
2.LIB.TL.2	Read, listen, and view for recreation and personal growth.
KG.LIB.TL.3	Read, listen, and view for academic growth.
1.LIB.TL.3	Read, listen, and view for academic growth.
2.LIB.TL.3	Read, listen, and view for academic growth.
KG.LIB.TL.4	Begin to develop a personal affinity for particular authors, illustrators, series, and genres.
1.LIB.TL.4	Begin to develop a personal affinity for particular authors, illustrators, series, and genres.
2.LIB.TL.4	Begin to develop a personal affinity for particular authors, illustrators, series, and genres.
KG.LIB.TL.5	Explore reading to make connections with self and the world.
1.LIB.TL.5	Explore reading to make connections with self and the world.
2.LIB.TL.5	Explore reading to make connections with self and the world.
KG.LIB.TL.6	Identify awards for print, non-print, and multimedia.
1.LIB.TL.6	Identify awards for print, non-print, and multimedia.
2.LIB.TL.6	Identify awards for print, non-print, and multimedia.

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Informational Literacy: Inquiry and Research (IL)

Standard: Students use research strategies to create and share new knowledge.

Objective:

KG.LIB.IL.1	Explore the physical and/or virtual library with guidance.
1.LIB.IL.1	Explore the physical and/or virtual library with guidance.
2.LIB.IL.1	Explore the physical and/or virtual library with guidance.
KG.LIB.IL.2	Formulate, with guidance, questions to investigate a personal inquiry or a learning goal.
1.LIB.IL.2	Formulate, with guidance, questions to investigate a personal inquiry or a learning goal.
2.LIB.IL.2	Formulate, with guidance, questions to investigate a personal inquiry or a learning goal.
KG.LIB.IL.3	Curate print resources with guidance.
1.LIB.IL.3	Curate print resources with guidance.
2.LIB.IL.3	Curate print resources.
KG.LIB.IL.4	Engage with resources with guidance.
1.LIB.IL.4	Engage with resources with guidance.
2.LIB.IL.4	Engage with resources.
KG.LIB.IL.5	Share learning with guidance.
1.LIB.IL.5	Share learning with guidance.
2.LIB.IL.5	Share learning.
KG.LIB.IL.6	Reflect on learning with guidance.
1.LIB.IL.6	Reflect on learning with guidance.
2.LIB.IL.6	Reflect on learning.

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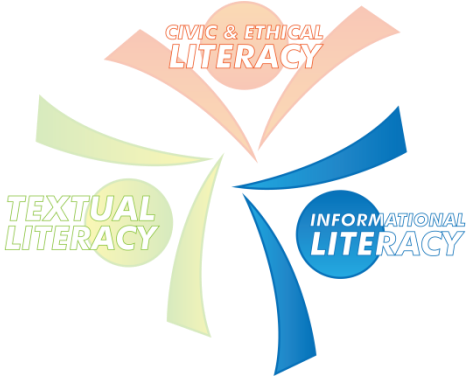

Civic and Ethical Literacy: Rights and Responsibilities (CE)

Standard: Students recognize the rights, responsibilities, and opportunities of living and learning in an interconnected world.

Objective:

KG.LIB.CE.1	Engage in positive, safe, ethical, and legal digital citizenship responsibilities.
1.LIB.CE.1	Engage in positive, safe, ethical, and legal digital citizenship responsibilities.
2.LIB.CE.1	Engage in positive, safe, ethical, and legal digital citizenship responsibilities.
KG.LIB.CE.2	Explore citizenship.
1.LIB.CE.2	Explore citizenship.
2.LIB.CE.2	Explore digital citizenship.
KG.LIB.CE.3	Acknowledge authorship.
1.LIB.CE.3	Acknowledge authorship.
2.LIB.CE.3	Use sources of information in an ethical manner.
KG.LIB.CE.4	Discuss intellectual property, copyright, plagiarism, and fair use guidelines.
1.LIB.CE.4	Discuss intellectual property, copyright, plagiarism, and fair use guidelines.
2.LIB.CE.4	Discuss intellectual property, copyright, plagiarism, and fair use guidelines.
KG.LIB.CE.5	Follow local acceptable use policies.
1.LIB.CE.5	Follow local acceptable use policies.
2.LIB.CE.5	Follow local acceptable use policies.
KG.LIB.CE.6	Demonstrate respect by using appropriate listening and speaking skills.
1.LIB.CE.6	Demonstrate respect by using appropriate listening and speaking skills.
2.LIB.CE.6	Demonstrate respect by using appropriate listening and speaking skills.

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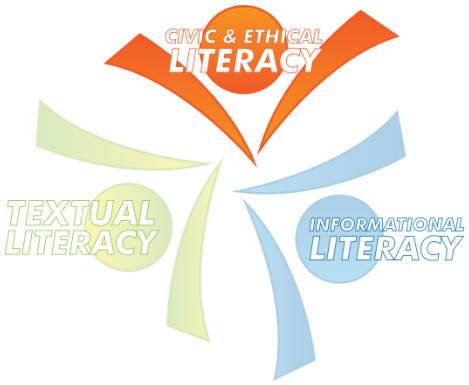

Textual Literacy: Reading and Engagement (TL)

Standard: Students read and engage for academic and personal growth.

Objective:

3.LIB.TL.1 Access libraries to read, listen, view, and share for recreation and personal growth.
4.LIB.TL.1 Access libraries to read, listen, view, and share for recreation and personal growth.
5.LIB.TL.1 Access libraries to read, listen, view, and share for recreation and personal growth.

3.LIB.TL.2 Independently read, listen, and view for recreation and personal growth.
4.LIB.TL.2 Independently read, listen, and view for recreation and personal growth.
5.LIB.TL.2 Independently read, listen, and view for recreation and personal growth.

3.LIB.TL.3 Read, listen, and view for academic growth.
4.LIB.TL.3 Read, listen, and view for academic growth.
5.LIB.TL.3 Independently read, listen, and view for academic growth.

3.LIB.TL.4 Expand personal affinity for particular authors, illustrators, series, genres and writing styles.
4.LIB.TL.4 Expand personal affinity for particular authors, illustrators, series, genres, writing styles, and formats in fiction and nonfiction.
5.LIB.TL.4 Expand personal affinity for particular authors, illustrators, series, genres, writing styles, and formats in fiction and nonfiction.

3.LIB.TL.5 Begin to read texts in a variety of formats to explore diverse perspectives and make connections with self, the world, and prior knowledge. ~~previous reading~~.
4.LIB.TL.5 Read texts in a variety of formats to explore diverse perspectives and make connections with self, the world, and prior knowledge. ~~previous reading~~.
5.LIB.TL.5 Read texts in a variety of formats to explore diverse perspectives and make connections with self, the world, and prior knowledge. ~~previous reading~~.

3.LIB.TL.6 Identify awards for print, non-print, and multimedia.
4.LIB.TL.6 Identify awards for print, non-print, and multimedia.
5.LIB.TL.6 Identify awards for print, non-print, and multimedia.

DRAFT

Informational Literacy: Inquiry and Research (IL)

Standard: Students use research strategies to create and share new knowledge.

Objective:

3.LIB.IL.1	Explore the physical and virtual library with guidance.
4.LIB.IL.1	Explore the physical and virtual library with guidance.
5.LIB.IL.1	Explore the physical and virtual library with guidance.
3.LIB.IL.2	Develop questioning strategies to investigate a personal inquiry or a learning goal.
4.LIB.IL.2	Develop questioning strategies to investigate a personal inquiry or a learning goal.
5.LIB.IL.2	Develop questioning strategies to investigate a personal inquiry or a learning goal.
3.LIB.IL.3	Curate print and digital resources with guidance.
4.LIB.IL.3	Curate print and digital resources with guidance.
5.LIB.IL.3	Curate print and digital resources for problem-solving with guidance.
3.LIB.IL.4	Engage with resources by incorporating information.
4.LIB.IL.4	Engage with resources by incorporating information.
5.LIB.IL.4	Engage with resources by incorporating information.
3.LIB.IL.5	Share learning by beginning to use a variety of platforms, tools, styles, media, and formats.
4.LIB.IL.5	Share learning by beginning to use a variety of platforms, tools, styles, media, and formats.
5.LIB.IL.5	Share learning by beginning to use a variety of platforms, tools, styles, media, and formats.
3.LIB.IL.6	Reflect on the research process and learning product.
4.LIB.IL.6	Reflect on the research process and learning product.
5.LIB.IL.6	Reflect on the research process and learning product.

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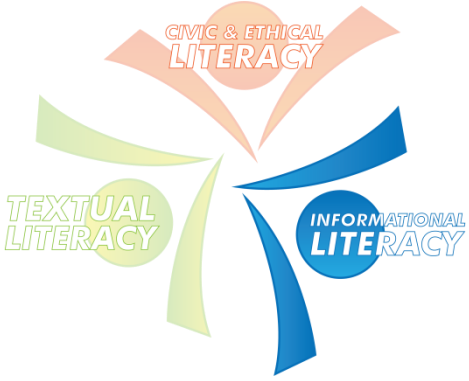

Civic and Ethical Literacy: Rights and Responsibilities (CE)

Standard: Students recognize the rights, responsibilities, and opportunities of living and learning in an interconnected world.

Objective:

3.LIB.CE.1 Engage in positive, safe, ethical, and legal digital citizenship responsibilities.
4.LIB.CE.1 Engage in positive, safe, ethical, and legal digital citizenship responsibilities.
5.LIB.CE.1 Engage in positive, safe, ethical, and legal digital citizenship responsibilities.

3.LIB.CE.2 Explore the impact of one's online activity and digital footprint.
4.LIB.CE.2 Explore and identify the impact of one's online activity and digital footprint.
5.LIB.CE.2 Identify the impact of one's online activity and digital footprint.

3.LIB.CE.3 Use and begin to cite sources of information in an ethical manner.
4.LIB.CE.3 Use and begin to cite sources of information in an ethical manner.
5.LIB.CE.3 Use and begin to cite sources of information in an ethical manner.

3.LIB.CE.4 Begin to follow independently intellectual property, copyright, plagiarism, and fair use guidelines.
4.LIB.CE.4 Begin to follow independently intellectual property, copyright, plagiarism, and fair use guidelines.
5.LIB.CE.4 Follow intellectual property, copyright, plagiarism, and fair use guidelines.

3.LIB.CE.5 Follow local acceptable use policies.
4.LIB.CE.5 Follow local acceptable use policies.
5.LIB.CE.5 Follow local acceptable use policies.

3.LIB.CE.6 Demonstrate respect and begin to collaborate to contribute to the exchange of ideas in diverse learning communities.
4.LIB.CE.6 Respectfully collaborate to contribute to the exchange of ideas in diverse learning communities.
5.LIB.CE.6 Respectfully collaborate to contribute to the exchange of ideas in diverse learning communities.

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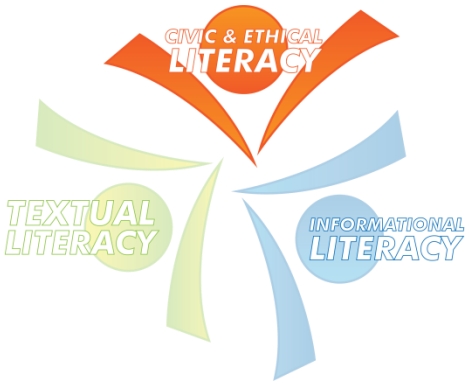

Textual Literacy: Reading and Engagement (TL)

Standard: Students read and engage for academic and personal growth.

Objective:

6.LIB.TL.1 Access libraries to read, listen, view, and share for recreation and personal growth.
7.LIB.TL.1 Access libraries to read, listen, view, and share for recreation and personal growth.
8.LIB.TL.1 Access libraries to read, listen, view, and share for recreation and personal growth.

6.LIB.TL.2 Independently read, listen, and view for recreation and personal growth.
7.LIB.TL.2 Independently read, listen, and view for recreation and personal growth.
8.LIB.TL.2 Independently read, listen, and view for recreation and personal growth.

6.LIB.TL.3 Independently read, listen, and view for academic growth.
7.LIB.TL.3 Independently read, listen, and view for academic growth.
8.LIB.TL.3 Independently read, listen, and view for academic growth.

6.LIB.TL.4 Begin to read beyond personal affinity for particular authors, illustrators, series, genres, writing styles, and formats in fiction and nonfiction.
7.LIB.TL.4 Begin to read beyond personal affinity for particular authors, illustrators, series, genres, writing styles, and formats in fiction and nonfiction.
8.LIB.TL.4 Begin to read beyond personal affinity for particular authors, illustrators, series, genres, writing styles, formats, and viewpoints in fiction and nonfiction.

6.LIB.TL.5 Read widely and fluently to explore diverse perspectives and make meaningful connections with self, the world, and previous reading.
7.LIB.TL.5 Read widely and fluently to explore diverse perspectives and make meaningful connections with self, the world, and previous reading.
8.LIB.TL.5 Read widely and deeply to explore diverse perspectives and make meaningful connections with self, the world, and previous reading.

6.LIB.TL.5 Identify excellence in print, non-print, and multimedia.
7.LIB.TL.6 Identify excellence in print, non-print, and multimedia.
8.LIB.TL.6 Identify excellence in print, non-print, and multimedia.

DRAFT

Informational Literacy: Inquiry and Research (IL)

Standard: Students use research strategies to create and share new knowledge.

Objective:

6.LIB.IL.1	Explore the physical and virtual library with guidance.
7.LIB.IL.1	Engage with the physical and virtual library.
8.LIB.IL.1	Engage with the physical and virtual library.
6.LIB.IL.2	Generate, with guidance, research questions to investigate a personal inquiry or a learning goal.
7.LIB.IL.2	Generate, with guidance, formal research questions to investigate a personal inquiry or a learning goal.
8.LIB.IL.2	Generate formal research questions to investigate a personal inquiry or a learning goal.
6.LIB.IL.3	Curate, with guidance, print and digital resources for problem-solving using a variety of tools.
7.LIB.IL.3	Curate, with guidance, print and digital resources for problem-solving using a variety of tools.
8.LIB.IL.3	Independently curate print and digital resources for problem-solving using a variety of tools.
6.LIB.IL.4	Engage with resources by evaluating and incorporating information in a variety of ways.
7.LIB.IL4	Engage with resources by evaluating and incorporating information in a variety of ways.
8.LIB.IL4	Engage with resources by evaluating and incorporating information in a variety of ways.
6.LIB.IL.5	Share learning by using a variety of platforms, tools, styles, media, and formats.
7.LIB.IL5	Share learning by using a variety of platforms, tools, styles, media, and formats.
8.LIB.IL5	Share learning by using a variety of platforms, tools, styles, media, and formats.
6.LIB.IL.6	Reflect on the research process and learning product to build a growth mindset.
7.LIB.IL.6	Reflect on the research process and learning product to build a growth mindset.
8.LIB.IL.6	Reflect on the research process and learning product to build a growth mindset.

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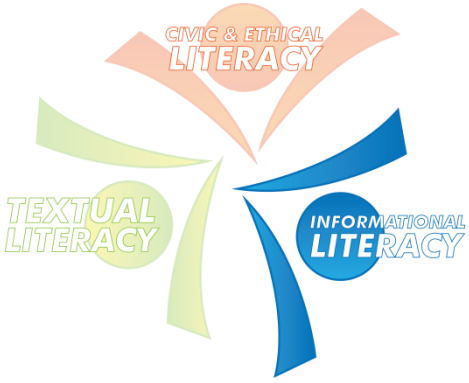

Civic and Ethical Literacy: Rights and Responsibilities (CE)

Standard: Students recognize the rights, responsibilities, and opportunities of living and learning in an interconnected world.

Objective:

6.LIB.CE.1 Engage in positive, safe, ethical, and legal digital citizenship responsibilities.
7.LIB.CE.1 Engage in positive, safe, ethical, and legal digital citizenship responsibilities.
8.LIB.CE.1 Model positive, safe, ethical, and legal digital citizenship responsibilities.

6.LIB.CE.3 Identify and understand the impact of one's online activity and digital footprint.
7.LIB.CE.2 Identify and understand the impact of one's online activity and digital footprint.
8.LIB.CE.2 Identify and understand the impact of one's online activity and digital footprint.

6.LIB.CE.3 Begin to follow standard bibliographic formats to use and cite sources.
7.LIB.CE.3 Follow standard bibliographic formats to use and cite sources.
8.LIB.CE.3 Follow standard bibliographic formats to use and cite sources.

6.LIB.CE.4 Follow intellectual property, copyright, plagiarism, and fair use guidelines.
7.LIB.CE.4 Follow intellectual property, copyright, plagiarism, and fair use guidelines.
8.LIB.CE.4 Follow intellectual property, copyright, plagiarism, and fair use guidelines.

6.LIB.CE.5 Follow local acceptable use policies.
7.LIB.CE.5 Follow local acceptable use policies.
8.LIB.CE.5 Follow local acceptable use policies.

6.LIB.CE.6 Respectfully collaborate to contribute to the exchange of ideas in diverse learning communities.
7.LIB.CE.6 Respectfully collaborate to contribute to the exchange of ideas in diverse learning communities.
8.LIB.CE.6 Respectfully collaborate to contribute to the exchange of ideas in diverse learning communities.

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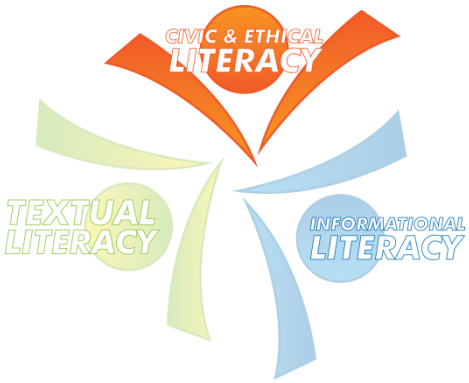

Textual Literacy: Reading and Engagement (TL)

Standard: Students read and engage for academic and personal growth.

Objective:

9-12.LIB.TL.1 Access libraries to read, listen, view, and share for recreation and personal growth.

9-12.LIB.TL.2 Independently read, listen, and view for recreation and personal growth.

9-12.LIB.TL.3 Independently read, listen, and view for academic growth.

9-12.LIB.TL.4 Read beyond personal affinity for particular authors, illustrators, series, genres, writing styles, formats, and viewpoints in fiction and nonfiction.

9-12.LIB.TL.5 Read widely and deeply to explore diverse perspectives and make meaningful connections with self, the world, and prior knowledge. ~~previous reading~~.

9-12.LIB.TL.6 Identify and critique excellence in print, non-print, and multimedia.

Informational Literacy: Inquiry and Research (IL)

Standard: Students use research strategies to create and share new knowledge.

Objective:

9-12.LIB.IL.1 Use self-direction to engage with the physical and virtual library.

9-12.LIB.IL.2 Formulate questions and employ strategies to persistently and creatively problem-solve or explore a personal inquiry.

9-12.LIB.IL.3 Independently and collaboratively curate print and digital resources for problem-solving using a variety of tools.

9-12.LIB.IL.4 Engage with resources by evaluating, synthesizing, analyzing, and incorporating information in a variety of ways.

9-12.LIB.IL.5 Share learning creatively and clearly by using a variety of platforms, tools, styles, media, and formats.

9-12.LIB.IL.6 Reflect on the research process and learning product to foster a growth mindset.

DRAFT

Civic and Ethical Literacy: Rights and Responsibilities (CE)

Standard: Students recognize the rights, responsibilities, and opportunities of living and learning in an interconnected world.

Objective:

9-12.LIB.CE.1 Exhibit leadership by modeling positive, safe, ethical, and legal digital citizenship responsibilities.

9-12.LIB.CE.2 Demonstrate responsibility by cultivating one's digital footprint and identifying its current and future impact on self and others.

9-12.LIB.CE.3 Follow standard bibliographic formats to use and cite sources.

9-12.LIB.CE.4 Follow intellectual property, copyright, plagiarism, and fair use guidelines.

9-12.LIB.CE.5 Follow local acceptable use policies.

9-12.LIB.CE.6 Initiate collaboration and respect various perspectives that contribute to the exchange ideas in diverse learning communities.

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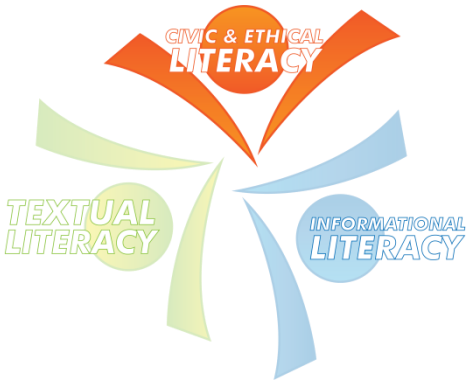

Textual Literacy: Reading and Engagement (TL)

Standard: Students read and engage for academic and personal growth.

Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	9-12 Grades
KG.LIB.TL.1 Access libraries to read, listen, view, and share for recreation and personal growth.	1.LIB.TL.1 Access libraries to read, listen, view, and share for recreation and personal growth.	2.LIB.TL.1 Access libraries to read, listen, view, and share for recreation and personal growth.	3.LIB.TL.1 Access libraries to read, listen, view, and share for recreation and personal growth.	4.LIB.TL.1 Access libraries to read, listen, view, and share for recreation and personal growth.	5.LIB.TL.1 Access libraries to read, listen, view, and share for recreation and personal growth.	6.LIB.TL.1 Access libraries to read, listen, view, and share for recreation and personal growth.	7.LIB.TL.1 Access libraries to read, listen, view, and share for recreation and personal growth.	8.LIB.TL.1 Access libraries to read, listen, view, and share for recreation and personal growth.	9-12.LIB.TL.1 Access libraries to read, listen, view, and share for recreation and personal growth.
KG.LIB.TL.2 Read, listen, and view for recreation and personal growth.	1.LIB.TL.2 Read, listen, and view for recreation and personal growth.	2.LIB.TL.2 Read, listen, and view for recreation and personal growth.	3.LIB.TL.2 Independently read, listen, and view for recreation and personal growth.	4.LIB.TL.2 Independently read, listen, and view for recreation and personal growth.	5.LIB.TL.2 Independently read, listen, and view for recreation and personal growth.	6.LIB.TL.2 Independently read, listen, and view for recreation and personal growth.	7.LIB.TL.2 Independently read, listen, and view for recreation and personal growth.	8.LIB.TL.2 Independently read, listen, and view for recreation and personal growth.	9-12.LIB.TL.2 Independently read, listen, and view for recreation and personal growth.
KG.LIB.TL.3 Read, listen, and view for academic growth.	1.LIB.TL.3 Read, listen, and view for academic growth.	2.LIB.TL.3 Read, listen, and view for academic growth.	3.LIB.TL.3 Read, listen, and view for academic growth.	4.LIB.TL.3 Read, listen, and view for academic growth.	5.LIB.TL.3 Independently read, listen, and view for academic growth.	6.LIB.TL.3 Independently read, listen, and view for academic growth.	7.LIB.TL.3 Independently read, listen, and view for academic growth.	8.LIB.TL.3 Independently read, listen, and view for academic growth.	9-12.LIB.TL.3 Independently read, listen, and view for academic growth.
KG.LIB.TL.4 Begin to develop a personal affinity for particular authors, illustrators, series, and genres.	1.LIB.TL.4 Begin to develop a personal affinity for particular authors, illustrators, series, and genres.	2.LIB.TL.4 Begin to develop a personal affinity for particular authors, illustrators, series, and genres.	3.LIB.TL.4 Expand personal affinity for particular authors, illustrators, series, genres and writing styles.	4.LIB.TL.4 Expand personal affinity for particular authors, illustrators, series, genres, writing styles, and formats in fiction and nonfiction.	5.LIB.TL.4 Expand personal affinity for particular authors, illustrators, series, genres, writing styles, and formats in fiction and nonfiction.	6.LIB.TL.4 Begin to read beyond personal affinity for particular authors, illustrators, series, genres, writing styles, and formats in fiction and nonfiction.	7.LIB.TL.4 Begin to read beyond personal affinity for particular authors, illustrators, series, genres, writing styles, and formats in fiction and nonfiction.	8.LIB.TL.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.4 Read beyond personal affinity for particular authors, illustrators, series, genres, writing styles, formats, and viewpoints in fiction and nonfiction.
KG.LIB.TL.5 Explore reading to make connections with self and the world.	1.LIB.TL.5 Explore reading to make connections with self and the world.	2.LIB.TL.5 Explore reading to make connections with self and the world.	3.LIB.TL.5 Begin to read texts in a variety of formats to explore diverse perspectives and make connections with self, the world, and prior knowledge. ~~previous reading.~~	4.LIB.TL.5 Read texts in a variety of formats to explore diverse perspectives and make connections with self, the world, and prior knowledge. ~~previous reading.~~	5.LIB.TL.5 Read texts in a variety of formats to explore diverse perspectives and make connections with self, the world, and prior knowledge. ~~previous reading.~~	6.LIB.TL.5 Read widely and fluently to explore diverse perspectives and make meaningful connections with self, the world, and prior knowledge. ~~previous reading.~~	7.LIB.TL.5 Read widely and fluently to explore diverse perspectives and make meaningful connections with self, the world, and prior knowledge. ~~previous reading.~~	8.LIB.TL.5 Read widely and deeply to explore diverse perspectives and make meaningful connections with self, the world, and prior knowledge. ~~previous reading.~~	9-12.LIB.TL.5 Read widely and deeply to explore diverse perspectives and make meaningful connections with self, the world, and prior knowledge. ~~previous reading.~~
KG.LIB.TL.6 Identify awards for print, non-print, and multimedia.	1.LIB.TL.6 Identify awards for print, non-print, and multimedia.	2.LIB.TL.6 Identify awards for print, non-print, and multimedia.	3.LIB.TL.6 Identify awards for print, non-print, and multimedia.	4.LIB.TL.6 Identify awards for print, non-print, and multimedia.	5.LIB.TL.6 Identify awards for print, non-print, and multimedia.	6.LIB.TL.5 Identify excellence in print, non-print, and multimedia.	7.LIB.TL.6 Identify excellence in print, non-print, and multimedia.	8.LIB.TL.6 Identify excellence in print, non-print, and multimedia.	9-12.LIB.TL.6 Identify and critique excellence in print, non-print, and multimedia.

DRAFT

Informational Literacy: Inquiry and Research (IL)

Standard: Students use research strategies to create and share new knowledge.

Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	9-12 Grades
KG.LIB.IL.1 Explore the physical and/or virtual library with guidance.	1.LIB.IL.1 Explore the physical and/or virtual library with guidance.	2.LIB.IL.1 Explore the physical and/or virtual library with guidance.	3.LIB.IL.1 Explore the physical and virtual library with guidance.	4.LIB.IL.1 Explore the physical and virtual library with guidance.	5.LIB.IL.1 Explore the physical and virtual library with guidance.	6.LIB.IL.1 Explore the physical and virtual library with guidance.	7.LIB.IL.1 Engage with the physical and virtual library.	8.LIB.IL.1 Engage with the physical and virtual library.	9-12.LIB.IL.1 Use self-direction to engage with the physical and virtual library.
KG.LIB.IL.2 Formulate, with guidance, questions to investigate a personal inquiry or a learning goal.	1.LIB.IL.2 Formulate, with guidance, questions to investigate a personal inquiry or a learning goal.	2.LIB.IL.2 Formulate, with guidance, questions to investigate a personal inquiry or a learning goal.	3.LIB.IL.2 Develop questioning strategies to investigate a personal inquiry or a learning goal.	4.LIB.IL.2 Develop questioning strategies to investigate a personal inquiry or a learning goal.	5.LIB.IL.2 Develop questioning strategies to investigate a personal inquiry or a learning goal.	6.LIB.IL.2 Generate, with guidance, research questions to investigate a personal inquiry or a learning goal.	7.LIB.IL.2 Generate, with guidance, formal research questions to investigate a personal inquiry or a learning goal.	8.LIB.IL.2 Generate formal research questions to investigate a personal inquiry or a learning goal.	9-12.LIB.IL.2 Formulate questions and employ strategies to persistently and creatively problem-solve or explore a personal inquiry.
KG.LIB.IL.3 Curate print resources with guidance.	1.LIB.IL.3 Curate print resources with guidance.	2.LIB.IL.3 Curate print resources.	3.LIB.IL.3 Curate print and digital resources with guidance.	4.LIB.IL.3 Curate print and digital resources with guidance.	5.LIB.IL.3 Curate print and digital resources for problem solving with guidance.	6.LIB.IL.3 Curate, with guidance, print and digital resources for problem-solving using a variety of tools.	7.LIB.IL.3 Curate, with guidance, print and digital resources for problem-solving using a variety of tools.	8.LIB.IL.3 Independently curate print and digital resources for problem-solving using a variety of tools.	9-12.LIB.IL.3 Independently and collaboratively curate print and digital resources for problem-solving using a variety of tools.
KG.LIB.IL.4 Engage with resources with guidance.	1.LIB.IL.4 Engage with resources with guidance.	2.LIB.IL.4 Engage with resources.	3.LIB.IL.4 Engage with resources by incorporating information.	4.LIB.IL.4 Engage with resources by incorporating information.	5.LIB.IL.4 Engage with resources by incorporating information.	6.LIB.IL.4 Engage with resources by evaluating and incorporating information in a variety of ways.	7.LIB.IL4 Engage with resources by evaluating and incorporating information in a variety of ways.	8.LIB.IL4 Engage with resources by evaluating and incorporating information in a variety of ways.	9-12.LIB.IL.4 Engage with resources by evaluating, synthesizing, analyzing, and creatively incorporating information in a variety of ways.
KG.LIB.IL.5 Share learning with guidance.	1.LIB.IL.5 Share learning with guidance.	2.LIB.IL.5 Share learning.	3.LIB.IL.5 Share learning by beginning to use a variety of platforms, tools, styles, media, and formats.	4.LIB.IL.5 Share learning by beginning to use a variety of platforms, tools, styles, media, and formats.	5.LIB.IL.5 Share learning beginning to use a variety of platforms, tools, styles, media, and formats.	6.LIB.IL.5 Share learning by using a variety of platforms, tools, styles, media, and formats.	7.LIB.IL5 Share learning by using a variety of platforms, tools, styles, media, and formats.	8.LIB.IL5 Share learning by using a variety of platforms, tools, styles, media, and formats.	9-12.LIB.IL.5 Share by communicating clearly and expressing creatively one's learning using a variety of platforms, tools, styles, media, and formats.
KG.LIB.IL.6 Reflect on learning with guidance.	1.LIB.IL.6 Reflect on learning with guidance.	2.LIB.IL.6 Reflect on learning.	3.LIB.IL.6 Reflect on the research process and learning product.	4.LIB.IL.6 Reflect on the research process and learning product.	5.LIB.IL.6 Reflect on the research process and learning product.	6.LIB.IL.6 Reflect on the research process and learning product to build a growth mindset.	7.LIB.IL.6 Reflect on the research process and learning product to build a growth mindset.	8.LIB.IL.6 Reflect on the research process and learning product to build a growth mindset.	9-12.LIB.IL.6 Reflect on the research process and learning product to foster a growth mindset.

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Civic and Ethical Literacy: Rights and Responsibilities (CE)

Standard: Students recognize the rights, responsibilities, and opportunities of living and learning in an interconnected world.

Kindergarten	First	Second	Third	Fourth	Fifth	Sixth	Seventh	Eighth	9-12 Grades
KG.LIB.CE.1 Engage in positive, safe, ethical, and legal digital citizenship responsibilities.	1.LIB.CE.1 Engage in positive, safe, ethical, and legal digital citizenship responsibilities.	2.LIB.CE.1 Engage in positive, safe, ethical, and legal digital citizenship responsibilities.	3.LIB.CE.1 Engage in positive, safe, ethical, and legal digital citizenship responsibilities.	4.LIB.CE.1 Engage in positive, safe, ethical, and legal digital citizenship responsibilities.	5.LIB.CE.1 Engage in positive, safe, ethical, and legal digital citizenship responsibilities.	6.LIB.CE.1 Engage in positive, safe, ethical, and legal digital citizenship responsibilities.	7.LIB.CE.1 Engage in positive, safe, ethical, and legal digital citizenship responsibilities.	8.LIB.CE.1 Model positive, safe, ethical, and legal digital citizenship responsibilities.	9-12.LIB.CE.1 Exhibit leadership by modeling positive, safe, ethical, and legal digital citizenship responsibilities.
KG.LIB.CE.2 Explore citizenship.	1.LIB.CE.2 Explore citizenship.	2.LIB.CE.2 Explore digital citizenship.	3.LIB.CE.2 Explore the impact of one's online activity and digital footprint.	4.LIB.CE.2 Explore and identify the impact of one's online activity and digital footprint.	5.LIB.CE.2 Identify the impact of one's online activity and digital footprint.	6.LIB.CE.3 Identify and understand the impact of one's online activity and digital footprint.	7.LIB.CE.2 Identify and understand the impact of one's online activity and digital footprint.	8.LIB.CE.2 Identify and understand the impact of one's online activity and digital footprint.	9-12.LIB.CE.2 Demonstrate responsibility by cultivating one's digital footprint and identifying its current and future impact on self and others.
KG.LIB.CE.3 Acknowledge authorship.	1.LIB.CE.3 Acknowledge authorship.	2.LIB.CE.3 Use sources of information in an ethical manner.	3.LIB.CE.3 Use and begin to cite sources of information in an ethical manner.	4.LIB.CE.3 Use and begin to cite sources of information in an ethical manner.	5.LIB.CE.3 Use and begin to cite sources of information in an ethical manner.	6.LIB.CE.3 Begin to follow standard bibliographic formats to use and cite sources.	7.LIB.CE.3 Follow standard bibliographic formats to use and cite sources.	8.LIB.CE.3 Follow standard bibliographic formats to use and cite sources.	9-12.LIB.CE.3 Follow standard bibliographic formats to use and cite sources.
KG.LIB.CE.4 Discuss intellectual property, copyright, plagiarism, and fair use guidelines.	1.LIB.CE.4 Discuss intellectual property, copyright, plagiarism, and fair use guidelines.	2.LIB.CE.4 Discuss intellectual property, copyright, plagiarism, and fair use guidelines.	3.LIB.CE.4 Begin to follow independently intellectual property, copyright, plagiarism, and fair use guidelines.	4.LIB.CE.4 Begin to follow independently intellectual property, copyright, plagiarism, and fair use guidelines.	5.LIB.CE.4 Follow intellectual property, copyright, plagiarism, and fair use guidelines.	6.LIB.CE.4 Follow intellectual property, copyright, plagiarism, and fair use guidelines.	7.LIB.CE.4 Follow intellectual property, copyright, plagiarism, and fair use guidelines.	8.LIB.CE.4 Follow intellectual property, copyright, plagiarism, and fair use guidelines.	9-12.LIB.CE.4 Follow intellectual property, copyright, plagiarism, and fair use guidelines.
KG.LIB.CE.5 Follow local acceptable use policies.	1.LIB.CE.5 Follow local acceptable use policies.	2.LIB.CE.5 Follow local acceptable use policies.	3.LIB.CE.5 Follow local acceptable use policies.	4.LIB.CE.5 Follow local acceptable use policies.	5.LIB.CE.5 Follow local acceptable use policies.	6.LIB.CE.5 Follow local acceptable use policies.	7.LIB.CE.5 Follow local acceptable use policies.	8.LIB.CE.5 Follow local acceptable use policies.	9-12.LIB.CE.5 Follow local acceptable use policies.
KG.LIB.CE.6 Demonstrate respect by using appropriate listening and speaking skills.	1.LIB.CE.6 Demonstrate respect by using appropriate listening and speaking skills.	2.LIB.CE.6 Demonstrate respect by using appropriate listening and speaking skills.	3.LIB.CE.6 Demonstrate respect and begin to collaborate to contribute to the exchange of ideas in diverse learning communities.	4.LIB.CE.6 Respectfully collaborate to contribute to the exchange of ideas in diverse learning communities.	5.LIB.CE.6 Respectfully collaborate to contribute to the exchange of ideas in diverse learning communities.	6.LIB.CE.6 Respectfully collaborate to contribute to the exchange of ideas in diverse learning communities.	7.LIB.CE.6 Respectfully collaborate to contribute to the exchange of ideas in diverse learning communities.	8.LIB.CE.6 Respectfully collaborate to contribute to the exchange of ideas in diverse learning communities.	9-12.LIB.CE.6 Initiate collaboration and respect various perspectives that contribute to the exchange ideas in diverse learning communities.

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Glossary

Access: to enter or approach; to retrieve; to make accessible by allowing entry

Acceptable Use Policy: a set of rules that defines what is and what is not permitted for use on information communication technologies

Analyze: to examine in detail for purposes of explanation and interpretation

Appropriate: suitable or fitting for a particular purpose, person, occasion, etc.

Civic Literacy: the knowledge of how to actively participate and initiate change in one's community and the greater society

Collaboration: to work effectively with others toward common goals

Community: a group sharing common characteristics or interests and perceived or perceiving itself as distinct in some respect from the larger society within which it exists

Copyright: the exclusive legal right, given to an originator to print, publish, perform, film, or record literary, artistic, or musical material, and to authorize others to do the same

Critique: to analyze and assess something such as literature, theories, projects, etc.

Curate: to make meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance

Digital Citizenship: the norms of behavior with regard to technology use

Digital Footprint: the trail of one's online activity

Digital Literacy: the knowledge of how to perform tasks effectively and efficiently in a technological environment

Digital Resources: any technology-driven resource used for the purpose of learning such as databases, audio, video, images, applications, etc.

Digital Tools: any type of technology-driven device used to complete a task or inquiry

Engagement: the degree of attention, curiosity, and motivation that students show when they are learning

Ethical Literacy: the ability to participate in a way that is aligned with one's moral code

Evaluate: the ability to analyze and interpret information based on its effectiveness, efficiency, and outcome

Explore: to discover and innovate through experience and reflection

Fair Use: the doctrine that brief excerpts of copyright material may, under certain circumstances, be quoted verbatim without the need for permission from or payment to the copyright holder

Fluent: the ability to express oneself easily and articulately

Formulate: to create or devise methodically.

Growth Mindset: the belief that basic abilities can be developed through dedication, hard work, and a love of learning

Include: to demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community

Informational Literacy: a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information

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Inquiry: building new knowledge by asking for information, thinking critically, identifying problems, and developing strategies for solving problems

Intellectual Property: content or ideas created by an individual or entity. Examples: text, music, photos, narration, designs

Learning Goal: what students should be ~~to be~~ able to know, do, or demonstrate at the end of the learning experience

Online: a general term for when a computer or other device is connected to the internet

Open Access: the free and open availability of content on the internet

Plagiarism: the practice of taking someone else's work or ideas and passing them off as one's own without proper acknowledgment or documentation

Print Resources: printed books, magazines, periodicals, etc. that may be hard-bound or soft-bound

Problem-solve: the process or act of finding a solution to a problem

Research: diligent investigation or experimentation on a particular subject

Self-direction: directed or guided by oneself, especially as an independent agent

Standard Bibliographic Format: a list of the resources referred to in a research project or paper

Synthesize: the act of putting parts together to form a whole.

Technology Literacy: the ability to effectively use technology to access, evaluate, integrate, create and communicate information

Textual Literacy: the ability to read, write, analyze, and evaluate textual works of literature and personal and professional documents

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Acknowledgements

The South Dakota School Library Standards were reviewed and revised through the efforts of school teacher-librarians, public librarians, higher education professionals, and the SD Department of Education. Many hours were devoted to current research and thoughtful consideration of issues to ensure the standards would reflect the current best practices for student achievement. The South Dakota State Library and the South Dakota Department of Education wish to express appreciation to the individuals and the organizations they represent who contributed expertise, time, and content to the revision process.

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