

**Examples of *Model School Library Standards for California Public Schools Supporting Common Core State Standards (CCSS) for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.***

The first section of this document identifies examples of where *the Model School Library Standards for California Public Schools* support the Common Core State Standards (CCSS) for English Language Arts, in kindergarten through grade twelve. The second section identifies examples of the Model School Library Standards that support the CCSS for Literacy in History/Social Studies, Science and Technical Subjects in grades six through twelve.

A particular Model School Library Standard is generally listed only once per grade level or grade span even though that standard may support multiple CCSS. One exception is Model School Library Standard 4.1.a for each grade level and grade span which focuses on reading a variety of types of materials and aligns with the Reading Standards for Literature and Reading Standards for Informational Text, as well as the Reading Standards for Literacy in History/Social Studies, and Science and Technical Subjects.

<b>CCSS English Language Arts – Kindergarten</b>	
<b>No.</b>	<b>Standard</b>
<b>Reading Standards for Literature</b>	
5	Recognize common types of texts (e.g., storybooks, poems, <i>fantasy, realistic text</i> ). <i>(CA added)</i>  <b>Model School Library Standards</b> 1.3.g Identify types of everyday print, media and digital materials (such as story books, poems, newspapers, periodicals), signs and labels.
7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).  <b>Model School Library Standards</b> 1.1.a Understand the concept that printed and digital materials provide information by identifying meaning from simple symbols and pictures.
9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.  <b>Model School Library Standards</b>

<b>CCSS English Language Arts – Kindergarten</b>	
<b>No.</b>	<b>Standard</b>
	4.3.a Understand and respond to stories based on well-known characters, themes, plots, and settings.
10	Actively engage in group reading activities with purpose and understanding. <i>a. Activate prior knowledge related to the information and events in texts.</i> <i>b. Use illustrations and context to make predictions about text.(CA added)</i>  <b>Model School Library Standards</b> 4.1.a Read or be read to from a variety of sources.
<b>Reading Standards for Informational Text</b>	
1	With prompting and support, ask and answer questions about key details in a text.  <b>Model School Library Standards</b> 2.2.a Identify basic facts and ideas in what was read, heard, seen, or voiced.
10	Actively engage in group reading activities with purpose and understanding. <i>a. Activate prior knowledge related to the information and events a texts.</i> <i>b. Use illustrations and context to make predictions about a text.(CA added)</i>  <b>Model School Library Standards</b> 2.1.a Connect the information and events in print, media and digital resources to life experiences. 4.1.a Read or be read to from a variety of sources. 4.3.b Understand and respond to nonfiction.
<b>Writing Standards</b>	
7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them.)  <b>Model School Library Standards</b> 1.2.a Ask questions that may be answered by available resources.

<b>CCSS English Language Arts – Kindergarten</b>	
<b>No.</b>	<b>Standard</b>
8	<p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Model School Library Standards</b></p> <p>1.3.c Identify, with guidance, two sources of information that may provide an answer to an identified question.</p> <p>3.2.a Participate in completion of a graphic organizer with aspects of a topic.</p>
<b>Speaking and Listening Standards</b>	
1	<p>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p> <p><b>Model School Library Standards</b></p> <p>4.2.a Share information and ideas in a clear and concise manner.</p>
5	<p>Add drawings or other visual displays to descriptions as desired to provide additional detail.</p> <p><b>Model School Library Standards</b></p> <p>3.3.a Use a picture or other visual content when telling a story.</p>

CCSS English Language Arts – Grade One	
No.	Standard
<b>Reading Standards for Literature</b>	
5	<p>Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p><b>Model School Library Standards</b> 1.3.g Identify the characteristics of fiction and nonfiction.</p>
10	<p>With prompting and support, read prose and poetry of appropriate complexity for grade 1.</p> <p><i>a. Activate prior knowledge related to the information and events in a text.</i> <i>b. Confirm predictions about what will happen next in a text. (CA added)</i></p> <p><b>Model School Library Standards</b> 4.1.a Read a good representation of grade-level-appropriate text, making progress toward the goal of reading 500,000 words annually by grade four (e.g. classic and contemporary literature, magazines, newspapers, online information). 4.1.b Read poems, rhymes, songs, and stories.</p>
<b>Reading Standards for Informational Text</b>	
1	<p>Ask and answer questions about key details in a text.</p> <p><b>Model School Library Standards</b> 1.2.a Ask <i>who, what, when, where, and how</i> questions.</p>
7	<p>Use the illustrations and details in a text to describe its key ideas.</p> <p><b>Model School Library Standards</b> 1.1.a Understand that printed and digital materials provide information by identifying meaning from more complex symbols and pictures.</p>
10	<p>With prompting and support, read informational texts appropriately complex for grade 1.</p> <p><i>a. Activate prior knowledge related to the information and events in a text.</i> <i>b. Confirm predictions about what will happen next in a text. (CA added)</i></p>

<b>CCSS English Language Arts – Grade One</b>	
<b>No.</b>	<b>Standard</b>
	<p><b>Model School Library Standards</b></p> <p>4.1a Read a good representation of grade-level-appropriate text, making progress toward the goal of reading 500,000 words annually by grade four (e.g. classic and contemporary literature, magazines, newspapers, online information).</p>
<b>Writing Standards</b>	
2	<p>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p><b>Model School Library Standards</b></p> <p>3.3.a Communicate understanding by using at least one fact or photograph, or both, found in a current and credible source.</p>
7	<p>Participate in shared research and writing projects (e.g., exploring a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p> <p><b>Model School Library Standards</b></p> <p>1.3.a Understand how to locate, check out, and care for a variety of resources, both in print and digital.</p> <p>3.2.a Organize information in a logical sequence.</p>
8	<p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Model School Library Standards</b></p> <p>2.1.a Connect the information and events found in print, media, and digital resources to prior knowledge.</p> <p>2.3.a Determine whether additional information is needed to answer the questions.</p>

<b>Speaking and Listening Standards</b>	
1	<p>Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>c. Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul> <p><b>Model School Library Standards</b></p> <ul style="list-style-type: none"> <li>4.2.a Share information orally and creatively with peers and other audiences.</li> <li>4.3.a Recollect, talk, and write about materials read.</li> </ul>

<b>CCSS English Language Arts – Grade Two</b>	
<b>No.</b>	<b>Standard</b>
<b>Reading Standards for Literature</b>	
10	<p>By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Model School Library Standards</b>  4.1.a Read a good representation of grade-level-appropriate text, making progress toward the goal of reading 500,000 words annually by grade four (e.g. classic and contemporary literature, magazines, newspapers, online information).</p>
<b>Reading Standards for Informational Text</b>	
5	<p>Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p><b>Model School Library Standards</b>  1.3.g Identify the parts of a book (print and digital): table of contents, glossary, index, and dedication.</p>
6	<p>Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p><b>Model School Library Standards</b>  1.4.e Identify main ideas of a text in preparation for notetaking.</p>
7	<p>Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p><b>Model School Library Standards</b>  2.1.a Draw meaning from illustrations, photographs, diagrams, charts, graphs, maps, and captions.</p>
9	<p>Compare and contrast the most important points presented by two texts on the same topic.</p> <p><b>Model School Library Standards</b>  3.2.a Present information drawn from two sources.</p>
10	<p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently and with scaffolding as needed at the high end of</p>

<b>CCSS English Language Arts – Grade Two</b>	
<b>No.</b>	<b>Standard</b>
	<p>the range.</p> <p><b>Model School Library Standards</b></p> <p>4.1.a Read a good representation of grade-level-appropriate text, making progress toward the goal of reading 500,000 words annually by grade four (e.g. classic and contemporary literature magazines, newspapers, online information)</p>
<b>Writing Standards</b>	
7	<p>Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p> <p><b>Model School Library Standards</b></p> <p>1.1.a Identify a simple problem or question that needs information.</p> <p>1.2.a Develop questions that define the scope of investigation and connect them to the topic.</p> <p>1.3.a Identify two sources of information that may provide an answer to the question(s).</p> <p>2.1.b Review facts and details to clarify and organize ideas for notetaking.</p> <p>3.3.b Record and present information with pictures, bar graphs, numbers, or written statements.</p> <p>4.2.a Share the source of the information obtained.</p>
8	<p>Recall information from experiences or gather information from provided sources to answer a question.</p> <p><b>Model School Library Standards</b></p> <p>1.1.b Organize prior knowledge of a subject, problem, or question (e.g., create a chart).</p> <p>1.4.c Connect prior knowledge to the information and events in text and digital formats.</p>
<b>Speaking and Listening Standards</b>	
1	<p>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p>

<b>CCSS English Language Arts – Grade Two</b>	
<b>No.</b>	<b>Standard</b>
	<p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p><b>Model School Library Standards</b>  3.3.c Communicate with other students to explore options to a problem or an ending to a story.</p>
2	<p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p><b>Model School Library Standards</b>  3.3.a Present information to convey the main idea and supporting details about a topic.</p>

<b>CCSS English Language Arts – Grade Three</b>	
<b>No.</b>	<b>Standard</b>
<b>Reading Standards for Literature</b>	
10	<p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><b>Model School Library Standards</b></p> <p>4.1.a Read a good representation of grade-level-appropriate text, making progress toward the goal of reading 500,000 words annually by grade four (e.g., classic and contemporary literature, magazines, newspapers, online information).</p> <p>4.3.a Listen to, view, and read stories, poems and plays.</p>
<b>Reading Standards for Informational Text</b>	
2	<p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b>Model School Library Standards</b></p> <p>2.3.a Locate facts and details to support a topic sentence and paragraph, and record the information.</p>
5	<p>Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p><b>Model School Library Standards</b></p> <p>1.3.j Use guide words to locate information in a reference book.</p> <p>1.3.k Perform a key word search of a topic using an approved search engine or database.</p> <p>1.3.n Use print or digital indexes, or both, to locate articles in an encyclopedia.</p> <p>1.3.p Locate information in text by using the organizational parts of a book in print or digital format (e.g., title, table of contents, chapter headings, glossary, author notes, dedication, index).</p>

<b>CCSS English Language Arts – Grade Three</b>	
<b>No.</b>	<b>Standard</b>
10	<p>By the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><b>Model School Library Standards</b></p> <p>4.1.a Read a good representation of grade-level-appropriate text, making progress toward the goal of reading 500,000 words annually by grade four (e.g., classic and contemporary literature, magazines, newspapers, online information).</p>
<b>Writing Standards</b>	
6	<p>With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p><b>Model School Library Standards</b></p> <p>3.3.b Use digital or graphic tools to support a presentation.</p> <p>4.2.b Select appropriate information technology tools and resources to interact with others for a specific purpose.</p>
7	<p>Conduct short research projects that build knowledge about a topic.</p> <p><b>Model School Library Standards</b></p> <p>1.1.a Identify key words within questions.</p> <p>1.2.a Identify a problem that needs information by asking <i>how</i>, <i>what</i>, <i>where</i>, <i>when</i>, or <i>why</i> questions.</p> <p>1.3.d Perform a basic search of the automated library catalog by title, author, subject, and key word.</p> <p>2.1.a Select information appropriate to the problem or question at hand.</p> <p>2.1.b Determine whether the information answers a simple question.</p> <p>3.2.a Compare information from more than one source to draw a conclusion.</p>

<b>CCSS English Language Arts – Grade Three</b>	
<b>No.</b>	<b>Standard</b>
8	<p>Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><b>Model School Library Standards</b></p> <ul style="list-style-type: none"> <li>1.3.m Use specialized content-area print and digital resources to locate information.</li> <li>1.4.c Apply techniques for organizing notes in a logical order (e.g., outlining, webbing, thinking maps, other graphic organizers).</li> <li>2.2.a Identify copyright and publication dates in print resources.</li> <li>3.3.a Organize information chronologically, sequentially, or by topic.</li> </ul>

<b>Speaking and Listening Standards</b>	
4	<p>Report on a topic or text, tell a story or recount an experience with appropriate facts relevant, descriptive details, speaking clearly at an understandable pace.</p> <p><i>a. Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. (CA added)</i></p> <p><b>Model School Library Standards</b></p> <p>4.2.a Deliver brief recitations and oral presentations about familiar experiences or interests.</p>

<b>CCSS English Language Arts – Grade Four</b>	
<b>No.</b>	<b>Standard</b>
<b>Reading Standards for Literature</b>	
10	<p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Model School Library Standards</b>  4.1.a Read a good representation of grade-level-appropriate text, making progress toward the goal of reading 500,000 words annually (e.g., classic and contemporary literature, magazines, newspapers, online information).</p>
<b>Reading Standards for Informational Text</b>	
7	<p>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p><b>Model School Library Standards</b>  1.4.a Extract information from illustrations, photographs, charts, graphs, maps, and tables in print, nonprint, and digital formats.</p>
10	<p>By the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Model School Library Standards</b>  4.1.a Read a good representation of grade-level-appropriate text, making progress toward the goal of reading 500,000 words annually (e.g., classic and contemporary literature, magazines, newspapers, online information).</p>

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<b>Writing Standards</b>	
4	<p>Produce coherent and clear writing (<i>including multiple-paragraph texts</i>) (CA added) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)</p> <p><b>Model School Library Standards</b></p> <p>3.3.a Understand and use a variety of organizational structures, as appropriate, to convey information (e.g., chronological order, cause and effect, similarity and difference, posing and answering a question).</p> <p>3.3.b Select a focus, an organizational structure, and a point of view for a report or presentation based upon purpose, audience, length, and format requirements.</p>
6	<p>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p><b>Model School Library Standards</b></p> <p>3.1.c Understand the environment of Internet anonymity and that not everyone on the Internet is truthful and reliable.</p> <p>4.2.b Communicate with others outside your school environment through the use of technology to share information (e.g., video conference, blog, wiki, chat room, discussion board).</p>
7	<p>Conduct short research projects that build knowledge through investigation of different aspects of a single topic.</p> <p><b>Model School Library Standards</b></p> <p>1.1.a Identify a more complex problem or question that needs information.</p> <p>1.1.b Recognize and use appropriate “pre-search” strategies (e.g., recall of prior knowledge).</p> <p>1.2.a Identify words with multiple meanings that may affect a search.</p>

8	<p>Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, <i>paraphrase (CA added)</i>, and categorize information, and provide a list of sources.</p> <p><b>Model School Library Standards</b></p> <ul style="list-style-type: none"> <li>2.1.a Extract and record appropriate and significant information from the text (notetaking).</li> <li>2.2.a Identify the factors that make a source comprehensive, current, credible, authoritative, and accurate.</li> <li>2.3.a Verify accuracy of prior knowledge.</li> <li>3.1.a Identify author, title, copyright date, and publisher.</li> <li>3.2.a Summarize the main ideas and the most significant details from research.</li> </ul>
<b>Speaking and Listening Standards</b>	
4	<p>Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><b>Model School Library Standards</b></p> <ul style="list-style-type: none"> <li>4.3.a Use a variety of information resources to deliver oral presentations that express main ideas supported by significant details.</li> </ul>
<b>Language Standards</b>	
4	<p>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and <i>to identify alternate word choices in all content areas. (CA added)</i></li> </ul> <p><b>Model School Library Standards</b></p> <ul style="list-style-type: none"> <li>1.3.a Use standard reference tools online and in print, including dictionaries, atlases, thesauruses, encyclopedias and almanacs.</li> </ul>

<b>CCSS English Language Arts – Grade Five</b>	
<b>No.</b>	<b>Standard</b>
<b>Reading Standards for Literature</b>	
10	<p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 complexity band independently and proficiently.</p> <p><b>Model School Library Standards</b>  4.1.a Read a good representation of grade-level-appropriate text, making progress toward the goal of reading one million words annually by grade eight (e.g., classic and contemporary literature, magazines, newspapers, online information).</p>
<b>Reading Standards for Informational Text</b>	
2	<p>Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>Model School Library Standards</b>  2.2.b Identify and assess evidence that supports the main ideas and concepts presented in texts.</p>
7	<p>Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p><b>Model School Library Standards</b>  1.3.f Understand how text features make information accessible and usable (e.g., chapter headings, subheadings, captions, indexes).  1.4.b Use scanning and skimming skills to locate relevant information.  1.4.c Locate relevant information by using specialized features of print (e.g., citations, end notes, preface, appendix, bibliographic references) and digital text (e.g., key word, controlled vocabulary).  2.3.a Evaluate information located to determine whether more information is needed and, if so, identify additional resources to search.</p>
9	<p>Integrate information from several texts on the same subject in order to write or speak about the subject knowledgeably.</p> <p><b>Model School Library Standards</b>  3.2.a Use more than one resource, when needed, to verify and determine accuracy.</p>

10	<p>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the 4–5 text complexity band independently and proficiently.</p> <p><b>Model School Library Standards</b></p> <p>4.1.a Read a good representation of grade-level-appropriate text, making progress toward the goal of reading one million words annually by grade eight (e.g., classic and contemporary literature, magazines, newspapers, online information).</p>
<b>Writing Standards</b>	
5	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5...)</p> <p><b>Model School Library Standards</b></p> <p>3.3.a Use a thesaurus to edit and revise manuscripts to improve the meaning and focus of writing.</p>
7	<p>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><b>Model School Library Standards</b></p> <p>1.1.a Define the topic of a research investigation.</p> <p>1.2.a Formulate and refine questions that cover the necessary scope and direction of the investigation.</p> <p>1.3.e Use appropriate reference materials, both print and online, to obtain needed information.</p> <p>1.3.i Create and use complex keyword searches to find specific information online.</p>
8	<p>Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p> <p><b>Model School Library Standards</b></p> <p>1.3.d Identify a variety of online information sources.</p> <p>1.3.g Use features of electronic text for locating information (e.g., indexes, keywords, <i>see</i> and <i>see also</i> cross references).</p> <p>3.1.a Record bibliographic information in an acceptable format.</p>

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<b>Speaking and Listening Standards</b>	
3	<p>Summarize the points a speaker <i>or media source (CA added)</i> makes and explain how each claim is supported by reasons and evidence, <i>and identify and analyze any logical fallacies. (CA added)</i></p> <p><b>Model School Library Standards</b>            2.2.a Describe how media resources serve as sources of information, entertainment, persuasion, interpretation of events, and transmission of culture.</p>
<b>Language Standards</b>	
4.	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases <i>and to identify alternate word choices in all content areas (CA added)</i>.</p> <p><b>Model School Library Standards</b>            1.3.a Use a thesaurus to identify word choices and meanings to facilitate research.</p>

<b>CCSS English Language Arts – Grade Six</b>	
<b>No.</b>	<b>Standard</b>
<b>Reading Standards for Literature</b>	
10	<p>By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Model School Library Standards</b></p> <p>4.1.a Read a good representation of grade-level-appropriate text, making progress toward the goal of reading one million words annually by grade eight (e.g., classic and contemporary literature, magazines, newspapers, online information).</p> <p>4.3.b Appreciate a range of creative forms of expression (e.g., poetry, drama, film, literature, visual arts).</p>
<b>Reading Standards for Informational Text</b>	
10	<p>By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><b>Model School Library Standards</b></p> <p>4.1.a Read a good representation of grade-level-appropriate text, making progress toward the goal of reading one million words annually by grade eight (e.g., classic and contemporary literature, magazines, newspapers, online information).</p>
<b>Writing Standards</b>	
6	<p>Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.</p> <p><b>Model School Library Standards</b></p> <p>4.2.c Collaborate in person and through technology to identify problems and seek solutions.</p> <p>1.3.h Demonstrate knowledge of current applications available online (e.g., photo organizer, presentation generator, document creator, video conferencing).</p> <p>3.1.h Understand how to provide limited copyright and authorize use of original works (e.g., Creative Commons).</p>

<b>CCSS English Language Arts – Grade Six</b>	
<b>No.</b>	<b>Standard</b>
7	<p>Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate</p> <p><b>Model School Library Standards</b></p> <ul style="list-style-type: none"> <li>1.1.b Determine and use appropriate “pre-search strategies” (e.g., brainstorming, recall of prior knowledge).</li> <li>1.2.a Identify related key words, terms, and synonyms for the research topic and information need.</li> <li>1.3.j Use Boolean search techniques and other limiters or expanders to locate appropriate resources.</li> <li>3.2.a Analyze evidence to support a research question.</li> </ul>
8	<p>Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.</p> <p><b>Model School Library Standards</b></p> <ul style="list-style-type: none"> <li>1.3.a Identify and locate multiple sources of information that provide a broad view of research topics and questions (e.g., books, reference materials, online sources, periodicals).</li> <li>1.3.k Identify the authority of an author or sponsoring organization in print and online materials.</li> <li>1.3.l Identify information that supports the question but may not directly answer it.</li> <li>1.4.b Accurately record citation information for each type of resource used.</li> <li>1.4.d Restate facts and details taken from an information source (print, nonprint, or digital) and organize those ideas for notetaking using techniques such as outlining, webbing, flowcharting, and so on.</li> <li>2.2.c Explain the authority, timeliness, and/or accuracy of specific information resources</li> <li>2.3.a Evaluate whether the information is sufficient to answer the question.</li> </ul>

<b>CCSS English Language Arts – Grade Six</b>	
<b>No.</b>	<b>Standard</b>
9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p> <p><b>Model School Library Standards</b></p> <p>2.1.b Analyze evidence to support research question.</p> <p>2.1.c Identify unsupported statements in resources used.</p>
<b>Speaking and Listening Standards</b>	
2	<p>Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p><b>Model School Library Standards</b></p> <p>2.1.a Analyze information from illustrations, photographs, charts, graphs, maps, tables, and captions.</p> <p>2.2.a Identify how visual language creates an impression for the viewer (e.g., angle, lighting, special effects, camera movement).</p>
4	<p>Present claims and findings (<i>e.g., argument, narrative, informative, response to literature presentations</i>) (CA added), sequencing ideas logically and using pertinent descriptions, facts, and details and <i>nonverbal elements</i> (CA added) to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>Model School Library Standards</b></p> <p>4.3.a Demonstrate a variety of methods to engage the audience when presenting information (e.g., voice modulation, gestures, questions).</p>
5	<p>Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p><b>Model School Library Standards</b></p> <p>3.3.a Choose an appropriate format to produce, communicate, and present information (e.g., written report, multimedia presentation, graphic presentation).</p> <p>These standards were retrieved on 6/20/14 at 12:05 p.m. (PST) from <a href="http://www.cde.ca.gov/ci/cr/lb/schlibrarystds.asp">http://www.cde.ca.gov/ci/cr/lb/schlibrarystds.asp</a> by Ben Pastcan, Shalom School Librarian, Sacramento, California.</p>

<b>CCSS English Language Arts – Grade Six</b>	
<b>No.</b>	<b>Standard</b>

These standards were retrieved on 6/20/14 at 12:05 p.m. (PST) from <http://www.cde.ca.gov/ci/cr/lb/schlibrarystds.asp> by Ben Pastcan, Shalom School Librarian, Sacramento, California.

<b>CCSS English Language Arts – Grade 7 and 8<sup>1</sup></b>	
<b>No.</b>	<b>Standard</b>
<b>Reading Standards for Literature</b>	
10	<p>Grade 7: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 complexity band independently and proficiently, with scaffolding as needed at the high end of the range.</p> <p>Grade 8: By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 complexity band independently and proficiently.</p> <p><b>Model School Library Standards</b></p> <p>4.1.a Read a good representation of grade-level-appropriate text, making progress toward the goal of reading one million words annually by grade eight (e.g., classic and contemporary literature, magazines, newspapers, online information).</p> <p>4.1.b Choose reading from a variety of genres (e.g., drama, fable, fairy tale, fantasy, folklore, essay, speech).</p>
<b>Reading Standards for Informational Text</b>	
1	<p>Grade 7: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Grade 8: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>

<sup>1</sup> Common Core California Standards include separate standard statements for grade 7 and grade 8 while the Model School Library Standards provide one set of standards for the grade range 7-8.

<b>CCSS English Language Arts – Grade 7 and 8<sup>1</sup></b>	
<b>No.</b>	<b>Standard</b>
	<p><b>Model School Library Standards</b> 2.2.e Identify and assess evidence that supports ideas and concepts presented in audio and visual media.</p>
7	<p>Grade 7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). Grade 8: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.</p> <p><b>Model School Library Standards</b> 4.3.b Assess the process and the product created (audio, visual, or written piece of work).</p>
10	<p>Grade 7: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently, with scaffolding as needed at the end of the range. Grade 8: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.</p> <p><b>Model School Library Standards</b> 4.1.a Read a good representation of grade-level-appropriate text, making progress toward the goal of reading one million words annually by grade eight (e.g., classic and contemporary literature, magazines, newspapers, online information).</p>
<b>Writing Standards</b>	

<b>CCSS English Language Arts – Grade 7 and 8<sup>1</sup></b>	
<b>No.</b>	<b>Standard</b>
6	<p>Grade 7: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>Grade 8: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p> <p><b>Model School Library Standards</b></p> <ul style="list-style-type: none"> <li>1.3.e Understand and demonstrate appropriate use of “tags” for online resources.</li> <li>3.3.a Use a variety of media to impart information, share opinions, an/or persuade an audiences (e.g., audio, video, written).</li> <li>3.3.d Utilize online bibliography generation and tracking tools for research projects.</li> <li>4.2.a Present information collaboratively through a written, audio or visual formats.</li> <li>4.2.c Publish content online that is appropriate to the curriculum and personal interests.</li> </ul>
7	<p>Grade 7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>Grade 8: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><b>Model School Library Standards</b></p> <ul style="list-style-type: none"> <li>1.1.a Recognize the need for specific information in preparing research reports and persuasive compositions and in delivering informative presentations.</li> <li>1.2.a Establish a hypothesis, a position statement, or both.</li> <li>1.2.b Identify topics and subtopics; ask and evaluate research questions for relevancy.</li> <li>1.2.c Create a plan of action for research including by defining the topic, identifying key questions, key words, and possible resources.</li> <li>1.3.c Prioritize sources of information for efficient and effective use.</li> <li>2.3.a Revise, add, or delete questions as the need for information changes.</li> <li>2.3.b Modify the research plan as needed.</li> </ul>

<b>CCSS English Language Arts – Grade 7 and 8<sup>1</sup></b>	
<b>No.</b>	<b>Standard</b>
8	<p>Grade 7 and 8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><b>Model School Library Standards</b></p> <ul style="list-style-type: none"> <li>1.3.a Conduct multistep information searches by using various search strategies to locate digital information that supports research and writing tasks.</li> <li>1.3.b Identify scholarly, accurate, and current sources of information in a variety of formats.</li> <li>1.3.d Develop and use successful search strategies to locate information sources, including primary and secondary sources.</li> <li>1.4.a Demonstrate effective use of digital sources (e.g., navigating within the source, searching one source for a specific topic before searching multiple sources for multiple topics)</li> <li>1.4.e Demonstrate effective notetaking, including citation references, quotations, and major points.</li> <li>2.1.a Assess the author’s evidence to support claims and assertions, noting instances of bias and stereotyping in a variety of visual and audio materials.</li> <li>2.1.b Evaluate sources for fact, opinion, propaganda, currency, and relevance.</li> <li>2.2.a Evaluate credibility, comprehensiveness, and usefulness of print, nonprint, and digital information sources.</li> <li>3.1.a Explain ethical and legal issues related to the use of intellectual property, including print, visual, audio, and online materials (e.g., fair use, file sharing).</li> <li>3.1.b Recognize the consequences of inappropriate and illegal use of information</li> <li>3.1.d Give credit to authors in an acceptable format when appropriate in written and oral presentations, including music and visual content.</li> <li>3.2.a Evaluate evidence to support a proposition or proposal.</li> <li>3.3.c Create presentations and documents that demonstrate proper citation and attribution of written, audio, and visual resources used.</li> </ul>

<b>Speaking and Listening Standards</b>	
1	<p>Grade 7: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts and issues, building on others' ideas and expressing their own clearly.</p> <p>Grade 8: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts and issues, building on others' ideas and expressing their own clearly.</p> <p><b>Model School Library Standards</b> 3.1.c Participate in online classroom and/or library discussion groups.</p>
4	<p>Grade 7: Present claims and findings (<i>e.g., argument, narrative, response to literature presentations</i>) (CA added), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>Grade 8: Present claims and findings (<i>e.g., argument, narrative, response to literature presentations</i>) (CA added), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><b>Model School Library Standards</b> 3.2.b Present a report visually, orally, or in writing, that conveys a clear point of view with evidence supporting that perspective.</p>
<b>Language Standards</b>	
4	<p>Grade 7: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>c. Consult general and specialized reference materials (<i>e.g., dictionaries, glossaries, thesauruses</i>), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or <i>trace the etymology of words</i> (CA added).</p> <p>Grade 8: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <p>c. Consult general and specialized reference materials (<i>e.g., dictionaries, glossaries, thesauruses</i>), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or <i>trace the etymology of words</i> (CA added).</p> <p><b>Model School Library Standards</b></p>

1.4.d Use a dictionary to learn the history of common words.

**CCCS English Language Arts – Grades 9-10 and 11-12<sup>2</sup>**

**No. Standard**

**Reading Standards for Literature**

10 Grades 9-10: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.  
By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band proficiently.

Grades 11-12: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.  
By the end of grade 12 read and comprehend literature, including stories, dramas, and poems at the high end of the grades 11–CCR text complexity band independently and proficiently.

**Model School Library Standards**

- 4.1.a Independently read two million words annually, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.
- 4.3.a Read and listen to a range of literary and other creative forms of expression (e.g., poetry, drama, film, literature, visual arts).

<sup>2</sup> Common Core California Standards include separate standard statements for grade ranges 9-10 and 11-12 while the Model School Library Standards provide one set of standards for the grade range 9-12.

<b>Reading Standards for Informational Text</b>	
5	<p>Grades 9-10: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p style="padding-left: 20px;"><i>a. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents. (CA added)</i></p> <p>Grades 11-12: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p style="padding-left: 20px;"><i>a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents. (CA added)</i></p> <p><b>Model School Library Standards</b></p> <p style="padding-left: 20px;">1.3.h Identify the structural features of informational text and use the features to locate information (e.g., expository text, public documents, journal articles).</p> <p style="padding-left: 20px;">1.4.d Analyze the structure and format of informational text that make information accessible and usable (e.g., graphics, sequence, diagrams, illustrations, charts, maps).</p>
7	<p>Grades 9-10: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>Grades 11-12: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p><b>Model School Library Standards</b></p> <p style="padding-left: 20px;">2.2.c Analyze media for purpose, message, accuracy, bias, and intended audience</p> <p style="padding-left: 20px;">3.2.a Analyze information from multiple sources and identify complexities, discrepancies, and different perspectives of sources.</p> <p style="padding-left: 20px;">3.3.a Explain how meaning is conveyed in image and sound and recognize that many media messages are constructed to generate profit, influence viewers, or both.</p> <p style="padding-left: 20px;">3.3.b Analyze design elements of various kinds of media productions and identify media messages that have embedded points of view.</p>
10	<p>Grades 9-10: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend</p>

	<p>literary nonfiction at the high end of the grades 9-10 text complexity band proficiently.</p> <p>Grades 11-12: By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12 read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.</p> <p><b>Model School Library Standards</b></p> <p>4.1.a Independently read two million words annually, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.</p>
<b>Writing Standards</b>	
6	<p>Grades 9-10: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>Grades 11-12: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p><b>Model School Library Standards</b></p> <p>3.3.c Identify capabilities and limitations of tools for organizing and using information.</p> <p>3.3.d Produce media efficiently and appropriately to communicate a message to an audience.</p> <p>4.2.e Organize personal digital information by using metadata, keywords, and tags.</p>

Grade 9-10: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Grades 11-12: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**Model School Library Standards**

- 1.1.a Identify topics, broaden or narrow a topic, and develop ideas to direct the focus of an inquiry.
- 1.2.a Generate research questions based on interests, observations, information, stories, and issues, or on an assigned topic.
- 1.2.b Develop and present a clear thesis statement or hypothesis.
- 1.2.c Finalize the research question or hypothesis by conducting preliminary research.
- 2.2.e Use systematic strategies and technology tools to organize and record information (e.g., anecdotal scripting, footnotes, annotated bibliographies).
- 2.3.c Understand that some areas of investigation have inadequate existing material and require a change in plan, change in topic, or original research.
- 3.3.h Draw clear and appropriate conclusions supported by evidence and examples.

8	<p>Grade 9-10: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation <i>including footnotes and endnotes</i>. (CA added)</p> <p>Grade 11-12: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation <i>including footnotes and endnotes</i>. (CA added)</p> <p><b>Model School Library Standards</b></p> <ul style="list-style-type: none"> <li>1.3.a Use a variety of search engines and licensed and free databases to locate appropriate information.</li> <li>1.3.d Search for information using advanced search skills (e.g., Boolean operators, adjacency, proximity, wild card symbols, truncation).</li> <li>1.3.e Search for information by using both controlled vocabulary (e.g., subject headings, descriptors) and natural language.</li> <li>1.3.k Use a variety of print, media, and online resources to locate information, including encyclopedias and other reference materials.</li> <li>2.1.a Evaluate online search results, demonstrating an understanding of how search engines determine rank or relevancy.</li> <li>3.1.b Understand the differences between quoting, summarizing, and paraphrasing and apply these skills to one's own work.</li> <li>3.1.c Use appropriate conventions for documentation in the text, footnotes, references, and bibliographies by adhering to an acceptable format.</li> <li>3.3.j Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations, using appropriate citations.</li> </ul>
9	<p>Grades 9-10: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>b. Apply grades 9-10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.")</li> </ul> <p>Grades 11-12: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>b. Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in</li> </ul>

seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]”.

**Model School Library Standards**

2.1.b Analyze important ideas and supporting evidence in an information source, by using logic and informed judgment to accept or reject information.

**Speaking and Listening Standards**

1

Grade 9-10: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Grade 11-12: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**Model School Library Standards**

4.2.b Contribute actively to the learning community, and participate in groups to pursue and generate information.

4.2.d Use technology to communicate, share information, and collaborate with others with the same interests.

**Common Core State Standards (CCSS) for  
Literacy in History/Social Studies, Science, and Technical Subjects, Grades 6-12**

The standards for grades 6-8 are followed by the standards for grades 9-12.<sup>3</sup> The reading standards for each grade span are listed first and divided into two sections (history/social studies and science and technical subjects). The writing standards for each grade span apply to all of these subjects.

<b>Reading Standards for Literacy in History/Social Studies – Grades 6-8</b>	
8	<p>Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><b>Model School Library Standards, Grades 7-8</b></p> <p style="padding-left: 40px;">2.1.a Assess the author’s evidence to support claims and assertions, noting instances of bias and stereotypes in a variety of visual and audio materials.</p> <p style="padding-left: 40px;">2.1.b Evaluate sources for fact, opinion, propaganda, currency, and relevance.</p>
9	<p>Analyze the relationship between a primary and secondary source on the same topic.</p> <p><b>Model School Library Standards, Grades 7-8</b></p> <p style="padding-left: 40px;">2.2.f Evaluate information from visual media as a primary and secondary source, and distinguish the differences.</p>
10	<p>By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.</p> <p><b>Model School Library Standards (same standard for grades 6 and 7-8)</b></p> <p style="padding-left: 40px;">4.1.a Read a good representation of grade-level-appropriate text, making progress toward the goal of reading one million words annually by grade eight (e.g., classic and contemporary literature, magazines, newspapers, online information).</p>

<sup>3</sup> Common Core Literacy Standards group grades 6-8 together while the Model School Library Standards separate grade 6 from the grades 7-8 standards. The Common Core Literacy standards for 9-12 are provided in two groups, grades 9-10 and grades 11-12, while the Model School Library Standards group grades 9-12 together.

<b>Reading Standards for Literacy in Science and Technical Subjects – Grades 6-8</b>	
1	<p>Cite specific textual evidence to support analysis of science and technical texts.</p> <p><b>Model School Library Standards, Grade 6</b> 3.2.a Analyze evidence to support a research question.</p> <p><b>Model School Library Standards, Grades 7-8</b> 3.2.a Evaluate evidence to support a proposition or proposal.</p>
8	<p>Distinguish among facts, reasoned judgment based on research finding, and speculation in a text.</p> <p><b>Model School Library Standards, Grades 7-8</b> 2.1.a Assess the author’s evidence to support claims and assertions, noting instances of bias and stereotypes in a variety of visual and audio materials. 2.1.b Evaluate sources for fact, opinion, propaganda, currency, and relevance.</p>
10	<p>By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.</p> <p><b>Model School Library Standards (same standard for grades 6 and 7-8)</b> 4.1.a Read a good representation of grade-level-appropriate text, making progress toward the goal of reading one million words annually by grade eight (e.g., classic and contemporary literature, magazines, newspapers, online information)</p>

<b>Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects – Grades 6-8</b>	
6	<p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p><b>Model School Library Standards, Grade 6</b></p> <p>3.3.a Choose an appropriate format to produce, communicate, and present information (e.g., written report, multimedia presentation, graphic presentation).</p> <p><b>Model School Library Standards, Grades 7-8</b></p> <p>3.3.a Use a variety of media (e.g., audio, video, print) to impart information, share opinions, or persuade an audience, or to achieve all those purposes.</p> <p>3.3.b Create presentations using presentation software or multimedia online applications.</p> <p>3.3.c Create presentations and documents that demonstrate proper citation and attribution of written, audio, and visual resources used.</p>
7	<p>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><b>Model School Library Standards, Grade 6</b></p> <p>1.1.b Determine and use appropriate “pre-search strategies” (e.g., brainstorming, recall of prior knowledge).</p> <p>1.2.a Identify related key words, terms, and synonyms for the research topic and information need.</p> <p>1.3.j Use Boolean search techniques and other limiters or expanders to locate appropriate resources.</p> <p>3.2.a Analyze evidence to support a research question.</p> <p><b>Model School Library Standards, Grades 7-8</b></p> <p>1.1.a Recognize the need for specific information in preparing research reports and persuasive compositions and in delivering informative presentations.</p> <p>1.2.a Establish a hypothesis, a position statement, or both.</p> <p>1.2.b Identify topics and subtopics; ask and evaluate research questions for relevancy.</p> <p>1.2.c Create a plan of action for research including by defining the topic, identifying key questions, key words, and possible resources.</p>

	<p>1.3.c Prioritize sources of information for efficient and effective use.</p> <p>2.3.a Revise, add, or delete questions as the need for information changes.</p> <p>2.3.b Modify the research plan as needed.</p>
8	<p>Gather relevant information from multiple print and digital sources (<i>primary and secondary</i>) <i>CA added</i>, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing a standard format for citation.</p> <p><b>Model School Library Standards, Grade 6</b></p> <p>1.3.a Identify and locate multiple sources of information that provide a broad view of research topics and questions (e.g., books, reference materials, online sources, periodicals).</p> <p>1.3.k Identify the authority of an author or sponsoring organization in print and online materials.</p> <p>1.3.l Identify information that supports the question but may not directly answer it.</p> <p>1.4.b Accurately record citation information for each type of resource used.</p> <p>1.4.d Restate facts and details taken from an information source (print, nonprint, or digital) and organize those ideas for notetaking using techniques such as outlining, webbing, flowcharting, and so on.</p> <p>2.2.c Explain the authority, timeliness, and/or accuracy of specific information resources</p> <p>2.3.a Evaluate whether the information is sufficient to answer the question.</p> <p><b>Model School Library Standards, Grades 7-8</b></p> <p>1.3.a Conduct multistep information searches by using various search strategies to locate digital information that supports research and writing tasks.</p> <p>1.3.b Identify scholarly, accurate, and current sources of information in a variety of formats.</p> <p>1.3.d Develop and use successful search strategies to locate information sources, including primary and secondary sources.</p> <p>1.4.a Demonstrate effective use of digital sources (e.g., navigating within the source, searching one source for a specific topic before searching multiple sources for multiple topics)</p> <p>1.4.e Demonstrate effective notetaking, including citation references, quotations, and major points.</p> <p>2.1.a Assess the author's evidence to support claims and assertions, noting instances of bias and stereotyping in a variety of visual and audio materials.</p> <p>2.1.b Evaluate sources for fact, opinion, propaganda, currency, and relevance.</p> <p>2.2.a Evaluate credibility, comprehensiveness, and usefulness of print, nonprint, and digital information sources.</p>

	<p>3.1.a Explain ethical and legal issues related to the use of intellectual property, including print, visual, audio, and online materials (e.g., fair use, file sharing).</p> <p>3.1.b Recognize the consequences of inappropriate and illegal use of information</p> <p>3.1.d Give credit to authors in an acceptable format when appropriate in written and oral presentations, including music and visual content.</p> <p>3.2.a Evaluate evidence to support a proposition or proposal.</p> <p>3.3.c Create presentations and documents that demonstrate proper citation and attribution of written, audio, and visual resources used.</p>
9	<p>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>Model School Library Standards, Grade 6</b></p> <p>2.1.b Analyze evidence to support research question.</p> <p>2.1.c Identify unsupported statements in resources used.</p>

<b>Reading Standards for Literacy in History/Social Studies – Grades 9-10 and 11-12</b>	
1	<p>Grades 9-10: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p>Grades 11-12: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</p> <p><b>Model School Library Standards</b></p> <p>2.2.a Verify the authenticity of primary and secondary source information found online.</p> <p>2.2.b Identify bias and prejudice in historical interpretations.</p>
5	<p>Grades 9-10: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p> <p>Grades 11-12: Analyze in detail how a complex primary source is structured, including how key sentences, paragraph and larger portions of the text contribute to the whole.</p> <p><b>Model School Library Standards</b></p> <p>1.4.d Analyze the structure and format of informational text that make information accessible and usable (e.g., graphics, sequence, diagrams, illustrations, charts, maps).</p>
9	<p>Grades 9-10: Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p>Grades 11-12: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><b>Model School Library Standards</b></p> <p>3.2.a Analyze information from multiple sources and identify complexities, discrepancies, and different perspectives of sources.</p>
10	<p>Grades 9-10: By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.</p> <p>Grades 11-12: By the end of grade 12, read and comprehend history/social studies texts in the grades 11-12 text complexity band independently and proficiently.</p>

	<p><b>Model School Library Standards, Grades 9-12</b></p> <p>4.1.a Independently read two million words annually, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.</p>
<p><b>Reading Standards for Literacy in Science and Technical Subjects – Grades 9-10 and 11-12</b></p>	
7	<p>Grades 11-12: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or to solve a problem.</p> <p><b>Model School Library Standards</b></p> <p>3.2.a Analyze information from multiple sources and identify complexities, discrepancies, and different perspectives of sources.</p>
10	<p>Grades 9-10: By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.</p> <p>Grades 11-12: By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.</p> <p><b>Model School Library Standards</b></p> <p>4.1.a Independently read two million words annually, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.</p>
<p><b>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects – Grades 9-10 and 11-12</b></p>	
6	<p>Grades 9-10: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p>Grades 11-12: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p> <p><b>Model School Library Standards</b></p> <p>3.3.c Identify capabilities and limitations of tools for organizing and using information.</p> <p>3.3.d Produce media efficiently and appropriately to communicate a message to an audience.</p> <p>4.2.e Organize personal digital information by using metadata, keywords, and tags.7</p>
7	<p>Grade 9-10 and Grades 11-12: Conduct short as well as more sustained research projects to answer a question</p>

	<p>(including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>Model School Library Standards</b></p> <ul style="list-style-type: none"> <li>1.1.a Identify topics, broaden or narrow a topic, and develop ideas to direct the focus of an inquiry.</li> <li>1.2.a Generate research questions based on interests, observations, information, stories, and issues, or on an assigned topic.</li> <li>1.2.b Develop and present a clear thesis statement or hypothesis.</li> <li>1.2.c Finalize the research question or hypothesis by conducting preliminary research.</li> <li>2.2.e Use systematic strategies and technology tools to organize and record information (e.g., anecdotal scripting, footnotes, annotated bibliographies).</li> <li>2.3.c Understand that some areas of investigation have inadequate existing material and require a change in plan, change in topic, or original research.</li> <li>3.3.h Draw clear and appropriate conclusions supported by evidence and examples.</li> </ul>
8	<p>Grade 9-10: Gather relevant information from multiple authoritative print and digital sources, (<i>primary and secondary</i>) (<i>CA added</i>) using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>Grade 11-12: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b>Model School Library Standards</b></p> <ul style="list-style-type: none"> <li>1.3.a Use a variety of search engines and licensed and free databases to locate appropriate information.</li> <li>1.3.d Search for information using advanced search skills (e.g., Boolean operators, adjacency, proximity, wild card symbols, truncation).</li> <li>1.3.e Search for information by using both controlled vocabulary (e.g., subject headings, descriptors) and natural language.</li> <li>1.3.k Use a variety of print, media, and online resources to locate information, including encyclopedias and other reference materials.</li> </ul>

	<p>2.1.a Evaluate online search results, demonstrating an understanding of how search engines determine rank or relevancy.</p> <p>3.1.b Understand the differences between quoting, summarizing, and paraphrasing and apply these skills to one's own work.</p> <p>3.1.c Use appropriate conventions for documentation in the text, footnotes, references, and bibliographies by adhering to an acceptable format.</p> <p>3.3.j Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations, using appropriate citations.</p>
9	<p>Grades 9-10 and 11-12: Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>Model School Library Standards</b></p> <p>2.1.b Analyze important ideas and supporting evidence in an information source by using logic and informed judgment to accept or reject information.</p>

California Department of Education  
Revised 2/14/2012