SOUTH DAKOTA

SCHOOL LIBRARY STANDARDS

2026



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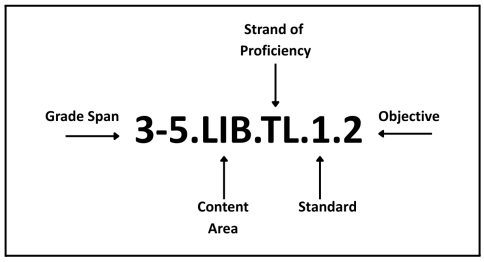
BACKGROUND

The South Dakota School Library Standards are informed by professional research, national frameworks, and state content standards, including those from the American Association of School Libraries (AASL), International Society for Technology Education (ISTE), the Future Ready Librarian model, and South Dakota's Educational Technology and English Language Arts Standards. Content standards outline what students should know and be able to do; they are not curriculum and should not be taught in isolation. These age-appropriate standards support differentiated, collaborative learning integrated across 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.



THE STRANDS

Each strand of proficiency broadly articulates the related standards/objectives. The three strands include: Textual Literacy (TL): Reading, Engagement, and Understanding, Information Literacy (IL): Inquiry & Creation, and Civic & Ethical Literacy (CEL): Rights & Responsibilities.

THE GRADE SPANS

These standards include student objectives for the following grade spans: Grades K through 2, Grades 3 through 5, Grades 6 through 8, and Grades 9 through 12.

THE ORGANIZATION

These standards are displayed in two ways: by grade span progression and by K-12 vertical progression.

***Bold Glossary Terms:** Selected broad terms are bolded throughout the standards document to indicate that additional definitions and examples are available in the glossary. These terms represent broader concepts that may include multiple skills, tools, or strategies. The glossary provides further explanation and examples to help educators interpret the standards while allowing flexibility in how these concepts are taught and applied.*



TEXTUAL LITERACY (TL)

Standard: Students read, engage with, and understand texts across formats for personal growth.

Grades K-2

K-2.LIB.TL.1.1 Access physical and digital libraries to read, listen, view, and interact with texts for recreation and personal growth.

K-2.LIB.TL.1.2 Read, listen, view, and interact with texts in a variety of formats for recreation and personal growth.

K-2.LIB.TL.1.3 Begin to make meaning from texts by asking questions, noticing details, and sharing ideas.

K-2.LIB.TL.1.4 Begin to develop preferences for authors, illustrators, series, genres, and formats in fiction and nonfiction.

K-2.LIB.TL.1.5 Explore texts to make connections with self, others, and the world.

K-2.LIB.TL.1.6 Identify and explore awards for print, digital, and multimedia.

Grades 3-5

3-5.LIB.TL.1.1 Access physical and digital libraries to read, listen, view, and interact with texts for recreation and personal growth.

3-5.LIB.TL.1.2 Independently read, listen, view, and interact with texts in a variety of formats for recreation and personal growth.

3-5.LIB.TL.1.3 Make meaning from texts by asking questions, drawing conclusions, and sharing ideas across formats.

3-5.LIB.TL.1.4 Expand personal preferences for authors, illustrators, series, genres, formats, and perspectives in fiction and nonfiction.

3-5.LIB.TL.1.5 Engage with texts in a variety of formats to explore multiple perspectives and make connections with self, others, and the world.

3-5.LIB.TL.1.6 Identify and explore recognized texts and media across print, digital, and multimedia formats.

Grades 6-8

6-8.LIB.TL.1.1 Independently access and utilize physical and digital libraries to read, listen, view, and interact with texts for recreation and personal growth.

6-8.LIB.TL.1.2 Independently read, listen, view, and interact with texts across formats for recreation and personal growth.

6-8.LIB.TL.1.3 Make meaning from texts by analyzing ideas, evaluating perspectives, and drawing conclusions across formats.

6-8.LIB.TL.1.4 Read beyond personal preferences to explore a range of authors, genres, formats, and perspectives in fiction and nonfiction.

6-8.LIB.TL.1.5 Read widely and engage deeply with texts to explore perspectives and make meaningful connections with self, others, and the world.

6-8.LIB.TL.1.6 Evaluate and recognize quality and credibility in texts and media across print, digital, and multimedia formats.

Grades 9-12

9-12.LIB.TL.1.1 Independently access and utilize physical and digital libraries to read, listen, view, and interact with texts for recreation and personal growth.

9-12.LIB.TL.1.2 Independently read, listen, view, and interact with texts across formats for recreation and personal growth.

9-12.LIB.TL.1.3 Make meaning from texts by critically analyzing ideas, evaluating perspectives, and synthesizing understanding across formats.

9-12.LIB.TL.1.4 Critically engage with texts beyond personal preferences to explore authors, genres, formats, and perspectives in fiction and nonfiction.

9-12.LIB.TL.1.5 Read widely and deeply to analyze a variety of perspectives and make meaningful connections across texts, self, others, and the world.

9-12.LIB.TL.1.6 Evaluate, critique, and reflect on the quality, credibility, and impact of texts and media across print, digital, and multimedia formats.



TEXTUAL LITERACY (TL): Reading, Engagement, and Understanding

Standard: Students read, engage with, and understand texts across formats for personal growth.

K-2 GRADES	3-5 GRADES	6-8 GRADES	9-12 GRADES
K-2.LIB.TL.1.1 Access physical and digital libraries to read, listen, view, and interact with texts for recreation and personal growth.	**3-5.LIB.TL.1.1** Access physical and digital libraries to read, listen, view, and interact with texts for recreation and personal growth.	**6-8.LIB.TL.1.1** Independently access and utilize physical and digital libraries to read, listen, view, and interact with texts for recreation and personal growth.	**9-12.LIB.TL.1.1** Independently access and utilize physical and digital libraries to read, listen, view, and interact with texts for recreation and personal growth.
K-2.LIB.TL.1.2 Read, listen, view, and interact with texts in a variety of formats for recreation and personal growth.	**3-5.LIB.TL.1.2** Independently read, listen, view, and interact with texts in a variety of formats for recreation and personal growth.	**6-8.LIB.TL.1.2** Independently read, listen, view, and interact with texts across formats for recreation and personal growth.	**9-12.LIB.TL.1.2** Independently read, listen, view, and interact with texts across formats for recreation and personal growth.
K-2.LIB.TL.1.3 Begin to make meaning from texts by asking questions, noticing details, and sharing ideas.	**3-5.LIB.TL.1.3** Make meaning from texts by asking questions, drawing conclusions, and sharing ideas Across formats.	**6-8.LIB.TL.1.3** Make meaning from texts by analyzing ideas, evaluating perspectives, and drawing conclusions across formats.	**9-12.LIB.TL.1.3** Make meaning from texts by critically analyzing ideas, evaluating perspectives, and synthesizing understanding across formats.
K-2.LIB.TL.1.4 Begin to develop preferences for authors, illustrators, series, genres, and formats in fiction and nonfiction.	**3-5.LIB.TL.1.4** Expand personal preferences for authors, illustrators, series, genres, formats, and perspectives in fiction and nonfiction.	**6-8.LIB.TL.1.4** Read beyond personal preferences to explore a range of authors, genres, formats, and perspectives in fiction and nonfiction.	**9-12.LIB.TL.1.4** Critically engage with texts beyond personal preferences to explore authors, genres, formats, and perspectives in fiction and nonfiction.
K-2.LIB.TL.1.5 Explore texts to make connections with self, others, and the world.	**3-5.LIB.TL.1.5** Engage with texts in a variety of formats to explore multiple perspectives and make connections with self, others, and the world.	**6-8.LIB.TL.1.5** Read widely and engage deeply with texts to explore perspectives and make meaningful connections with self, others, and the world.	**9-12.LIB.TL.1.5** Read widely and deeply to analyze a variety of perspectives and make meaningful connections across texts, self, others, and the world.
K-2.LIB.TL.1.6 Identify and explore awards for print, digital, and multimedia.	**3-5.LIB.TL.1.6** Identify and explore recognized texts and media across print, digital, and multimedia formats.	**6-8.LIB.TL.1.6** Evaluate and recognize quality and credibility in texts and media across print, digital, and multimedia formats.	**9-12.LIB.TL.1.6** Evaluate, critique, and reflect on the quality, credibility, and impact of texts and media across print, digital, and multimedia formats.



INFORMATION LITERACY (IL)

Standard: Students engage in inquiry to locate, evaluate, create, and communicate information and new knowledge for academic growth.

Grades K-2

K-2.LIB.IL.1.1 With guidance, access physical and digital libraries to explore resources for inquiry and learning.
K-2.LIB.IL.1.2 With guidance, ask questions to explore a personal inquiry or learning goal.
K-2.LIB.IL.1.3 With guidance, gather and select print and digital resources for inquiry and learning.
K-2.LIB.IL.1.4 With guidance, explore and identify relevant information from resources to support learning.
K-2.LIB.IL.1.5 With guidance, create and share learning using a variety of formats.
K-2.LIB.IL.1.6 With guidance, reflect on learning and the inquiry process.

Grades 3-5

3-5.LIB.IL.1.1 Access physical and digital libraries, including electronic resources, the library catalog, and a variety of **library organization systems**, to explore resources for inquiry and learning.
3-5.LIB.IL.1.2 Develop and refine questions to guide a personal inquiry or learning goal.
3-5.LIB.IL.1.3 Intentionally gather, select, and organize print and digital resources using a variety of tools, **text features**, and **search strategies** for inquiry and learning.
3-5.LIB.IL.1.4 Explore, identify, and begin to evaluate relevant information from a variety of resources to support learning.
3-5.LIB.IL.1.5 Create and share learning using a variety of platforms, tools, media, and formats for different audiences.
3-5.LIB.IL.1.6 Reflect on the inquiry process and learning product to improve future learning.

Grades 6-8

6-8.LIB.IL.1.1 Independently access physical and digital libraries, including electronic resources, the library catalog, and a variety of **library organization systems**, to support inquiry and academic learning.
6-8.LIB.IL.1.2 Generate and refine research questions to guide inquiry and investigation.
6-8.LIB.IL.1.3 Curate relevant print, digital, and multimedia **reference sources** using a variety of tools, **text features**, and **search strategies** for inquiry and learning.
6-8.LIB.IL.1.4 Evaluate, analyze, and synthesize relevant information from multiple sources, using **source features**, to support inquiry and learning.
6-8.LIB.IL.1.5 Create and communicate learning clearly using a variety of platforms, tools, media, and formats for intended audiences.
6-8.LIB.IL.1.6 Reflect on the inquiry process and learning product to improve future inquiry and learning.

Grades 9-12

9-12.LIB.IL.1.1 Independently and strategically access physical and digital library systems, resources, and tools, including databases, the library catalog, and a variety of **library organization systems**, to support inquiry and academic growth.

9-12.LIB.IL.1.2 Formulate, refine, and adapt questions and strategies to guide sustained and complex inquiry.

9-12.LIB.IL.1.3 Independently and collaboratively curate relevant print, digital, and multimedia **reference sources** using a variety of tools and technology for inquiry and learning.

9-12.LIB.IL.1.4 Critically evaluate, analyze, and synthesize relevant information from multiple sources, using **source features** and appropriate **search strategies**, to develop and support new understanding.

9-12.LIB.IL.1.5 Create and communicate learning clearly and creatively using a variety of platforms, tools, media, and formats for a variety of audiences and purposes.

9-12.LIB.IL.1.6 Reflect on the inquiry process and learning product to refine strategies, evaluate outcomes, and improve future inquiry and learning.

INFORMATION LITERACY (IL): Inquiry and Creation

***Standard:** Students engage in inquiry to locate, evaluate, create, and communicate information and new knowledge for academic growth.*

K-2 GRADES	3-5 GRADES	6-8 GRADES	9-12 GRADES
K-2.LIB.IL.1.1 With guidance, access physical and digital libraries to explore resources for inquiry and learning.	**3-5.LIB.IL.1.1** Access physical and digital libraries, including electronic resources, the library catalog, and a variety of **library organization systems**, to explore resources for inquiry and learning.	**6-8.LIB.IL.1.1** Independently access physical and digital libraries, including electronic resources, the library catalog, and a variety of **library organization systems**, to support inquiry and academic learning.	**9-12.LIB.IL.1.1** Independently and strategically access physical and digital library systems, resources, and tools, including databases, the library catalog, and a variety of **library organization systems**, to support inquiry and academic growth.
K-2.LIB.IL.1.2 With guidance, ask questions to explore a personal inquiry or learning goal.	**3-5.LIB.IL.1.2** Develop and refine questions to guide a personal inquiry or learning goal.	**6-8.LIB.IL.1.2** Generate and refine research questions to guide inquiry and investigation.	**9-12.LIB.IL.1.2** Formulate, refine, and adapt questions and strategies to guide sustained and complex inquiry.
K-2.LIB.IL.1.3 With guidance, gather and select print and digital resources for inquiry and learning.	**3-5.LIB.IL.1.3** Intentionally gather, select, and organize print and digital resources using a variety of tools, **text features**, and **search strategies** for inquiry and learning.	**6-8.LIB.IL.1.3** Curate relevant print, digital, and multimedia **reference sources** using a variety of tools, **text features**, and **search strategies** for inquiry and learning.	**9-12.LIB.IL.1.3** Independently and collaboratively curate relevant print, digital, and multimedia **reference sources** using a variety of tools and technology for inquiry and learning.
K-2.LIB.IL.1.4 With guidance, explore and identify relevant information from resources to support learning.	**3-5.LIB.IL.1.4** Explore, identify, and begin to evaluate relevant information from a variety of resources to support learning.	**6-8.LIB.IL.1.4** Evaluate, analyze, and synthesize relevant information from multiple sources, using **source features**, to support inquiry and learning.	**9-12.LIB.IL.1.4** Critically evaluate, analyze, and synthesize relevant information from multiple sources, using **source features** and appropriate **search strategies**, to develop and support new understanding.
K-2.LIB.IL.1.5 With guidance, create and share learning using a variety of formats.	**3-5.LIB.IL.1.5** Create and share learning using a variety of platforms, tools, media, and formats for different audiences.	**6-8.LIB.IL.1.5** Create and communicate learning clearly using a variety of platforms, tools, media, and formats for intended audiences.	**9-12.LIB.IL.1.5** Create and communicate learning clearly and creatively using a variety of platforms, tools, media, and formats for a variety of audiences and purposes.
K-2.LIB.IL.1.6 With guidance, reflect on learning and the inquiry process.	**3-5.LIB.IL.1.6** Reflect on the inquiry process and learning product to improve future learning.	**6-8.LIB.IL.1.6** Reflect on the inquiry process and learning product to improve future inquiry and learning.	**9-12.LIB.IL.1.6** Reflect on the inquiry process and learning product to refine strategies, evaluate outcomes, and improve future inquiry and learning.

CIVIC AND ETHICAL LITERACY (CEL)

Standard: Students understand and demonstrate the rights, responsibilities, and opportunities of ethical participation in an interconnected world.

Grades K-2

K-2.LIB.CEL.1.1 Practice safe, responsible, and respectful behavior in digital and in-person learning environments.

K-2.LIB.CEL.1.2 Identify ways to be a responsible and respectful member of a community, including digital spaces, by recognizing safe and unsafe online behaviors.

K-2.LIB.CEL.1.3 Recognize that information, ideas, and creative work belong to others and give credit to creators when sharing.

K-2.LIB.CEL.1.4 Begin to understand copyright, ownership, and fair use by using others' work respectfully and responsibly.

K-2.LIB.CEL.1.5 Understand and adhere to guidelines for responsible use of technology, information, and resources in learning environments.

K-2.LIB.CEL.1.6 Practice respectful communication and collaboration to share ideas and contribute to learning in digital and in-person environments.

Grades 3-5

3-5.LIB.CEL.1.1 Practice safe, responsible, and respectful behavior in digital and in-person learning environments.

3-5.LIB.CEL.1.2 Explain how online actions contribute to a digital footprint and impact self and others, including the importance of responding appropriately to unsafe behavior.

3-5.LIB.CEL.1.3 Use information ethically and give credit to sources when sharing ideas and content.

3-5.LIB.CEL.1.4 Understand and follow guidelines for using and sharing others' work respectfully, responsibly, and ethically, including giving credit and avoiding plagiarism.

3-5.LIB.CEL.1.5 Follow guidelines for responsible use of technology, information, and resources in learning and community environments.

3-5.LIB.CEL.1.6 Collaborate respectfully to share ideas and contribute to learning in digital and in-person environments.

Grades 6-8

6-8.LIB.CEL.1.1 Demonstrate and model safe, ethical, and responsible participation in digital and in-person learning environments.

6-8.LIB.CEL.1.2 Evaluate and manage one's digital footprint and respond appropriately to unsafe or harmful online behavior.

6-8.LIB.CEL.1.3 Use and cite sources accurately and responsibly using appropriate formats.

6-8.LIB.CEL.1.4 Apply guidelines for intellectual property, copyright, plagiarism, and fair use when using and sharing information.

6-8.LIB.CEL.1.5 Apply guidelines for responsible and ethical use of technology, information, and resources in school and community settings.

6-8.LIB.CEL.1.6 Collaborate responsibly and respectfully to contribute ideas and perspectives in all environments.

Grades 9-12

9-12.LIB.CEL.1.1 Demonstrate and model ethical, responsible, and informed participation in digital and interconnected communities.

9-12.LIB.CEL.1.2 Critically evaluate and intentionally manage one's digital footprint, considering personal, academic, professional, and societal impact while promoting safe and responsible participation in digital communities.

9-12.LIB.CEL.1.3 Use and cite sources accurately and ethically using appropriate formats.

9-12.LIB.CEL.1.4 Apply intellectual property, copyright, plagiarism, and fair use guidelines when creating and sharing content.

9-12.LIB.CEL.1.5 Make informed and ethical decisions regarding the use of technology, information, and resources in school and in broader contexts.

9-12.LIB.CEL.1.6 Initiate and lead respectful communication and collaboration, valuing all perspectives in local and global communities.

CIVIC & ETHICAL LITERACY (CEL): Rights and Responsibilities

Standard: Students understand and demonstrate the rights, responsibilities, and opportunities of ethical participation in an interconnected world.

K-2 GRADES	3-5 GRADES	6-8 GRADES	9-12 GRADES
K-2.LIB.CEL.1.1 Practice safe, responsible, and respectful behavior in digital and in-person learning environments.	**3-5.LIB.CEL.1.1** Practice safe, responsible, and respectful behavior in digital and in-person learning environments.	**6-8.LIB.CEL.1.1** Demonstrate and model safe, ethical, and responsible participation in digital and in-person learning environments.	**9-12.LIB.CEL.1.1** Demonstrate and model ethical, responsible, and informed participation in digital and interconnected communities.
K-2.LIB.CEL.1.2 Identify ways to be a responsible and respectful member of a community, including digital spaces, by recognizing safe and unsafe online behaviors.	**3-5.LIB.CEL.1.2** Explain how online actions contribute to a digital footprint and impact self and others, including the importance of responding appropriately to unsafe behavior.	**6-8.LIB.CEL.1.2** Evaluate and manage one's digital footprint and respond appropriately to unsafe or harmful online behavior.	**9-12.LIB.CEL.1.2** Critically evaluate and intentionally manage one's digital footprint, considering personal, academic, professional, and societal impact while promoting safe and responsible participation in digital communities.
K-2.LIB.CEL.1.3 Recognize that information, ideas, and creative work belong to others and give credit to creators when sharing.	**3-5.LIB.CEL.1.3** Use information ethically and give credit to sources when sharing ideas and content.	**6-8.LIB.CEL.1.3** Use and cite sources accurately and responsibly using appropriate formats.	**9-12.LIB.CEL.1.3** Use and cite sources accurately and ethically using appropriate formats.
K-2.LIB.CEL.1.4 Begin to understand copyright, ownership, and fair use by using others' work respectfully and responsibly.	**3-5.LIB.CEL.1.4** Understand and follow guidelines for using and sharing others' work respectfully, responsibly, and ethically, including giving credit and avoiding plagiarism.	**6-8.LIB.CEL.1.4** Apply guidelines for intellectual property, copyright, plagiarism, and fair use when using and sharing information.	**9-12.LIB.CEL.1.4** Apply intellectual property, copyright, plagiarism, and fair use guidelines when creating and sharing content.
K-2.LIB.CEL.1.5 Understand and adhere to guidelines for responsible use of technology, information, and resources in learning environments.	**3-5.LIB.CEL.1.5** Follow guidelines for responsible use of technology, information, and resources in learning and community environments.	**6-8.LIB.CEL.1.5** Apply guidelines for responsible and ethical use of technology, information, and resources in school and community settings.	**9-12.LIB.CEL.1.5** Make informed and ethical decisions regarding the use of technology, information, and resources in school and broader contexts.
K-2.LIB.CEL.1.6 Practice respectful communication and collaboration to share ideas and contribute to learning in digital and in-person environments.	**3-5.LIB.CEL.1.6** Collaborate respectfully to share ideas and contribute to learning in digital and in-person environments.	**6-8.LIB.CEL.1.6** Collaborate responsibly and respectfully to contribute ideas and perspectives in all environments.	**9-12.LIB.CEL.1.6** Initiate and lead respectful communication and collaboration, valuing all perspectives in local and global communities.

GLOSSARY

Access
To locate and retrieve information and resources in physical and digital environments.

Analyze
To examine information or ideas closely to understand meaning, relationships, and significance.

Appropriate
Suitable for a specific purpose, audience, or context.

Audience
The intended group of people for whom information or a message is created.

Collaboration
Working effectively with others to achieve a shared goal, including in digital and in-person environments.

Community
A group of people connected by shared interests, goals, or environments, including local, global, and digital communities.

Create
To develop original or remixed content, ideas, or products using a variety of tools, formats, and media.

Credibility
The trustworthiness and reliability of information based on factors such as accuracy, authority, and evidence.

Curate
To intentionally select, organize, and share resources, information, or content for a specific purpose, audience, or learning goal.

Citation
Information that identifies a source and gives credit to its author or creator.

Copyright
Legal protection for original works of authorship, such as books, images, music, and other creative works.

Database
An organized collection of information that can be searched electronically to find relevant information, articles, books, reference materials, and other content. Also sometimes called an electronic resource.

Digital Footprint
The record of an individual's online activity and presence over time.

Digital Literacy
The ability to effectively and responsibly use digital tools and technologies to access, evaluate, create, and communicate information.

Digital Resources
Texts, tools, resources, or media that are created, accessed, stored, or shared using electronic technologies or devices.

Digital Tools
Technology-based applications, platforms, or devices used to create, communicate, and manage information.

Electronic Resources
Digital materials and information resources that can be accessed through electronic devices, often via the internet. Examples include online reference tools, e-books, digital magazines, and searchable collections of information. Electronic resources are sometimes referred to as databases, but not all electronic resources are databases.

Engage
To actively participate in learning by interacting with texts, ideas, and others.

Ethical Use
The responsible and respectful use of information, including giving credit, avoiding plagiarism, and following usage guidelines.

Evaluate
To assess the quality, credibility, relevance, and usefulness of information.

Fiction
Literary works created from the imagination, including novels, short stories, and other narratives. Fiction may include realistic or imaginary characters, settings, and events, and may draw inspiration from real-life experiences or historical events.

Format
The form in which information is presented, such as print, digital, audio, visual, or multimedia.

Genre
A category of texts or media grouped by shared characteristics, style, subject, or purpose.

Inquiry
A process of learning driven by questions, investigation, and thinking to build understanding.

Intellectual Property
Creations of the mind, such as text, images, music, and ideas, that are owned by individuals.

Interact with Texts
To actively engage with texts by reading, viewing, listening, responding, or participating in digital or interactive formats.

Library Catalog
An organized listing of materials available in a library, searchable by information such as title, author, subject, or keyword.

Library Organization Systems
Methods used to arrange and categorize library materials so they can be located and accessed. Systems may organize materials by subject, author, title, genre, format, or other characteristics. Examples include the Dewey Decimal Classification System, the Library of Congress Classification System, genre-based shelving, and other organizational approaches.

Media
Forms of communication that convey information, including print, digital, audio, visual, and multimedia formats.

Multimedia
Content that combines multiple forms of media, such as text, images, audio, and video.

Nonfiction
Informational works based on facts, real people, actual events, or the natural world. Includes a variety of formats and purposes, such as traditional nonfiction, browsable nonfiction, active nonfiction, narrative nonfiction, and expository literature. These works may inform, explain, describe, or engage readers through factual content.

Periodical
A publication released in successive issues over time, such as a magazine, journal, or newspaper.
Examples include:

- Scholarly or academic periodicals: Publications that typically share research or specialized knowledge with academic or professional audiences.
- General-interest periodicals: Publications intended for a broad audience that cover a variety of topics.
- Trade periodicals: Publications that focus on a particular profession, industry, or field.

Perspective
A point of view shaped by experiences, culture, and context.

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

Reference Sources
Resources designed to provide specific facts, definitions, explanations, or background information on a topic.
Examples include:

- Dictionary: Provides word definitions, pronunciations, and other information about words.
- Encyclopedia: Provides summaries and background information about topics.
- Atlas: A collection of maps and related geographic information.
- Thesaurus: Provides synonyms and sometimes antonyms of words.

Reflect
To think about learning, processes, or experiences in order to improve understanding and future actions.

Research
A process of inquiry that involves asking questions, gathering and evaluating information, and building new understanding.

Search Strategies
Methods used to locate relevant information in catalogs, databases, search engines, and other information systems.
Examples include:

- Keywords: Important words or terms used to search for information.
- Phrase searching: Searching for words together in a specific order, often by placing them in quotation marks.
- Boolean operators: Words such as AND, OR, NOT used to combine/exclude search terms.
- Advanced search: Search options that refine results using criteria such as date, author, subject, or content type.

Source Features
Elements within or accompanying a source that provide additional information about its content, authorship, publication, or supporting evidence.
Examples include:

- Preface: An introductory section that explains the purpose/background of a work.
- Bibliography: A list of sources consulted or cited in a work.
- Footnotes: Notes providing additional information or source details, often at the bottom of a page.
- References: Information identifying sources cited or consulted in a work.
- Appendix: Supplementary information.
- Copyright information: Information identifying copyright ownership and related publication details.
- Publisher information: Details identifying the organization or person responsible for publishing a work.

Synthesize
To combine ideas and information from multiple sources to create new understanding.

Text
Any form of communication used to convey meaning, including written, visual, audio, and interactive formats.

Text Features
Elements of a text that help readers navigate, understand, and locate information.
Examples include:

- Cover: The outer surface of a book that protects it and may provide identifying information.
- Spine: The bound edge of a book, often displaying the title and author.
- Title page: A page that typically identifies the title, author, and publisher.
- Table of contents: Lists major sections of a text and where they begin.
- Glossary: Provides definitions of selected words or specialized terms used in a text.
- Index: Lists topics, names, or terms and the pages where they appear.
- Headings: Identify topics or sections within a text.
- Captions: Provide information about images, illustrations, or other visual elements.

Textual Literacy
The ability to read, interpret, analyze, and engage with texts across a variety of formats.

Technology Literacy
The ability to use technology effectively, responsibly, and adaptively to support learning and communication.

Use
To apply information or tools appropriately for a specific purpose.

User-Generated Content
Digital content created and shared by individuals rather than produced by traditional publishers or media organizations.

Visual Literacy
The ability to interpret, analyze, evaluate, and create meaning from visual images and information, such as photographs, illustrations, diagrams, charts, maps, and other visual media.

ACKNOWLEDGEMENTS

The South Dakota School Library Standards were reviewed and revised through the efforts of school teacher-librarians, the South Dakota State Library, and the SD Department of Education. Many hours were devoted to current research and thoughtful consideration of issues to ensure the standards 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.

K-12 SOUTH DAKOTA SCHOOL LIBRARIANS

- Sarah Becker - Sioux Falls Hawthorne Elementary School
- Amy DeNomme - Harrisburg Explorer Elementary School
- Jalynn Feininger - Watertown Middle School
- Jean Kirschenman - Brookings High School
- Heidi Kruse - Meade K-12 Schools
- Erin Radway - Sioux Falls Lowell Elementary School
- Karen Schlekeway - Belle Fourche K-12 Schools

SD STATE LIBRARY

- Scottie Bruch - Training Coordinator
- George Seamon - State Librarian

