

South Dakota School Library Standards



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School Library Standards

Introduction

School libraries with professional librarians that are actively involved in teaching and curriculum development can make a powerful difference in student achievement. The March/April 2004 issue of *Reading Today* reports that “Research findings from more than 4,000 schools in more than a dozen U.S. states indicate links between academic achievement and strong school libraries, as measured by library staffing levels, librarian activities, collection size, technology integration, and library usage.” These research findings are not new. Over 40 years of research studies document the connection between academic achievement and strong school libraries.

The following library program goals and information literacy standards are based on findings from the research studies into the connection between student achievement and strong school library programs. When school boards, administrators and librarians use these standards to evaluate and guide their program development, they will be taking an important step toward assuring that graduates of South Dakota’s public schools have the knowledge and skills to succeed in the 21st century.

It is important to understand that budgets and collections alone do not make an effective library media program. To achieve the kind of Information Literacy that is an essential component of 21st century education requires professional librarians guiding instruction that helps students and teachers become proficient at accessing, evaluating, and using information. Every student and teacher must have access to quality, age-appropriate materials to develop these skills. Many South Dakota school districts cover a wide geographic expanse and the school library may be the only library physically available to students. For these students to develop the habits and skills that are the hallmark of an information literate person requires an especially strong school library program that is an active partner with other libraries in the state, especially the State Library.

This document is divided into four sections:

- Section 1 Library services and instructional activities in effective school libraries
- Section 2 Information Literacy standards
- Section 3 Resources necessary for an effective school library program
- Section 4 Considerations for joint community/school library programs

SECTION 1

Library services and instructional activities in effective school library media centers.

Standard 1: School library programs promote and encourage reading for enjoyment, academic achievement and life-long learning.

Benchmark A: Provide students with age-appropriate fiction and nonfiction reading material.

Indicator 1: Utilize a standard classification system to organize library materials.

Indicator 2: Catalog all library materials.

Indicator 3: Provide reading materials in a variety of formats, e.g. print, nonprint, large print, audio, electronic, etc.

Benchmark B: Read to students.

Indicator 1: Select age-appropriate reading material for a variety of purposes including enjoyment, information, sampling, confirmation, etc.

Indicator 2: Ask targeted questions while reading to determine if meaning is clear.

Indicator 3: Discuss pictures, illustrations, charts and graphs that explain the story.

Indicator 4: Identify and discuss main ideas and details in fiction, nonfiction and poetry while reading.

Indicator 5: Identify and discuss possible themes, likely motives, traits of characters and the effect of setting and character on fiction, nonfiction and functional reading selections while reading.

Indicator 6: Identify and discuss cause and effect relationships, comparison and contrast, fact vs. opinion, and sequencing through multiple sources while reading.

Indicator 7: Speculate about authors' purposes, views and interests through evaluation of chronological order, order of importance, and spatial order while reading.

Benchmark C: Tell stories utilizing the full range of storytelling methodologies (oral, draw and tell, props, voices, song, acting, characters, audience participation, puppetry, readers theater, etc.)

Indicator 1: Facilitate a variety of activities that include multidisciplinary activities, choral readings, expressing reading through drama, etc.

Indicator 2: Extend and enrich reading experiences through technology and multimedia activities.

Indicator 3: Integrate reading with speaking, listening, viewing and writing experiences.

Indicator 4: Participate actively in discussions, respecting the contributions of others and using techniques to retain information.

Indicator 5: Draw logical inferences and conclusions from oral and visual communications.

Indicator 6: Ask relevant questions concerning a speaker's content, delivery and purpose.

Indicator 7: Respond to permissive messages with probing questions, challenges, or affirmations regarding the evidence that supports the listener's claim and conclusions.

Indicator 8: Evaluate the credibility of a speaker (hidden agenda, slanted or biased material).

Indicator 9: Provide feedback to speakers concerning the coherence and logic of speech context and delivery and the speaker's overall impact upon listeners.

Indicator 10: Recognize discrepancies between speaker's verbal and nonverbal messages.

Indicator 11: Work in group settings in which they employ group decision-making techniques including brainstorming and problem solving.

Benchmark D: Provide readers' advisory services.

Indicator 1: Promote the school library as a gateway to additional reading materials and information networks.

Indicator 2: Instruct students in methods for obtaining material not in their library, e.g. interlibrary loan, public library, academic library.

Indicator 3: Provide book talks.

Indicator 4: Promote award winning books.

Indicator 5: Extend the reading experience by suggesting additional titles in a series, identifying additional works within a genre or works with similar themes.

Benchmark E: Participate in state and national reading activities (Prairie Bud, Prairie Pasque, YARP, children's book week, teen read week, national library week, Read Across America Day, etc.)

Indicator 1: Facilitate multidisciplinary reading activities.

Indicator 2: Extend and enrich reading experiences through technology and multimedia activities.

Indicator 3: Collaborate with coordinators of initiatives, obtain participatory materials, and communicate initiatives to stakeholders.

Benchmark F: Facilitate linkages to reading activities (e.g. after school programs, reading clubs, summer reading programs, one book, etc.)

Indicator 1: Build on prior knowledge through extensive reading.

Indicator 2: Promote the school library as a gateway to additional reading materials and information networks.

Benchmark G: Develop displays and exhibits to promote reading.

Indicator 1: Announce new school library materials.

Indicator 2: Provide materials around curricular themes.

Benchmark H: Assist students in the location and selection of reading materials based on their reading level, interests, and information needs.

Indicator 1: Identify appropriate material for a variety of purposes including enjoyment, information, sampling, confirmation, etc.

Indicator 2: Provide instruction on material selection strategies.

Indicator 3: Provide instruction on book structures (title page, glossary, bibliography, appendix, table of contents, index, footnotes, headings, etc.) and how these structures affect the gathering and organization of information).

Indicator 4: Provide primary and secondary materials and discuss the difference between them.

Benchmark I: Support silent sustained reading.

Indicator 1: Facilitate reading for a sustained period of time utilizing self-selected and assigned materials.

Indicator 2: Encourage independent reading.

Benchmark J: Share multicultural children's books in culturally conscious ways for the purposes of multicultural education.

Indicator 1: Extend the knowledge and application of dialects and culture through multiple reading experiences.

Indicator 2: Extend awareness of gender, culture, and historical perspectives through literature.

Indicator 3: Extend knowledge of stereotypes and mind sets, including gender, through literature.

Indicator 4: Use works written by and about various ethnicities and cultural groups.

Benchmark K: Assist teachers in choosing quality literature to supplement and enrich their curricular studies.

Indicator 1: Collaborate with teachers in selecting professional materials.

Indicator 2: Provide and publicize professional material.

Indicator 3: Identify, purchase, and promote books that reinforce concepts in South Dakota's academic content standards.

Indicator 4: Provide bibliographies on current topics.

Indicator 5: Identify resources for selecting teaching materials on specific content areas.

Indicator 6: Promote insightful and thoughtful use of books by teachers.

Standard 2: School library programs provide, integrate and utilize a technology rich environment to support teaching and learning.

Benchmark A: Provide, integrate and utilize public access catalogs (OPAC's) to locate and circulate school library materials.

Indicator 1: Utilize a standard classification system (Dewey or Library of Congress) to organize library materials.

Indicator 2: Standardize library catalog records in MARC (Machine Readable Cataloging) format.

Indicator 3: Develop lending policies based on input from stakeholders (teachers, administration, parents).

Indicator 4: Provide remote access to the school library OPAC.

Indicator 5: Facilitate linkages to external library catalogs, e.g. SDLN, local public libraries, etc.

Indicator 6: Participate in interlibrary loan.

Benchmark B: Demonstrate effective use of library-based technologies (e.g. online databases, electronic encyclopedias, etc.) for teaching and learning.

Indicator 1: Include technology in the librarian's individual professional development plan.

Indicator 2: Provide staff development (in-service) on the use of library-based technologies.

Indicator 3: Identify library-based technologies that align with instruction and student projects/activities.

Indicator 4: Lead the integration of library-based technologies into the curriculum.

Indicator 5: Demonstrate technology projects that utilize active learning e.g. problem-based learning, inquiry learning, WebQuests, etc.

Benchmark C: Support the use and curriculum integration of multimedia technologies used for teaching and learning.

Indicator 1: Provide access to multimedia equipment e.g. computers, cameras (digital, document and video), sound devices, projectors (data and image), portable devices (ebook readers, PDAs, laptops, etc.)

Benchmark D: Provide, utilize and integrate electronic information resources including the Internet into teaching and learning.

Indicator 1: Engage stakeholders in the selection and utilization of both free and fee-based electronic resources.

Indicator 2: Provide curriculum-based electronic resources.

Indicator 3: Facilitate linkages to and integration of state-provided electronic resources, e.g. ProQuest, NetLibrary, SoDakLive, State Library Web Pages.

Benchmark E: Develop a virtual school library presence which students may access remotely.

Indicator 1: Develop a school library web site.

Indicator 2: Provide information about school library services, hours of operation, staff, user guides, etc.

Indicator 3: Connect the virtual school library to the building web site and school district web site.

Benchmark F: Provide assistive technologies in order to make all library services accessible to staff and students with disabilities.

Indicator 1: Collaborate with stakeholders (students, staff, parents, special education service providers, etc.) to identify effective assistive technologies.

Indicator 2: Facilitate linkages to district, community, and state assistive technology services for information and device lending e.g. State Library, School for the Deaf, School for the Blind and Visually Handicapped.

Benchmark G: Practice and communicate ethical and responsible use of library-based technologies.

Indicator 1: Provide information on copyright, intellectual freedom, intellectual property rights, and fair use of materials.

Indicator 2: Demonstrate responsible and ethical use of electronic information, e.g. cite information appropriately.

SECTION 2

Information Literacy Standards

Information literacy is knowing how to learn. Information literate people recognize when they need information, know how to find information, effectively evaluate the information they find, and apply the information to solve problems and/or communicate their new knowledge with others. As information is more quickly disseminated and shared through computer networks and other telecommunications, human beings increase their ability to build new knowledge.

Language arts teachers may teach the research process masterfully, but if students do not find and use quality information, their projects will suffer. Our information resources are growing, multiplying, and continually transforming, and our access to information is becoming easier and faster. The librarian is the educator in the building responsible for keeping abreast of these changes and helping the classroom teacher understand, select, and effectively use constantly changing resources in planning and teaching. Librarians are experts in information, the raw material of discovery and research, the stuff and substance without which learning cannot happen. An effective school library program is an extension of the classroom and the librarian is a teacher in the library.

The following Information Literacy Standards show what librarians can and should be teaching collaboratively with classroom teachers so that students become proficient lifelong learners.

KINDERGARTEN

ACCESS	EVALUATE	APPLY
<p>K.R.4.1 Students are able to locate printed material that provides information.</p> <p>(L) Locate the school library media center, recognize library staff members, and participate in library activities.</p> <p>(L) Know that there are many types of books e.g. story books, rhyming books, counting books, etc.</p> <p>(L) Pick books with guidance from library media staff and classroom teacher and follow established procedures for checking out and returning materials.</p> <p>K.R.1.3 Students are able to demonstrate knowledge of print structures found in books, signs, and other familiar uses of text. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • use print structures such as front cover, back cover, title page; • differentiate letters from words; • track print left to right, top to bottom; • turn pages; • recognize environmental print (for example: McDonald’s, stop sign). <p>(L) Recognize information comes in multiple formats. <i>To meet this standard, students may:</i> compare a story as presented in print, in video, online as an e-book.</p> <p>(L) Understand that many activities take place in the library media center e.g. reading, movies, puppet plays, storytelling, studying, exploring, etc.</p> <p>K.L.1.3 Students are able to identify appropriate listening behaviors. (For example: eye contact, quiet bodies, not talking)</p>	<p>K.R.1.1 Students are able to relate letters and sounds, and identify patterns in words and phrases. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • recognize how changing the first letter of a word changes the sound and meaning of a word (for example: can/man); • identify rhyming words and repeated phrases in various texts (for example: poems, songs). <p>K.R.3.1 Students are able to recognize that literature and other materials from various cultures may reflect differing values, beliefs, interests, and celebrations. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • identify the characteristics of a variety of simple genres (for example: fairy tales, poems from a variety of cultures); • note similarities and differences found in various stories and poems. <p>K.R.4.2 Students are able to distinguish between “make believe” and “real” in print materials.</p> <p>K.L.2.2 Students are able to state what makes various audio or visual presentations appealing.</p> <p>(L) Understand there are special awards for books and each award has specific criteria.</p> <ul style="list-style-type: none"> • participate in Prairie Bud 	<p>K.R.1.1 Students are able to relate letters and sounds, and identify patterns in words and phrases. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • name all upper and lower case letters and identify the representative sound; <p>K.R.2.1 Students are able to retell familiar stories using beginning, middle, and end.</p> <p>K.R.1.2 Students are able to comprehend and respond to text read aloud. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • connect personal experience to information found in text (for example: pictures, illustrations, personal knowledge); • make predictions about events in a story (for example: before, during, and after reading); • ask and answer questions about a text. <p><i>(L) Library standard</i> <i>K.R. *. *South Dakota Reading Content Standards</i> <i>K.L. *. *South Dakota Communication Arts Standards</i></p>

FIRST GRADE

ACCESS	EVALUATE	USE
<p>1.R.4.1 Students are able to locate the basic structural elements of informational text to derive meaning. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • identify print features (for example: bold and italic print, font, captions, headings); • identify graphic aids (for example: graphs, diagrams, maps, illustrations, photos); • identify organizational aids (for example: table of contents, glossary); • recognize alphabetical order in informational text to the first letter; • use a glossary. <p>(L) Use KWL charts or other graphic organizer techniques to brainstorm possible keywords and resources.</p> <p>1.R.3.2 Students are able to explain what authors and illustrators do.</p> <p>(L) Understand the library catalog helps to find information on a subject, person, or thing.</p> <p>(L) Understand that books in the Easy or Picture Book section are arranged using the author’s last name.</p> <p>(L) Recognize parts of a book: spine, cover, title page.</p> <p>(L) Follow established procedures for checking out and returning materials.</p>	<p>1.L.2.3 Students are able to ask appropriate questions related to the topic.</p> <p>1.L.2.2 Students are able to recognize the difference between true and false information.</p> <p>1.R.4.2 Students are able to explain the difference between fantasy and reality in print materials.</p> <p>1.R.3.1 Students are able to identify similarities and differences in stories written by the same author.</p> <p>(L) Understand there are special awards for books and books are selected according to specific criteria.</p> <ul style="list-style-type: none"> • participate in Prairie Bud 	<p>1.W.4.1 Students are able to write to retell information and ideas. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • use writing to understand various topics in science, social studies and mathematics; • use books and other media to gather information to write about life situations. <p>1.L.2.5 Students are able to use graphic organizers to remember pertinent information. For example: calendar, Venn diagrams, word webs</p> <p>1.S.1.1 Students are able to tell stories in a logical order or sequence. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • participate in a variety of oral language activities (for example: role playing, pantomime, choral speaking). <p>1.S.2.4. Students are able to use visual aids when speaking. For example: pictures, drawings, objects</p> <p><i>(L) Library Standard 1.R. *. *South Dakota Reading Content Standards 1.W. *. *, 1.L. *. *, 1.S. *. *South Dakota Communication Arts Standards</i></p>

SECOND GRADE

ACCESS	EVALUATE	USE
<p>2.R.4.1 Students are able to apply structural elements of informational text to locate information and create meaning. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • use print features (for example: bullets, subheadings, labels); • use graphic aids (for example: charts, tables, cross sections, timelines, cut-aways); • use organizational aids (for example: index, introduction, preface); • find information using alphabetical order to the second letter; • use a dictionary and a glossary. <p>2.L.2.1 Students are able to find and use different types of information. To meet this standard students may: compare related information from different sources (for example: internet, CD Rom, television, videos).</p> <p>(L) Use library catalog to find books by author or subject.</p> <p>(L) Understand that books are arranged in order in the library media center</p> <ul style="list-style-type: none"> • Easy and fiction are alphabetical • Informational books are in number order. <p>(L) Recognize the title of a magazine and the title of a magazine article and understand the importance of each.</p> <p>(L) Identify the Internet as a source of information about people, places, and things.</p> <p>(L) Identify Kids databases from State Library pages.</p>	<p>2.R.1.2 Students are able to apply strategies to read and understand different types of texts. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • interpret information in text to confirm or reject initial predictions; <p>2.R.4.2 Students are able to explain the difference between fiction and informational text.</p> <p>2.R.2.1 Students are able to locate major structures in text to form an understanding of stories and other materials. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • locate text structures such as cause/effect and problem/solution (for example: <i>Nate the Great, Frog and Toad</i>). <p>2.R.2.2 Students are able to explain major literary elements in text to convey an understanding of stories and informational material. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • compare elements presented by different authors in a variety of texts (for example: character, setting, plot, conflict, resolution, main idea, supporting details). <p>(L) Compare and contrast the works of significant authors and illustrators and understand how illustrations help convey meaning.</p> <p>(L) Understand there are special awards for books and books are selected according to specific criteria.</p> <ul style="list-style-type: none"> • participate in Prairie Bud • recognize Caldecott medal and know it's for illustrations <p>2.R.3.1 Students are able to compare and contrast different versions of the same story or poem from various cultures. (For example: various versions of Cinderella)</p> <p>2.L.2.2 Students are able to ask appropriate questions to clarify information.</p>	<p>2.W.4.1 Students are able to write in all subject areas. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • use information from various texts to support conclusions; • condense, combine, and order information in written work. <p>(L) Give credit for the words of others, e.g. use quotation marks.</p> <p>2.W.1.1 Students are able to write short stories, paragraphs, and poems to express ideas. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • present in a logical sequence (beginning, middle, end); • connect related ideas. <p>2.L.2.3 Students are able to restate oral information in a logical and understandable sequence.</p> <p>2.S.1.1 Students are able to present information on various topics using facts and details. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • create and participate in oral dramatic activities. <p><i>(L) Library Standard 2.R. *. * South Dakota Reading Content Standards 2.W. *. *; 2.L. *. *; 2.S. *. * South Dakota Communication Arts Standards</i></p>

THIRD GRADE

ACCESS	EVALUATE	USE
<p>3.R.4.1 Students are able to gather information to research a topic. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> locate information from multiple sources for reference purposes (for example: almanac, atlas, web sites, maps, CD-ROM, traditional encyclopedia); use features of books to locate information (for example: table of contents, headings, bold print, index, topic sentences, key words, guide words, illustrations, charts, maps, tables, graphs, diagrams). <p>(L) Understand that librarians help develop a plan for gathering information, including using the library catalog.</p> <p>3.R.1.3 Students are able to identify text organizational features and their purpose in fiction and informational text. For example: fiction—table of contents, chapter headings, title page, illustrations, poetic forms; informational—glossary, table of contents, headings, bold print</p> <p>(L) Recognize the title and address of a website, just as they do for a book or magazine.</p> <p>(L) Understand that the copyright date tells when something was written or produced.</p> <p>(L) Locate materials in the library from information in the library catalog.</p> <p>3.W.3.1 Students are able to apply grade appropriate mechanical, grammatical, usage, and spelling conventions during drafting and editing. <i>To meet this standard students may:</i> use resources (for example: dictionary, spell check, word walls and lists, personal dictionaries, peers)</p>	<p>3.R.4.1 Students are able to gather information to research a topic. <i>To meet this standard students may:</i> use text marking and organizing strategies to identify essential ideas (for example: sticky notes, highlighting and guided note-taking, webbing, Kidspiration software);</p> <p>3.R.2.1 Students are able to locate, describe, and use text structures to expand meaning in a selection. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> sequence the main events of a story; locate descriptive words and phrases; describe the main problem and its solution. <p>3.R.2.2 Students are able to distinguish differences among various literary elements and devices in grade level text. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> compare character traits, goals, settings, and plots in and between stories; describe setting similarities in two different stories by the same author; compare rhyme patterns in different poems. <p>3.R.3.1 Students are able to respond to ideas and attitudes expressed in literature by making personal connections. <i>To meet this standard students may:</i> connect personal traditions and experiences to ideas expressed in literature (for example: holidays, celebrations, time periods).</p>	<p>3.W.4.1 Students are able to gather and organize information, and write about simple content area topics. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> use information gathered from interviews, reference books, magazines, and textbooks; use organizational strategies in planning (for example: webbing, listing); use a main idea and supporting details to explain what is known about a selected topic (for example: explain mathematical and science processes and thinking). <p>3.S.1.1 Students are able to present oral information in a clear and organized manner. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> make brief descriptive presentations that use concrete details to describe people, places, things, or experiences; present brief oral reports/stories that have a beginning, middle, and ending; select details specific to the central focus/topic; omit clutter. <p>3.W.2.1 Students are able to revise writing to improve clarity of description and action. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> use technology tools; examine literary works that model effective writing. <p><i>(L) Library Standard 3.R. *. * South Dakota Reading Content Standards 3.W. *. *. *; 3.L. *. *. *; 3.S. *. * South Dakota Communication Arts Standards</i></p>

FOURTH GRADE

ACCESS	EVALUATE	USE
<p>(L) Describe information needs to the library media specialist or library staff member and ask for assistance as needed.</p> <p>(L) Understand that fiction books, nonfiction book and other library media center materials are organized in a system e.g. alphabetical order or Dewey Decimal System.</p> <p>(L) Locate library resources using a title, subject, or author search in the card catalog or online public access catalog.</p> <p>(L) Use age-appropriate magazine databases available through the State Library and/or SDLN.</p> <p>4.R.4.1 Students are able to gather and organize information for study and research purposes. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • use text-marking strategies to identify essential ideas (for example: sticky notes, highlighting); • locate information from multiple sources for reference purposes (for example: almanac, atlas, websites, maps, CD-ROM, traditional encyclopedias; magazines such as <i>National Geographic</i>, <i>Ranger Rick</i>); • use parts of books to locate information (for example: table of contents, index); • compare information about one topic found in different selections or texts; • learn and use a form of note taking that is personally effective (for example: webs, lists, Inspiration software, other graphic organizers). <p>(L) Library Standard 4.R.** South Dakota Reading Content Standards 4.W.**; 4.L.**; 4.S.** South Dakota Communication Arts Standards</p>	<p>4.R.2.1 Students are able to identify text structures and the specific text that demonstrates that form of organization.</p> <p><i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • compare various structures of ideas that are embedded in the organization of text (for example: compare/contrast, problem solving, description, and sequence); • discuss the structure of the various genres (for example: traditional literature including folktales, fairytales, legends; contemporary realistic fiction; historical fiction; fantasy; poetry; non-fiction including biographies and autobiographies; international literature; and informational text). <p>4.R.2.2 Students are able to compare and contrast various literary elements and the use of literary devices. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • compare and contrast literary elements (for example: character traits, settings, plots, and themes); • examine text to determine the use of literary devices (for example: alliteration, personification, and imagery). <p>4.R.3.1 Students are able to compare the use of fact and fiction in historical and contemporary realistic fiction. <i>To meet this standard students may:</i> question and conclude whether literary situations presented are fact or fiction (for example: interviews, books, articles, and online searches).</p>	<p>4.R.4.2 Students are able to use text features and graphic features to categorize information and to gain meaning from informational materials. For example: topic sentences, key words, diagrams, illustrations, charts, maps, tables, graphs, and diagrams</p> <p>4.W.4.1 Students are able to gather, organize, and explain (using main idea and supporting details) in writing what is known about selected content area topics. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • use information gathered from the internet, interviews, reference books, magazines, newspapers, and textbooks; • use organizational strategies in planning (for example: webbing, Inspiration software, listing, simple outlining); • use a main idea and supporting details to explain what is known about a selected topic (for example: mathematical and science processes and thinking). <p>4.S.1.1 Students are able to use complete sentences to express ideas and convey information in a clear and organized manner. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • make narrative and informative presentations that provide facts, details, examples, and descriptions; • present effective introductions and conclusions that guide and inform the listener; • use familiar and unfamiliar vocabulary words to discuss and explain ideas across content areas.

FIFTH GRADE

ACCESS	EVALUATE	USE
<p>(L) Know that reference material is available in a variety of formats (print, electronic)</p> <p>(L) Choose the most appropriate type of search (author, title, subject or keyword) to find resources in the library catalog.</p> <p>(L) Develop search strategy that uses appropriate and available resources. Narrow or broaden search topic/question according to how many resources are located.</p> <p>5.R.4.1 Students are able to locate and determine the importance of information for use in study and research. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> locate information from multiple sources for reference purposes (for example: almanac, atlas, websites, maps, CD-ROM, encyclopedia); use parts of books to locate information (for example: index, appendix, pronunciation guide); <p>(L) Library Standard 5.R.** South Dakota Reading Content Standards 5.W.**; 5.L.**; 5.S.** South Dakota Communication Arts Standards</p>	<p>(L) Use rubrics or checklists to evaluate reliability and credibility of information sources.</p> <p>5.R.1.2 Students are able to apply comprehension strategies to construct meaning from literary and content area text. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> determine the importance of key ideas and supporting details, and record them using various graphic organizers; <p>5.R.3.1 Students are able to question and compare literary selections from the perspective of various cultures and time periods. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> consider author and time period perspectives when evaluating the authenticity and validity of the work (for example: Civil War—North vs. South perspectives, Revolutionary War—British/Canadian/Colonist perspectives); consider the author’s ethnicity and/or age in relationship to the historical period (for example: Laura Ingalls Wilder); consider how the selection is influenced by external factors (for example: socio-economic status, environmental issues, prejudicial language, stereotypes). <p>5.R.1.3 Students are able to analyze organizational features to determine important ideas in fiction and informational text. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> make predictions about story plots, themes, settings, and characters by studying the table of contents, chapter headings, title page, and illustrations. <p>5.R.2.1 Students are able to determine the organizational structure of various texts in order to facilitate comprehension. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> examine the structure of the various genres (for example: traditional literature such as folktales, fairytales, myths, legends, work songs; contemporary realistic fiction; historical fiction; science fiction and fantasy; poetry; informational text including biographies and autobiographies; international literature). 	<p>(L) Create a list of resources using a simple bibliographic format. (5.W.3.1 Students are able to apply grade appropriate mechanics, grammar, usage, and spelling conventions during drafting and editing. <i>To meet this standard students may</i> begin to use a style handbook to verify correct conventions)</p> <p>5.R.1.3 Students are able to analyze organizational features to determine important ideas in fiction and informational text. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> design graphic organizers and record key ideas and supporting details using table of contents, headings and subheadings, bold print, captions, index, graphs, tables, and charts; <p>5.R.4.1 Students are able to locate and determine the importance of information for use in study and research. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> learn and use meaningful forms of note taking (for example: outlines, webs, note cards, lists, Inspiration software, other graphic organizers); <p>5.W.4.1 Students are able to use different sources, gather and organize information, and summarize in writing what is known about selected content area topics. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> use information gathered from the internet, interviews, reference books, magazines, newspapers, and textbooks; summarize information gathered from different sources by writing it into an organized and coherent product.

SIXTH GRADE

ACCESS	EVALUATE	USE
<p>6.R.4.1 Students are able to use reference sources to retrieve information. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • use both print and electronic search strategies to find information. <p>(L) Understand the role of standard reference sources in research process (e.g. general encyclopedias, specialized encyclopedias, maps and atlases, online databases such as ProQuest or SIRS.)</p> <p>(L) Select books from favorite genre and series.</p> <p>(L) Read award-winning books and understand that the award is given for the writing of the book e.g. Newbery, Prairie Pasque, YARP, Coretta Scott King, etc.</p> <p>(L) Identify and describe the purpose of various technology-based school library resources e.g. school network, Internet, multimedia resources, etc</p> <p>(L) Identify information about library materials in the catalog record or card e.g. age, summary, location, availability, etc.</p> <p>(L) Understand that the Internet contains free and fee-based resources.</p>	<p>6.R.4.2 Students are able to compare and contrast information on one topic contained in several sources.</p> <p>6.R.4.3 Students are able to determine the quality of material in informational texts. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • distinguish fact from opinion; • determine credibility of various sources (for example: <i>National Inquirer</i> vs. <i>USA Today</i>). <p>6.W.2.1 Students are able to model a range of strategies authors use in narration and description. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • record personal ideas, observations, and experiences (for example: personal writing journal, portfolio); • explore the use of dialogue to tell a story. 	<p>6.W.4.2 Students are able to write texts, supported by references, which focus on key ideas, issues, or situations in a specific discipline. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • select sources that support personal interpretations of information (for example: almanacs, atlases, encyclopedias, CD-ROMs); • summarize and credit ideas from various sources. <p>(L) Continuously make lists of resources using a standard bibliographic format.</p> <p>(L) Understand plagiarism and its ramifications.</p> <p>(L) Discuss intellectual property, copyright and fair use.</p> <p><small>(L) Library Standard 6.R.*.* South Dakota Reading Content Standards 6.W.*.*; 6.L.*.*; 6.S.*.* South Dakota Communication Arts Standards</small></p>

SEVENTH GRADE

ACCESS	EVALUATE	USE
<p>(L) Locate the biography section of the library.</p> <p>(L) Use biographical dictionaries and encyclopedias in print and online (e.g. Contemporary Authors)</p> <p>(L) Identify and use websites that are collections of biographical information (e.g. biography.com, ancestry.com)</p> <p>(L) Recognize historical fiction.</p> <p>(L) Conduct complex Internet searches using Boolean logic, limiters, truncation, etc.</p> <p>(L) Explore books by authors who write in different fictional genres and literary styles e.g. prose, dialect, etc.</p> <p>(L) Identify information about library materials in the catalog record or card e.g. age, summary, location, availability, etc.</p> <p>(L) Understand how to access online databases such as ProQuest at school and from home.</p>	<p>7.R.3.1 Students are able to connect historical and cultural influences in literary selections to construct meaning. <i>To meet this standard students may:</i></p> <p>connect literature to geography, history, and culture (for example: newspapers, magazines, biography, autobiography, and young adult literature from various historical eras).</p> <p>7.R.4.3 Students are able to evaluate the accuracy and credibility of information about a topic contained in multiple sources:</p> <ul style="list-style-type: none"> ● (L) Understand universal resource locator (URL) and domain name determines type of web site e.g. commercial, education, government, military, etc. ● (L) Verify web site author’s credentials and/or credibility of ownership organization. ● (L) Evaluate content of the web site for accuracy, currency, reliability, usefulness, validity, scope, and intended audience. <p>7.L.2.2 Students are able to distinguish the accuracy, validity, and influence of presentation, images, text, and sound in a variety of media. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> ● identify persuasive and propaganda techniques; ● recognize how the presentation of information can be misleading. <p>7.R.4.1 Students are able to distinguish which reference sources will provide the best information for the assigned task. (For example: encyclopedia, almanac, “Ask Jeeves”).</p>	<p>7.W.1.1 Students are able to create expository and persuasive texts of more than one paragraph. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> ● write texts that explain and inform (for example: reports, “how-to” paper, summaries); ● write texts to persuade audience to agree with a specific idea/point of view (for example: editorials, letters). <p>7.W.4.1 Students are able to write to synthesize information from various subject areas. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> ● write to describe similarities between present and past cultures and literature (for example: compare geography and culture in novels to other geographical information, electronic databases, interviews); ● use graphic organizers to clarify information (for example: Venn diagram, timelines, double-entry journals); ● write to compare and contrast information from multiple sources (for example: gather career information from interviews and printed information). <p>7.W.2.1 Students are able to model a range of strategies authors use in all writing modes, with emphasis on exposition and persuasion. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> ● write about topics they know, wonder, or care about (for example: use anecdotes, quotations, and life experiences to create informative essays or editorials); ● develop a portfolio to demonstrate writing improvement.

<p><i>(L) Library Standard 7.R. **. * South Dakota Reading Content Standards 7.W. **. *. *; 7.L. **. *. *; 7.S. **. *. * South Dakota Communication Arts Standards</i></p>	<p>7.R.4.2 Students are able to analyze and organize information from various sources. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • discriminate important ideas from unimportant ideas while reading; • organize information while reading (for example: questioning, note taking, summarizing, outlining, webbing). <p>(L) Understand how search results are presented e.g. ranked, position hierarchy, paid position, keyword relevance, etc.</p>	<p>(L) Consistently make lists of resources using a standard bibliographic format.</p> <p>(L) Discuss plagiarism and its ramifications.</p> <p>(L) Discuss intellectual property, copyright and fair use.</p>
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EIGHTH GRADE

ACCESS	EVALUATE	USE
<p>8.R.4.1 Students are able to determine the appropriate strategy to gather and organize information. <i>To meet this standard students may:</i> use both primary and secondary sources (for example: primary—interviews, diaries, letters, autobiographies; secondary—encyclopedias, biographies, textbooks).</p> <p>(L) Understand how to access State Library and SDLN electronic resources at school and from home.</p> <p>(L) Identify primary and secondary source material and discuss differences.</p> <p>(L) Understand how to access online collections of primary source materials online (e.g. American Memory Collection, Ancestry.com)</p> <p>(L) Identify authors who write in different fictional genres and literary styles e.g. classics, world literature, American literature, etc.</p> <p>(L) Use effective search strategies to retrieve information from newspapers in print and online. (Rocketnews.com, Google News, SIRS, InfoTrac, ProQuest, etc.)</p> <p><i>(L) Library Standard</i> <i>8.R. *. * South Dakota Reading Content Standards</i> <i>8.W. *. *; 8.L. *. *; 8.S. *. * South Dakota Communication Arts Standards</i></p>	<p>8.L.2.1 Students are able to use various strategies to analyze and evaluate information. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • develop criteria to evaluate information; • compare information from various sources to verify accuracy; • check reliability and validity of media sources. <p>8.L.2.2 Students are able to analyze and describe the way meaning is represented in various media. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • compare how different information sources present the same situation or event (for example: newspaper, journals, television); • describe how graphic artists, illustrators, or news photographers make meaning; • explore how electronic media uses stated and implied meanings to influence audience interpretation. <p>8.R.2.1 Students are able to analyze and explain the author’s use of literary elements. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • analyze characters in a story using supporting evidence from the text (for example: character’s traits, motivations, conflicts, and point of view); • describe how setting, character, conflict, and resolution support the overall theme. <p>8.R.2.2 Students are able to describe the effect of the author’s use of literary devices. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • describe the use of sensory imagery in texts (for example: rhyme scheme, accent patterns, 	<p>8.W.4.2 Students are able to synthesize information from multiple sources to create texts. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • use appropriate technical terms and notations in writing (for example: scientific notation, mathematical formulas, historical journals); • use both primary and secondary sources to enrich understanding of information; • support thesis or judgments with information from various sources (for example: Internet, newspapers, quotes from authorities). <p>8.W.4.1 Students are able to write to transfer and apply knowledge in a subject area. <i>To meet this standard students may:</i> apply information learned in one subject area to a class project (for example: compare historical novel about the Battle of Gettysburg with historical accounts, use astronomy knowledge to write a myth explaining some natural phenomenon).</p> <p>8.W.2.1 Students are able to model authors’ techniques and strategies to clearly convey meaning in all writing modes. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • model how authors bring ideas and characters to life (for example: specific details, dialogue, action, physical description); • consider the effects authors achieve through imagery and figurative language; • establish a clear focus in writing (for example: narrow the topic, use specific details for support); • monitor writing progress (for example: maintain a personal

	<p>alliteration, assonance, consonance);</p> <ul style="list-style-type: none"> describe the use of figurative language in texts (for example: simile, metaphor, idiom, and oxymoron). <p>8.R.3.1 Students are able to compare/contrast literature from different eras or cultures dealing with similar themes or conflicts. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> identify and compare recurring themes across literary works (for example: good vs. evil, loyalty vs. betrayal); describe ideas and outlooks within a specific period, looking at such features as ideas, customs, and outlooks of a people (for example: views of slavery depicted in pre-Civil War novels, attitudes of those involved in the westward expansion, Native American cultural influences). <p>8.R.4.2 Students are able to evaluate information about a topic gathered from a variety of sources. <i>To meet this standard students may:</i> describe how the type of informational source influences the accuracy of information provided (for example: newspaper, magazine, book chapter).</p> <p>(L) Understand universal resource locator (URL) and domain name determines type of web site e.g. commercial, education, government, military, etc.</p> <p>(L) Verify web site author's credentials and/or credibility of ownership organization.</p> <p>(L) Evaluate content of the web site for accuracy, currency, reliability, usefulness, validity, scope, and intended audience.</p>	<p>writing journal or portfolio).</p> <p>8.W.1.1 Students are able to create narrative, descriptive, expository, and persuasive texts of more than one paragraph. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> use details to clarify focus and enhance style; use anecdotes, analogies, and metaphors in writing. <p>8.W.1.2 Students are able to organize text to support a specific point of view, focus, and/or purpose. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> use organizational strategies to develop texts (for example: problem/solution, comparison/contrast, cause/effect). use argumentative structure to write a letter to the editor about a local issue <p>8.R.4.3 Students are able to combine new information with existing knowledge to form interpretations. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> compare background knowledge about a current topic with information (for example: AIDs, STDs); compare information found in a variety of sources to reach new understanding. <p>(L) Understand plagiarism and its ramifications.</p> <p>(L) Discuss intellectual property, copyright and fair use.</p>
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NINTH GRADE

ACCESS	EVALUATE	USE
<p>9.R.4.1 Students are able to compile and evaluate potential sources for research projects. <i>To meet this standard students may:</i> Use the media center for study and research.</p> <ul style="list-style-type: none"> • (L)Compose open-ended questions for research and modify questions as necessary during inquiry and investigation • (L)Search local library catalog by author, title, or subject • (L)Search online public access catalogs such as SDLN from school and home, using Boolean logic as necessary • (L)Locate fiction books by author and nonfiction by Dewey Decimal number • (L)Retrieve magazine, journal and periodical articles from school and home through online databases such as ProQuest or SIRS <p><i>(L) Library Standard 9.R. *. * South Dakota Reading Content Standards 9.W. *. *; 9.L. *. *; 9.S. *. * South Dakota Communication Arts Standards</i></p>	<p>9.R.3.1. Students are able to analyze the quality of reading materials for their practical, informational, or aesthetic value relative to specific cultures and historical periods. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • classify various websites in terms of accuracy and reliability (for example: Mankato’s college web site, Civil War Homepage, How Things Work); • appraise the literary merit of contemporary song lyrics (for example: Jewel, Leonard Cohen, Bruce Springsteen, Alanis Morissette, Paul Simon). <p>9.R.4.1 Students are able to compile and evaluate potential sources for research projects. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • Compare research tools and recommend the most useful sources among them. <p>9.L.2.1 Students are able to evaluate evidence in informational text. <i>To meet this standard students may:</i> determine credibility, validity, and relevance of a message (for example: statistics, testimonies, anecdotes).</p>	<p>9.R.2.2. Students are able to analyze and describe the effect of figurative language and other literary devices in various genres. <i>To meet this standard students may:</i> Explain the function of personification, simile, metaphor, and alliteration in a work (for example: <i>Of Mice and Men</i>, <i>The Diary of Anne Frank</i>, <i>The Miracle Worker</i>, poetry).</p> <p>9.W.4.1 Students are able to present information and ideas from primary and secondary sources accurately and clearly. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • conduct interviews for a specific purpose; • summarize information from text(s); • document sources accurately; • cite sources using both direct and indirect quotations. <p>9.L.2.2 Students are able to use note-taking techniques to record, synthesize, and retrieve information. <i>To meet this standard students may:</i> identify main ideas and transitions (for example: history lecture, guest speakers, political cartoons, famous speeches, news stories).</p> <p>9.S.1.2 Students are able to clarify and defend positions with precise and relevant evidence. <i>To meet this standard students may:</i> find expert opinion, fact, and statistics to support arguments (for example: group discussion, persuasive speech).</p>

TENTH GRADE

ACCESS	EVALUATE	USE
<p>(L) Use the local library catalog, SDLN, and online databases such as ProQuest to retrieve information cited in bibliographies and references in primary and secondary sources.</p> <p>(L) Access academic (college and university) libraries through SDLN for advanced information on an academic subject.</p> <p>(L) Use Boolean logic to expand or narrow a search.</p> <p>(L) Read a variety of award-winning material from classic literature to best sellers.</p> <p>(L) Understand that online resources may be organized by format or topic e.g. database of magazine articles, electronic photos, digital video, etc.</p>	<p>10.S.1.3 Students are able to plan formal oral presentations using various supporting strategies. <i>To meet this standard students may:</i> locate and select convincing evidence (for example: logical arguments, details, analogies, illustrations).</p> <p>10.R.2.1 Students are able to compare/contrast similar themes across genres to determine how the type of literature shapes the message. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • examine a similar theme of in several works (for example: the theme of death in poetry, <i>Our Town, Red Badge of Courage, A Separate Peace, Of Mice and Men, Night</i>); • explain how different genres reflect character relationships (for example: <i>Glass Menagerie, A Raisin in the Sun, To Kill a Mockingbird</i>, Gary Soto, Amy Tan, Sandra Cisneros). <p>10.R.3.1 Students are able to understand possible differences between author’s intent and reader’s interpretation through various cultural and historical perspectives. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • compare and contrast the background of the author and that of the reader (for example: <i>Black Elk Speaks, The Diary of Anne Frank, Romeo and Juliet, Night, The Souls of Black Folk</i>, Maya Angelou, Sandra Cisneros, Linda Hasselstrom, Virginia Driving Hawk Sneve, Dan O’Brien); • trace the different interpretations of war literature and its effect on society (for example: Sassoon, Tim O’Brien, <i>All Quiet on the</i> 	<p>10.W.4.1 Students are able to use accurate and detailed references to support key ideas and viewpoints. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • locate information and ideas from primary and secondary sources; • select and analyze information that supports or refutes a position. <p>10.S.1.1 Students are able to construct and deliver a variety of speeches. <i>To meet this standard students may:</i> gather material, outline, and present a speech (for example: informative, persuasive).</p> <p>(L) Cite sources in correct bibliographic format.</p> <p>(L) Understand plagiarism and its ramifications.</p> <p>(L) Discuss intellectual property, copyright, and fair use.</p>

	<p><i>Western Front, Vietnam literature, Desert Storm literature).</i></p> <p>10.R.4.1 Students are able to differentiate between fact, logic, and opinion in various texts. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • compare/contrast two essays based on opposing viewpoints of the same topic (for example: slavery, prohibition); • determine whether statements in expository text represent fact, logic, or opinion (for example: news magazines, tabloids, newspapers, essays, editorials, textbooks). <p>10.R.4.2 Students are able to analyze information for clarity, relevance, point of view, credibility, and supporting data. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • examine opposing viewpoints and indicate the position that is best supported by the data provided (for example: tobacco, forest management, endangered species); • examine the adequacy of details offered in support of an argument (for example: web information, newspapers, editorials, news magazines). 	<p><i>(L) Library Standard 10.R.*.* South Dakota Reading Content Standards 10.W.*.*; 10.L.*.*; 10.S.*.* South Dakota Communication Arts Standards</i></p>
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ELEVENTH GRADE

ACCESS	EVALUATE	USE
<p>(L) Understand how to access online magazine and journal databases (e.g. ProQuest, SIRS) from school and home.</p> <ul style="list-style-type: none"> • Login procedures • Conduct advanced searches using strategies appropriate to the database <p>(L) Locate and use electronic information resources that are organized by format or topic, e.g. database of magazine articles, editorials, digital video, news broadcasts, etc.</p>	<p>11.R.1.1 Students are able to use various reading and study strategies to increase comprehension. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • infer meaning in a variety of text (for example: advertisements, editorials, labels, stereotypes); • visualizing characters through dialect and diction (for example: Mark Twain, Emily Dickinson, John Steinbeck). <p>11.R.3.1 Students are able to analyze and explain the influence of cultural and historical context on the form, style, and point of view of a written work. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • explain the conditions that fostered or prevented the emergence of specific literary forms (for example: poetry, fiction, political addresses, journals); • illustrate how a literary movement developed as a result of the influence of a previous movement (for example: classical style used for the Revolutionary period, Romanticism, Realism). <p>11.R.4.1 Students are able to examine the effect of faulty logic techniques in expository text. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • critique advertisements in various forms of media for unsupported statements (for example: political campaign ads); • critique editorials, articles, and headlines for bias (for example: newspapers, magazines, journals, billboards, bumper stickers, t-shirts, hats, commercials, and propaganda in expository text). 	<p>11.W.4.1 Students are able to organize and link related information from multiple sources. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • arrange information from a variety of sources to present a reasoned argument; • use transitions effectively; • write responses that analyze the use of imagery, universal theme, and unique perspectives or aspects. <p><i>(L) Library Standard 11.R.*.* South Dakota Reading Content Standards 11.W.*.*; 11.L.*.*; 11.S.*.* South Dakota Communication Arts Standards</i></p>

	<p>11.L.2.1 Students are able to compare strategies used by the media to inform, persuade, entertain, and transmit culture. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none">• draw conclusions about the effect of stereotypes in various media (for example: advertisements, use of visual representations, special effects, language);• construct relevant questions for increased comprehension and retention (for example: car ads, guest speakers). <p>11.L.2.2 Students are able to distinguish between various forms of logical and critical thinking used in persuasion/debate. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none">• identify reasoning as inductive or deductive (for example: debates, public service broadcasts);• identify faulty reasoning (for example: reasoning from analogies, reasoning solely from anecdotal evidence).	
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TWELFTH GRADE

ACCESS	EVALUATE	USE
<p>(L) Know where to access collections of speeches, advertisements, and lyrics.</p> <p>(L) Know how and where to access government information.</p> <p>(L) Know where to access news broadcasts.</p> <p>(L) Compose open-ended questions for research and modify questions as necessary during inquiry and investigation to narrow the focus or extend the investigation.</p>	<p>(L) Evaluate content of the web site for accuracy, currency, reliability, usefulness, validity, scope, and intended audience.</p> <p>12.L.1.1 Students are able to compare the use of rhetorical structure and diction to the purpose and context of the communication. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • analyze the use of parallelism and repetition for emphasis or emotional appeal (for example: Presidential addresses, sermons, campaign speeches); • analyze the impact of figurative language and imagery on the message (for example: advertisements, lyrics). <p>12.R.2.1 Students are able to evaluate authors' style in poetry, drama, fiction, and informational text. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • determine the effect of point of view upon characterization (for example: Ernest Hemingway, Jane Austen, Alice Walker, Charlotte Bronte, J.D. Salinger); • distinguish between tone and mood (for example: <i>Our Town</i>, <i>Pygmalion</i>, Edgar Allen Poe's short stories, Sherman Alexie's poetry, Sandra Cisneros). <p>12.R.3.1 Students are able to read and critique literary works from a variety of cultures and eras. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • show the relationship between Native American and English-American accounts of the colonial period (for example: diaries, oral tradition, poetry); • compare and contrast the qualities 	<p>(L) Make meaningful connections between classroom learning, information skills and real-life situations.</p> <p>12.W.3.1 <i>Students are able to use appropriate manuscript requirements. To meet this standard students may:</i></p> <ul style="list-style-type: none"> • create an informational paper (for example: title page, works cited page, in-text citation, direct quotes, paraphrasing); • use correctly the elements of MLA or APA styles. <p>(L) Observe copyright restrictions.</p> <p>(L) Respect the principles of intellectual freedom and intellectual property rights.</p> <p>(L) Understand plagiarism and its ramifications.</p> <p>12.W.4.1 Students are able to analyze information from multiple sources for different perspectives. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • paraphrase and correctly document information from a variety of primary and secondary sources; • employ note-taking skills and techniques of organization to develop a research paper.

	<p>of protagonists in various cultures and literary periods (for example: <i>Death of a Salesman, Oedipus, The Great Gatsby, Antigone, The Awakening, Of Mice and Men, Jane Eyre, Wuthering Heights, The Scarlet Letter</i>).</p> <p>12.L.2.1 Students are able to analyze the impact of the media on a society's belief systems and values. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • critique television/radio broadcasts and music for bias and stereotyping (for example: news coverage, sitcoms, commercials, talk shows, media influence on elections); • recognize that messages are altered by various techniques used to create aesthetic effects (for example: manipulation by visual imagery, special effects, and vivid language; political messages). 	<p><i>(L) Library Standard 12.R. *. * South Dakota Reading Content Standards 12.W. *. *; 12.L. *. *; 12.S. *. * South Dakota Communication Arts Standards</i></p>
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**SECTION 3:
Resources necessary for an effective
school library program**

FACILITIES

An effective school library must reflect the needs of its population and be fully integrated into the school's educational program. The design of the school library facility plays a major role in how well the program serves the school. The school library should create a feeling of welcome as well as a desire for students and staff to spend time within the facility. The facility should provide enough space for individual activities, small groups, large groups, storytimes, and computer use.

Adequate space for collection housing and expansion/growth is recommended. Furnishings should be appropriate to the size of the user with no sharp corners. Ideally, the library should be centrally located within the school complex with easy access by all potential users. The circulation/administration area should be conveniently placed near the exit. The design of the library should accommodate changes in the library and school program.

	At-risk	Basic	Exemplary
Circulation Area	Circulation desk and card catalog.	Circulation desk and automated circulation/catalog system, display area and copying equipment.	Sufficient space for circulation desk, displays, copying equipment, electronic catalog, security system.
Listening, Viewing, and Reading Area	Insufficient tables and chairs to accommodate largest class.	Tables and chairs to accommodate the largest class; multiple computer stations.	Sufficient space should be allowed for tables and chairs; browsing and lounging; listening stations with tape players and/or CD players; computer workstations with internet access; DVD and/or VCR stations.
Electronic Access Area	Software-based computers with no internet access.	Some networked workstations with access to the internet and state-funded databases.	Sufficient networked workstations for the largest class. Access to the internet, state-funded databases, and resources available through SDLN

			membership. Computers should have multimedia capabilities.
Shelving Area	Crowded with little or no room for expansion.	Adequate shelving space for existing collection with some room for expansion.	Accessible shelving space appropriate for all uses (e.g. disability, elementary) with ample room for expansion.
Computer Lab	Library computer workstations used as computer lab.	Library computer workstations used exclusively for research and library-generated projects.	Separate computer lab with enough workstations for largest class adjacent to library and primarily used for library projects.
Administration	Space for librarian's desk.	Librarian's desk located in a workroom/storage/office area.	Separate office opening into main area with glass panels for easy supervision.
Workroom	Uses circulation desk or table in the main area for processing materials.	Combined workroom/storage/office area.	Separate workroom with counter, storage drawers and shelves, sink, electrical, network and phone outlets.
Equipment Storage and Distribution	Some space available in library.	Combined workroom/storage/office area.	Separate equipment storage area with adequate security and easy access by users.
Small Group Area	No separate area defined for small groups.	Small Group Area set aside within main library area for story time, group work, etc.	Small Group Area set aside within main library area for story time, group work, etc. and Conference Room adjacent to library.
Subscription Databases	Provide state-funded databases.	State-funded databases and basic fee for SDLN.	State-funded databases, SDLN member resources, and at least 2 other age appropriate databases.
Professional/Teacher Area	Non-existent	Professional collection located within the main area.	Professional collection in space with tables and chairs provides for previewing of print, AV and electronic materials and group meetings.

STAFFING

A skilled professional librarian is the key factor in programs that contribute to student achievement. Research has established that students who attend schools with well-developed and collaborative library programs with flexible scheduling are more successful academically. Therefore, the recommendation is made that all students and staff have access to at least one full-time certified librarian. The presence of clerical staff enables collaboration between professional library staff, teachers, and administrators and instruction in literacy skills with students.

School Districts up to 1500 students			
	At-risk	Basic	Exemplary
Up to 300 students	Less than 1 FTE certified librarian	1 FTE certified librarian	1 FTE certified librarian + .5 FTE clerical
300-799 students	1 FTE certified librarian	1 FTE certified librarian + 1 FTE clerical	1 FTE certified librarian + 1.5 FTE clerical
800-1500 students	1 FTE certified librarian + .5 FTE clerical	2 FTE certified librarians + 1 FTE clerical	2 FTE certified librarians + 2 FTE clerical

School Districts over 1500 students			
	At-risk	Basic	Exemplary
1501-4000 students	1 FTE certified librarian + 2 FTE clerical district-wide	2 FTE certified librarians + 2 FTE clerical district-wide	3 FTE certified librarians district-wide + 1 FTE clerical at each library
Over 4000 students	<p>Grades K-5 1.0 FTE clerical/library</p> <p>Grades 6-12 Building enrollment <1000 .5 FTE certified librarian</p> <p>Building enrollment >1000 1.0 FTE certified librarian</p>	<p>Grades K-5 Building enrollment <600 .2 FTE certified librarian 1.0 FTE clerical</p> <p>Building enrollment >600 .5 FTE certified librarian 1.0 FTE clerical</p> <p>Grades 6-12 Building enrollment <1000 .5 FTE certified librarian 1.0 FTE clerical</p> <p>Building enrollment >1000 1.0 FTE certified librarian 1.0 FTE clerical</p>	<p>Grades K-5 Building enrollment <300 .5 FTE certified librarian .5 FTE clerical</p> <p>Building enrollment 300-600 1.0 FTE certified librarian .75 FTE clerical</p> <p>Building enrollment >600 1.0 FTE certified librarian 1.0 FTE clerical</p> <p>Grades 6-12 Building enrollment <1000 1.0 FTE certified librarian 1.0 FTE clerical</p> <p>Building enrollment >1000 1 FTE librarian and 1 FTE clerical per 1000 students. Example: 1200 students 1.2 FTE certified librarian 1.2 FTE clerical</p>

COLLECTION DEVELOPMENT

The school library should provide a balanced, relevant and updated collection of instructional, informational, and recreational resources for the school community. The collection should reflect the unique cultural, developmental, and learning needs of the school population. Curriculum needs should be continuously assessed through collection mapping, curriculum mapping, teacher-librarian collaboration and other appropriate collection development strategies.

Essential yearly maintenance requires the following:

- Selection of the best in newly published materials to meet curriculum needs and student interests and ongoing replacement of old, lost and worn-out materials.
- Time-sensitive materials should be as current as possible.
- Routine discarding (weeding) of out-of-date materials.

	At-risk	Basic	Exemplary
Collection Development Plan	No collection development plan.	Collection development plan exists and is reviewed periodically.	Collection development plan is reviewed every 1-2 years and appropriately revised based on local needs analysis and in collaboration with school staff.
Collection Size	Print collection of less than 10 items per student.	Materials are professionally selected using recognized review tools. There is an updated print collection of 15-20 items per student.	A print collection of over 20 items per student is kept updated according to guidelines in a written collection development plan.

Periodicals	Access to state-funded online periodical databases.	Access to state-funded online periodical databases and provide some print periodicals.	Access to state-funded online periodical databases and subscribe to additional online periodical databases and print periodicals as usage dictates.
Audiovisual (nonprint) Resources	Audiovisual resources not provided by library.	Some curricular audiovisual materials are housed in and circulated from library.	Audiovisual materials to meet curriculum needs are purchased based upon the collection development plan.
Professional Collection	No professional collection.	Professional collection is available.	Updated and extensive professional collection.
Service	Traditional card catalog.	Automated library catalog of local materials which can be searched from all networked computers within the district.	Web-based system allows students and staff to search the library catalog from home.
Interlibrary Loan	No interlibrary loan service provided.	Library staff borrow materials from other libraries for students and staff.	Library staff loan materials to other libraries and borrow materials from other libraries for students and staff.
Weeding	Irregular or no weeding and/or discarding of outdated, worn-out materials	Weeding is performed on a regular basis.	Weeding is performed using a written collection development plan that defines deselection criteria according to written standards, for example, the American Library Association CREW Manual method.

BUDGET

The school library program requires a budget that supports continuously updating a collection of information in all formats and subscribing to electronic online services that enable students to achieve the established academic and information literacy standards. A level of funding that will give all students equitable opportunities is required. The budget is essential to the school library program's successful operation and ability to fulfill the goal of raising student achievement.

	At-risk	Basic	Exemplary
Print Materials	\$8.00 or less per student	\$9.00-\$15.00 per student	Over \$16.00 per student
Print Periodicals	Grades K-8 <10 titles Grades 9-12 <20 titles	Grades K-8 11-25 titles Grades 9-12 21-50 titles	Grades K-8 >26 titles Grades 9-12 >50 titles
Audiovisual	\$2.00 or less per student	\$3.00-6.00 per student	Over \$7.00 per student
Computer Software/Online Resources	\$3.00 or less per student	\$4.00-\$6.00 per student	Over \$7.00 per student
Professional Development	Nothing budgeted (travel not encouraged)	Budget for registration, lodging, and travel expenses allowed on a limited basis.	Attendance at professional development opportunities encouraged and supported by budget.
Fees (technical support for programs, SDLN fees, etc.)	Nothing budgeted	SDLN remote (basic) membership fee budgeted; Basic technical support for automated library program	SDLN ILL Access fee budgeted; Library is full-time SDLN member; Technical support provided for school wide network access to electronic catalog and other programs, e.g. Accelerated Reader
Library Supplies	\$2.00 or less per student	\$3.00-\$5.00 per student	Over \$6.00 per student
Library Professional Resources	Nothing budgeted.	Less than \$100.	More than \$100.

SECTION 4

Considerations for joint community/school library programs

The following is a list of issues identified by various studies that should be considered when examining the feasibility of establishing a combined school and public library.

1. School district boundaries and city or village boundaries are usually not identical. This fact raises questions about who is eligible to use the library and how much support each entity is expected to provide.
2. Salaries are usually much higher for school librarians.
3. Certification differs for school and public librarians, with a master's degree (or the equivalent) and a teaching license required of the school librarian, while the qualifications for public librarian certification vary depending on population.
4. The mission of the school library is to support teaching and learning for school age children; the mission of the public library is to meet the information needs of all members of the community. In practice, many public libraries in small communities place a high priority on children and adult recreational reading. The collection(s) must take both missions into consideration.
5. Libraries generally allow unrestricted access to all available materials for all age groups. However, policies of school and public libraries related to access to materials may be significantly different and would need to be reconciled. Public library materials are selected to appeal to a wide range of interests and ages. The materials in school library collections are carefully selected to match the curriculum and the learning needs and maturity level of the students they serve.
6. Two separate governing agents are required for a combined library. A legally constituted public library requires a board of trustees separate from the school board. All decisions regarding policies and operation affect both school and public service aspects. Consequently,
 - board members must be aware of how decisions will affect both user groups and both administrative structures;
 - boards or their representatives must meet together regularly; and
 - when staff are shared, the two boards or their administrators will occasionally have conflicting opinions about priorities and responsibilities.
7. As with any enterprise, success depends on the perceptions, attitudes, and reactions of potential users. Some adults may not be comfortable in the presence of teenagers or in an environment that favors them. Students may not be eager to return to school after hours, and students from another school might be uncomfortable in a school building other than "their" school.
8. Ideal locations for school and public libraries conflict. A public library should be in the most active area of the community, near businesses, and easily entered with adequate parking adjacent; whereas the school library media center should be as close as possible to classrooms, and the school should be away from the busiest area of the community.

9. Public libraries often receive substantial private donations for a new building or an addition, for starting a new service, or for upgrading an existing collection. Donors may or may not be as likely to give to a public library that is seen as part of a school district.
10. The environments of school and public libraries differ, with the school requiring guidance and group supervision, and the public library emphasizing independence and patron privacy. Activities such as instruction for students, conversation, and special programs for adults may conflict.
11. Easy access for adults sometimes causes a security problem for schools or a concern for children's safety.
12. The cost of a combined library is not so small as the sharing of space and facilities would make it seem. For example, adults or preschoolers and school children usually want to use the library at the same time, rather than at different and complementary times. This affects the total space needed, as well as staff, furniture, equipment, and resources. In addition, a public library needs to be open on evenings and weekends and during vacation periods.
13. Daily policy or procedural decisions can be a source of conflict. Will the English class use all the terminals, or will some be reserved for adults?
14. Conflicts are bound to arise over priorities given to the many aspects of library service. Examples include content of the collection, hours of operation, programming, space, and access to such things as seating, equipment, resources, the public catalog, and reference service.
15. In the event of the dissolution of the combination and the establishment of separate libraries, decisions will have to be made as to how to divide the various components (collection, furniture, equipment, software, etc.).

Combined School & Public Libraries: Guidelines for Decision Makers. 2nd Edition. Madison: Wisconsin: Wisconsin Department of Public Instruction, May 1998. Bulletin No. 98234. <http://www.dpi.state.wi.us/dpi/dlcl/pld/comblibs.html>

Appendix A

**Collaborative Planning Sheet:
Integrating Information Skills & Utilizing Technology**

Integrated Information Literacy Skills:	Technology Integration:	Curriculum Connections:

Considerations for Technology Use:

- What CD-ROM resources are available?
- What Internet activities will be involved?
- How much time will be needed?
- What problems might be encountered? How can these be dealt with?
- What skills do the students have, and what skills do they need?
- How will technology be used for students' products?
- What materials/resources are needed?

For This Assignment:

Responsibilities of the Teacher:

Responsibilities of the Library Media Specialist:

Responsibilities of others (Computer Liaison, Lab Teacher):

Responsibilities of the Student:

Cooperative Planning Sheet

Content area _____ Unit of study _____

Teacher/grade level _____ Class size _____

Timeline _____

Classroom unit objective/information skills objective:

Prerequisite skills:

Responsibilities

Classroom teacher	Student	Library media specialist

Instructional strategies, including grouping of students:

Materials and resources:

Evaluation of student learning:

Comments/evaluation of unit:

Evaluation of Integrated Unit or Topic

Teacher _____

Unit or Topic _____

Date _____

Directions: Circle the appropriate response. (1 = Poor, 5 = Excellent)

- | | | | | | |
|---|---|---|---|---|---|
| 1. Did we have a variety of media?..... | 1 | 2 | 3 | 4 | 5 |
| 2. Did we have current materials?..... | 1 | 2 | 3 | 4 | 5 |
| 3. Were the materials relevant?..... | 1 | 2 | 3 | 4 | 5 |
| 4. Are the materials in good condition?..... | 1 | 2 | 3 | 4 | 5 |
| 5. Were there enough materials for all students? | 1 | 2 | 3 | 4 | 5 |
| 6. Did the materials provide for students' varying abilities?.. | 1 | 2 | 3 | 4 | 5 |
| 7. Did materials appeal to students?..... | 1 | 2 | 3 | 4 | 5 |
| 8. Did the materials provide several points of view?..... | 1 | 2 | 3 | 4 | 5 |
| 9. Were the materials accessible?..... | 1 | 2 | 3 | 4 | 5 |
| 10. How are the "New" materials?..... | 1 | 2 | 3 | 4 | 5 |

Comments/Notes: