

*Examples of Draft Model School Library
Standards Supporting Common Core
California Standards (CCCS) in English
Language Arts*

**CDE
Grades K – 8**

Examples of Draft Model School Library Standards Supporting Common Core California Standards (CCCS) in English Language Arts

This document highlights grade-level examples identifying where the Draft Model School Library Standards support the Common Core California Standards (CCCS) in English Language Arts.

A particular Model School Library Standard is listed only once per grade level or grade span even though that standard may support multiple CCCS. 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.

CCCS English Language Arts – Kindergarten	
No.	Standard
Reading Standards for Literature	
5	Recognize common types of texts (e.g., storybooks, poems, <i>fantasy, realistic text.</i> (CA added) Model School Library Standards 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). Model School Library Standards 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. Model School Library Standards

CCCS English Language Arts – Kindergarten	
No.	Standard
	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 a text.</i> <i>b. Confirm predictions about what will happen next in a text. (CA added)</i> Model School Library Standards 4.1.a Read or be read to from a variety of sources
Reading Standards for Informational Text	
1	With prompting and support, ask and answer questions about key details in a text. Model School Library Standards 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 in a text.</i> <i>b. Confirm predictions about what will happen next in a text. (CA added)</i> Model School Library Standards 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
Writing Standards	
7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them.) Model School Library Standards 1.2.a Ask questions that may be answered by available resources

CCCS English Language Arts – Kindergarten	
No.	Standard
8	<p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>Model School Library Standards</p> <p>1.3.c Identify two sources of information that may provide an answer to an identified question with guidance</p> <p>3.2.a Participate in completion of a graphic organizer with multi-faceted aspects of a topic</p>
Speaking and Listening Standards	
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>Model School Library Standards</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>Model School Library Standards</p> <p>3.3.a Use a picture or other visual content when telling a story</p>

CCCS English Language Arts – Grade One	
No.	Standard
Reading Standards for Literature	
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>Model School Library Standards 1.3.g Identify 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>Model School Library Standards 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>
Reading Standards for Informational Text	
1	<p>Ask and answer questions about key details in a text.</p> <p>Model School Library Standards 1.2.a Ask who, what, when, where, and how questions</p>
7	<p>Use the illustrations and details in a text to describe its key ideas.</p> <p>Model School Library Standards 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>

CCCS English Language Arts – Grade One	
No.	Standard
	<p>Model School Library Standards</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>
Writing Standards	
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>Model School Library Standards</p> <p>3.3.a Communicate understanding by using at least one fact and/or photograph 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>Model School Library Standards</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>Model School Library Standards</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 if additional information is needed to answer the questions</p>

CCCS English Language Arts – Grade One	
No.	Standard
Speaking and Listening Standards	
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"> 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). b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. c. Ask questions to clear up any confusion about the topics and texts under discussion. <p>Model School Library Standards</p> <ul style="list-style-type: none"> 4.2.a Share information orally and creatively with peers and other audiences 4.3.a Recollect, talk, and write about materials read

CCCS English Language Arts – Grade Two	
No.	Standard
Reading Standards for Literature	
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>Model School Library Standards</p> <ul style="list-style-type: none"> 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)
Reading Standards for Informational Text	
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>Model School Library Standards</p> <ul style="list-style-type: none"> 1.3.g Identify the parts of a book (print and digital): table of contents, glossary, index, and dedication

CCCS English Language Arts – Grade Two	
No.	Standard
6	<p>Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>Model School Library Standards 1.4.e Identify main ideas of a text in preparation for note taking</p>
7	<p>Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>Model School Library Standards 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>Model School Library Standards 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 the range.</p> <p>Model School Library Standards 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>

CCCS English Language Arts – Grade Two	
No.	Standard
Writing Standards	
7	<p>Participate in shared research and writing projects (e.g., exploring a number of books on a single topic to produce a report; record science observations).</p> <p>Model School Library Standards</p> <ul style="list-style-type: none"> 1.1.a Identify a simple problem or question that needs information 1.2.a Develop questions that define the scope of investigation and connect them to the topic 1.3.a Identify two sources of information that may provide an answer to the question(s) 2.1.b Review facts and details to clarify and organize ideas for note taking 3.3.b Record and present information with pictures, bar graphs, numbers, or written statements 4.2.a Share the source from which information was obtained
8	<p>Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Model School Library Standards</p> <ul style="list-style-type: none"> 1.1.b Organize prior knowledge of a subject, problem, or question (e.g., create a chart) 1.4.c Connect prior knowledge to the information and events in text and digital formats
Speaking and Listening Standards	
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> <ul style="list-style-type: none"> 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). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. <p>Model School Library Standards</p> <ul style="list-style-type: none"> 3.3.c Communicate with other students to explore options to a problem or an ending to a story

CCCS English Language Arts – Grade Two	
No.	Standard
2	<p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>Model School Library Standards</p> <p>3.3.a Present information to convey the main idea and supporting details about a topic</p>

CCCS English Language Arts – Grade Three	
No.	Standard
Reading Standards for Literature	
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>Model School Library Standards</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>
Reading Standards for Informational Text	
2	<p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>Model School Library Standards</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>Model School Library Standards</p> <p>1.3.j Use guidewords to locate information in a reference book</p> <p>1.3.k Perform a keyword search of a topic using an approved search engine or database</p> <p>1.3.n Use print and/or digital indexes to locate articles within 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, indexes)</p>

CCCS English Language Arts – Grade Three	
No.	Standard
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>Model School Library Standards</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>
Writing Standards	
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>Model School Library Standards</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>Model School Library Standards</p> <p>1.1.a Identify keywords within questions</p> <p>1.2.a Identify a problem that needs information by asking how, what, where, when, or why questions</p> <p>1.3.d Perform a basic search of the automated library catalog by title, author, subject, and keyword</p> <p>2.1.a Select information appropriate to the problem or question at hand</p> <p>3.2.a Compare information from more than one source to draw a conclusion</p> <p>2.1.b Determine if the information answers a simple question</p>

CCCS English Language Arts – Grade Three	
No.	Standard
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>Model School Library Standards</p> <ul style="list-style-type: none"> 1.3.m Use specialized content-area print and digital resources to locate information 1.4.c Apply techniques for organizing notes in a logical order (e.g., outlining, webbing, thinking maps, other graphic organizers) 2.2.a Identify copyright and publication dates in print resources 3.3.a Organize information chronologically, sequentially or by topic
Speaking and Listening Standards	
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>Model School Library Standards</p> <ul style="list-style-type: none"> 4.2.a Deliver brief recitations and oral presentations about familiar experiences or interests

CCCS English Language Arts – Grade Four	
No.	Standard
Reading Standards for Literature	
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>Model School Library Standards 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>
Reading Standards for Informational Text	
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>Model School Library Standards 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>Model School Library Standards 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>

CCCS English Language Arts – Grade Four	
No.	Standard
Writing Standards	
4	<p>Produce coherent and clear writing (<i>including multiple-paragraph texts</i>) (<i>CA added</i>) 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>Model School Library Standards</p> <p>3.3.a Understand and use a variety of organizational structures as appropriate to convey information (e.g., chronological order, cause and effects, 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>Model School Library Standards</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, discussion board)</p>
7	<p>Conduct short research projects that build knowledge through investigation of different aspects of a single topic.</p> <p>Model School Library Standards</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>

CCCS English Language Arts – Grade Four	
No.	Standard
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>Model School Library Standards</p> <ul style="list-style-type: none"> 2.1.a Extract and record (note taking) appropriate and significant information from the text 2.3.a Verify accuracy of prior knowledge 2.2.a Identify the factors that make a source comprehensive, current, credible, accurate, and authoritative 3.1.a Identify author, title, copyright date, and publisher 3.2.a Summarize the main ideas and the most significant details from research
Speaking and Listening Standards	
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>Model School Library Standards</p> <ul style="list-style-type: none"> 4.3.a Use a variety of information resources to deliver oral presentations that express main ideas supported by significant details

CCCS English Language Arts – Grade Five	
No.	Standard
Reading Standards for Literature	
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>Model School Library Standards</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>
Reading Standards for Informational Text	
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>Model School Library Standards</p> <p>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>Model School Library Standards</p> <p>1.3.f Understand how text features make information accessible and usable (e.g., chapter headings, subheadings, captions, indexes)</p> <p>1.4.b Use scanning and skimming skills to locate relevant information</p> <p>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., keyword, controlled vocabulary)</p> <p>2.3.a Evaluate information located to determine if more information is needed and, if so, identify additional resources to search</p>

CCCS English Language Arts – Grade Five	
No.	Standard
9	<p>Integrate information from several texts on the same subject in order to write or speak about the subject knowledgeably.</p> <p>Model School Library Standards 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>Model School Library Standards 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>
Writing Standards	
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>Model School Library Standards 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>Model School Library Standards 1.1.a Define the topic of a research investigation 1.2.a Formulate and refine questions that cover the necessary scope and direction of the investigation 1.3.e Use appropriate reference materials, both print and online, to obtain needed information 1.3.i Create and use complex keyword searches to find specific information online</p>

CCCS English Language Arts – Grade Five	
No.	Standard
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>Model School Library Standards</p> <ul style="list-style-type: none"> 1.3.d Identify a variety of online information sources 1.3.g Use features of electronic text for locating information (e.g., indexes, keywords, SEE and SEE ALSO cross references) 3.1.a Record bibliographic information in an acceptable format
Speaking and Listening Standards	
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.</i></p> <p>Model School Library Standards</p> <ul style="list-style-type: none"> 2.2.a Describe how media resources serve as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture
Language Standards	
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> <ul style="list-style-type: none"> 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>Model School Library Standards</p> <ul style="list-style-type: none"> 1.3.a Use a thesaurus to identify word choices and meanings to facilitate research

CCCS English Language Arts – Grade Six	
No.	Standard
Reading Standards for Literature	
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>Model School Library Standards</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>
Reading Standards for Informational Text	
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>Model School Library Standards</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>
Writing Standards	
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>Model School Library Standards</p> <p>4.2.c Collaborate in person and through technology to identify problems and seek their 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>

CCCS English Language Arts – Grade Six	
No.	Standard
7	<p>Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate</p> <p>Model School Library Standards</p> <ul style="list-style-type: none"> 1.1.b Determine and use appropriate pre-search strategies (e.g., brainstorming, recall of prior knowledge) 1.2.a Identify related keywords, terms, and synonyms for the research topic and information need 1.3.j Use Boolean search techniques and other limiters and expanders to locate appropriate resources 3.2.a Analyze evidence to support research question
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>Model School Library Standards</p> <ul style="list-style-type: none"> 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) 1.3.k Identify the authority of an author or sponsoring organization in print and online materials 1.3.l Identify information that supports the question but may not directly answer it 1.4.b Accurately record citation information for each type of resource used 1.4.d Restate facts and details taken from an information source (print, nonprint, or digital) and organize those ideas for note taking using techniques such as outlining, webbing, flowcharting, etc. 2.2.c Explain the authority, timeliness, and/or accuracy of specific information resources 2.3.a Evaluate information located to determine if it is sufficient to answer the question

CCCS English Language Arts – Grade Six	
No.	Standard
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>Model School Library Standards</p> <p>2.1.b Analyze evidence to support research question</p> <p>2.1.c Identify unsupported statements in resources used</p>
Speaking and Listening Standards	
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>Model School Library Standards</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>Model School Library Standards</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>Model School Library Standards</p> <p>3.3.a Choose an appropriate format to produce, communicate, and present information (e.g., written report, multimedia presentation, graphic presentation, posters, graphs)</p>

CCCS English Language Arts – Grade Six	
No.	Standard
Reading Standards for Literacy in History/Social Studies – Grades 6-8	
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>Model School Library Standards</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>
Reading Standards for Literacy in Science and Technical Subjects – Grades 6-8	
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>Model School Library Standards</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>

CCCS English Language Arts – Grade 7 and 8 ¹	
No.	Standard
Reading Standards for Literature	
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>Model School Library Standards</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, speeches)</p>
Reading Standards for Informational Text	
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> <p>Model School Library Standards</p> <p>2.2.e Identify and assess evidence that supports ideas and concepts presented in audio and visual media</p>

¹ 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.

CCCS English Language Arts – Grade 7 and 8¹	
No.	Standard
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).</p> <p>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>Model School Library Standards 4.3.b Assess the process and the product created as an 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.</p> <p>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>Model School Library Standards 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>
Writing Standards	

CCCS English Language Arts – Grade 7 and 8¹	
No.	Standard
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>Model School Library Standards</p> <ul style="list-style-type: none"> 1.1.e Understand and demonstrate appropriate use of “tags” for online resources 3.3.a Use a variety of media to impart information, share opinions, an/or persuade an audiences (e.g., audio, video, written) 3.3.d Use online bibliography generation and tracking tools for research projects 4.2.a Present information collaboratively through written, audio or visual formats 4.2.c Publish content online appropriate to the curriculum and personal interests
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>Model School Library Standards</p> <ul style="list-style-type: none"> 1.1.a Recognize the need for specific information in preparing research reports, persuasive compositions, and in delivering informative presentations 1.2.a Establish a hypothesis and/or a position statement 1.2.b Identify topics and subtopics; ask and evaluate research questions for relevancy 1.2.c Create a plan of action for research including identifying key questions, definition of topic, keywords, and list of possible resources 1.3.c Prioritize sources of information for efficient and effective use 2.3.a Revise, add, or delete questions as information need changes 2.3.b Modify the research plan as needed

CCCS English Language Arts – Grade 7 and 8 ¹	
No.	Standard
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>Model School Library Standards</p> <ul style="list-style-type: none"> 1.3.a Conduct multiple-step information searches using various search strategies to locate digital information that supports research and writing tasks 1.3.b Identify scholarly, accurate, and current sources of information in a variety of formats 1.3.d Develop and use successful research strategies to locate information sources including primary and secondary sources 1.4.a Demonstrate effective use of digital sources (e.g., navigating within the source, searching one source for a specific topic before searching in multiple sources and for multiple topics) 1.4.e Demonstrate effective note taking including citation references, quotes, and major points 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. 2.1.b Evaluate sources for fact, opinion, propaganda, currency and relevance 2.2.a Evaluate credibility, comprehensiveness and usefulness of print, nonprint, and digital information sources 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) 3.1.b Recognize that inappropriate and illegal use of information has consequences 3.1.d Give credit to authors in an acceptable format when appropriate in written and oral presentations, including music and visual content 3.2.a Evaluate evidence to support a proposition or proposal 3.3.c Create presentations and documents that demonstrate proper citation and attribution of written, audio, and visual resources used

CCCS English Language Arts – Grade 7 and 8 ¹	
No.	Standard
Speaking and Listening Standards	
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>Model School Library Standards 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>Model School Library Standards 3.2.b Present a report visually, orally, or in writing that conveys a clear point of view with evidence supporting that perspective</p>
Language Standards	
4	<p>Grade 7: Determine or clarify the meaning of unknown and multiple-meaning words or 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 <i>or 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>

CCCS English Language Arts – Grade 7 and 8¹	
No.	Standard
	<p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech <i>or trace the etymology of words (CA added)</i>.</p> <p>Model School Library Standards 1.4.d Use a dictionary to learn the history of uncommon words</p>
Reading Standards for Literacy in History/Social Studies – Grades 6-8	
1	<p>Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>Model School Library Standards 2.2.f Evaluate information from visual media as a primary and secondary sources 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>Model School Library Standards 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>
Reading Standards for Literacy in Science and Technical Subjects – Grades 6-8	
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>Model School Library Standards 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>

*Examples of Draft Model School Library
Standards Supporting Common Core
California Standards (CCCS) in English
Language Arts*

**CDE
Grades 9-12**

CCCS English Language Arts – Grades 9-10 and 11-12 ²	
No.	Standard
Reading Standards for Literature	
10	<p>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.</p> <p>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.</p> <p>Model School Library Standards</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>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)</p>

² 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.

CCCS English Language Arts – Grades 9-10 and 11-12 ²	
No.	Standard
Reading Standards for Informational Text	
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><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><i>a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents. (CA added)</i></p> <p>Model School Library Standards</p> <p>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>1.4.d Analyze structure and format of informational text that make information accessible and usable (e.g., format, 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>Model School Library Standards</p> <p>2.2.c Analyze media for purpose, message, accuracy, bias, and intended audience</p> <p>3.2.a Analyze information from multiple sources and identify complexities, discrepancies, and different perspectives found among sources</p> <p>3.3.a Explain how meaning is conveyed in image and sound and recognize that many media messages are constructed to gain profit and/or influence viewers</p> <p>3.3.b Analyze design elements of various kinds of media productions and identify media messages that have embedded points of view</p>

CCCS English Language Arts – Grades 9-10 and 11-12²	
No.	Standard
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 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>Model School Library Standards</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>
Writing Standards	
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>Model School Library Standards</p> <p>3.3.c Identify the 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 using metadata, keywords, and tags</p>

CCCS English Language Arts – Grades 9-10 and 11-12 ²	
No.	Standard
7	<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.</p> <p>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.</p> <p>Model School Library Standards</p> <ul style="list-style-type: none"> 1.1.a Identify topics; broaden or narrow topic and develop ideas to direct the focus of inquiry 1.2.a Generate research questions based on interests, observations, information, stories, and issues, or an assigned topic 1.2.b Develop and present a clear thesis statement or hypothesis 1.2.c Finalize 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 materials 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

CCCS English Language Arts – Grades 9-10 and 11-12 ²	
No.	Standard
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. (CA added)</i></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. (CA added)</i></p> <p>Model School Library Standards</p> <ul style="list-style-type: none"> 1.3.a Use a variety of search engines and licensed and free databases to locate information appropriate to the need 1.3.d Search for information using advanced search skills (e.g., Boolean operators, adjacency, proximity, wild card symbols, truncation) 1.3.e Search for information using both controlled vocabulary (e.g., subject headings, descriptors) and natural language 1.3.k Use a variety of print, media, and online resources to locate information including encyclopedias and other reference materials 2.1.a Evaluate online search results, demonstrating an understanding of how search engines determine rank or relevancy 3.1.b Understand the differences between quoting, summarizing, and paraphrasing and apply these skills to own work 3.1.c Use appropriate conventions for documentation in the text, footnotes, references, and bibliographies by adhering to an acceptable format 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

CCCS English Language Arts – Grades 9-10 and 11-12²	
No.	Standard
9	<p>Grades 9-10: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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.”)</p> <p>Grades 11-12: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>b. Apply grades 11-12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in 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., <i>The Federalist</i>, presidential addresses]”).</p> <p>Model School Library Standards</p> <p>2.1.b Analyze important ideas and supporting evidence in an information source, using logic and informed judgment to accept or reject information</p>
Speaking and Listening Standards	
1	<p>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.</p> <p>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.</p> <p>Model School Library Standards</p> <p>4.2.b Contribute actively to the learning community and participate in groups to pursue and generate information</p> <p>4.2.d Use technology to communicate, share information, and collaborate with others with the same interests</p>

CCCS English Language Arts – Grades 9-10 and 11-12²	
No.	Standard
Reading Standards for Literacy in History/Social Studies – Grades 9-10 and 11-12	
1	<p>Grade 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>Model School Library Standards</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>
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>Model School Library Standards</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>
Reading Standards for Literacy in Science and Technical Subjects – Grades 9-10 and 11-12	
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>Model School Library Standards</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>