William S. Hart UHSD Five Year School Library Plan

Date: 2016-2017 School Year

WSHUHSD Mission: We prepare students to meet the challenges of the future as lifelong learners and responsible citizens. In partnership with families and community, we create meaningful and diverse learning opportunities for all students so they develop the knowledge, skills, and character necessary to succeed. In all of our work, we demand fairness, honor quality, and expect achievement at each person's highest level of ability.

Governing Board Members

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2016-2017 District Library Plan Committee Members

Mike Kuhlman – Assistant Superintendent

Dave LeBarron - Director of Curriculum

Linda Storli – Hart District School Board Member

Mark Crawford – High School Principal (WR)

Michele Krantz – Jr. High School Principal (LM)

Susanne Ma - Supervisor of Technology Services for the Hart District

Jayme Allsman – English teacher, on CTA state committee representing Hart

>> Teacher Librarians

Karen Cruze – Young Adult Services Coordinator of the SCV Public Libraries

Emma Thompson - 2016 graduate of GV

Matthew Guerra - 10th grade student CHS

Ignacio Guerra - CHS Parent

Ann McCann – Teacher Librarian (GV)

Lori Hermelin – Teacher Librarian (CA)

Monica Ludlow – Teacher Librarian (PL)

Lorraine Fulleman – Teacher Librarian (SV)

LIBRARY PLAN DEVELOPMENT PROCESS

Our library plan development committee was formed to create a diverse group that represents the various stakeholders from sites across the district and the community. Technology and library services are inherently linked in the Digital Age. Accordingly, the Tech department is represented to collaborate going forward to ensure the district library plan and the district technology plan will both be clearly aligned.

The August, 2016 meeting focus was on providing a framework of our district's libraries for the next five years. Goals, objectives, and action items for the library plan were devised by this committee. Subsequent meetings were online via editing a Google Doc. to provide to the school board for adoption.

OBJECTIVE

The objective of this district library plan is to provide the current status of our libraries, identify areas (resources/student support) in need of improvement, how school libraries can correlate with our district's mission statement, look to future considerations, and provide the rationale for the allocation of a budget.

The teacher librarians need the means to develop the literacy and critical thinking ability of the Hart School District students so that they may compete in a global economy where information is power. Developing the ability to think clearly, critically, and creatively depends on a steady flow of information through print and non-print materials. Our school libraries must provide an abundance of appropriate learning resources in a variety of formats as well as instruction in how to critically evaluate all forms of information. When teacher librarians instruct information literacy skills, students' critical thinking skills are enhanced.

INTRODUCTION

Overview of the Model School Library Standards for California Public Schools from the CDE adopted in 2010:

"The *Library Standards* recognize that school libraries have evolved from simply providing print materials to offering rich selections of print, media, and digital resources; from teaching students how to search a card catalog to teaching students strategies for searching a variety of print, media and digital resources; from teaching basic reading literacy to teaching information literacy (the ability to access, evaluate, use, and integrate information and ideas effectively). The student standards also include the legal, ethical and safe use of information both in print and online, other aspects of cyber safety, and use of technology.

The 'School Library Standards for Students' are organized around four concepts:
1. Students access information
2. Students evaluate information
3. Students use information
4. Students integrate information literacy skills into all areas of learning"

According to research studies, when teacher librarians have the resources to meet these standards, students' academic success increases.

*"Evidence from multiple library impact studies conducted across the U.S. offers the following conclusions:
- Access to books through school libraries develops lifelong positive attitudes in students towards reading and helps them read more.
- Students consistently perform better on tests when there is a full-time, certified librarian and appropriate assistant on staff.
- Extended hours of operation and flexible scheduling have a direct impact on student achievement.
- Higher expenditures and larger, newer, and varied collections contribute to improved student test scores. Collaborative planning between school librarians and teachers enhance student learning.
- School libraries are essential to students by providing facilities and tools to prepare them for navigating the information age and entering the workplace of the future.
- School libraries have the ability to bridge the gap between privileged and at-risk students by providing equal access and resources for learning.
- Teacher librarians empower students by instilling in them a love of reading from early ages; teaching new ways of learning; guiding them to read and think critically;and offering technology skills."

*From http://www.baltimorelibraryproject.org/wp-content/uploads/downloads/2013/09/Library-Impact-Studies.pdf

STANDARDS ALIGNMENTS

CCSS

The School Library Standards complement the Common Core Standards in English-Language Arts. Our responsibility is to equip students with 21st century skills as well as help them to apply responsible research practices, act with respect for others when utilizing digital devices and continue to grow as lifelong learners as stated in the Hart District's mission statement.

CDE Model School Library Standards

These standards align in the majority of areas with CCSS (see Appendix 1)

Technology Standards

Technology is similarly integrated throughout all aspects of the curriculum. The Model School Library Standards has technology skills embedded throughout, as does CCSS. Accordingly, the district library plan must be aligned with the goals for our students as stated in our district technology plan, especially in the area of teaching information and digital literacy.

NGSS

In addition to integrating the Model School Library Standards with the CCSS, the same approach and understanding should be applied for The Next Generation Science Standards (NGSS) and English Language Development (ELD) Standards. Both of these also have information literacy standards embedded throughout. The more specific Model School Library Standards can be taught in order to ensure that students are successfully learning and applying these skills to new situations throughout curriculum content areas.

ESSA

The Every Student Succeeds Act (ESSA) includes language for "effective school library programs" in the provisions of Title I, Part A; Title II, Part A; Title II, Part B, Subpart 2; Title II, Part B, Subpart 2, Section 2226; and Title IV, Part A. The definition of an effective school library program provides guidance to administrators, school boards, and school librarians in implementing ESSA. For the full text of ESSA, go to: https://www.gpo.gov/fdsys/pkg/BILLS-114s1177enr/pdf/BILLS-114s1177enr.pdf

LCAP Hart District Goals

Applicable LCAP District Goals: (1) Ensure all students have access to highly qualified teachers, safe and orderly school facilities in good repair [should include the contents of the library - books], and standards-aligned textbooks in core content areas. (2) Narrow the achievement gap in literacy and math between high and low performing subgroups. (5) Implement Common Core State Standards into all classrooms for all students, including EL and SPED.

STATE OF THE HART DISTRICT LIBRARIES

Figure 1: Collection Statistics for Hart District Libraries as of 2/13/17

School	Average Age	Volumes Per Student	Current Enrollment
State Recommended	**⅔ less than 15 yrs***	**28 vol per student****	
Arroyo Seco	1997	9.61	1203
Canyon	1995	6.28	2226
Golden Valley	2002	4.53	2100
Hart	1992	4.26	2169
La Mesa	1999	12.88	1106
Placerita	1993	12.2	1061
Rancho Pico	2005	7.06	1000
Rio Norte	2004	7.7	1250
Saugus	1996	4.92	2400
Sierra Vista	1996	14.61	1083
Valencia	1996	5.26	3111
West Ranch	2003	4.41	2738

* The age of the school has a high influence on the average age of the collection unless there is regular funding to keep new resources coming into the library. Our libraries have received zero funding from the state for the past 7 years.
** Volumes per student do not include e-books from subscription sources since these are not a permanent part of the library collection.

Figure 2: Costs of Print Materials

SLJ's Average Book Prices 2016

	PUBLIC		SCHOOL		TOTAL	
	2015	2016 ytd	2015	2016 ytd	2015	2016 ytd
Children's Titles						
Hardcover (all titles)	$17.77	$17.90	$18.95	$19.19	$17.92	$18.12
Trade Paperback	$7.29	$7.06	$8.44	$7.32	$7.51	$7.16
Mass-Market Paperback	$6.38	$6.18	$6.89	$6.93	$6.44	$6.32
Young Adult (YA) Titles						
Hardcover (all titles)	$19.12	$19.65	$20.53	$21.30	$19.38	$19.95
Trade Paperback	$12.09	$12.05	$11.57	$12.24	$12.03	$12.08
Mass-Market Paperback	$8.10	$7.99	$8.19	$8.00	$8.14	$8.00
Adult Titles						
Trade Hardcover						
Fiction	$26.98	$27.08	$26.29	$26.29	$26.98	$27.07
Nonfiction*	$28.09	$28.13	$28.29	$28.60	$28.09	$28.14
Trade Paperback **						
Fiction	$16.06	$16.45	$14.61	$15.48	$16.00	$16.43
Nonfiction	$20.79	$21.01	$16.12	$15.10	$20.61	$20.86
Mass-Market Paperback	$7.69	$7.64	$8.16	$9.00	$7.70	$7.73

*Excludes Reference Books   **Excludes Mass-Market Paperbacks

Source: Total (public and school library markets) 2016 year to date, produced by *School Library Journal* in partnership with Baker & Taylor.

Figure 3: Access Statistics of Hart District JH Libraries 2016

School	Access	Website/Online Catalog	Technology
State Recommended	**Open 36+ hours/week with flexible scheduling of classes.**	**Website and remote access to catalog**	**Minimum of 1 class set of networked computers: Minimum 15 computers for Jr. High Minimum 25 computers for High School**
Arroyo Seco	Open 38-1/4 hrs per week with Library Tech working 3 days per week OR 37-1/2 hrs per week with Library Tech. working 2 days per week. Flexible scheduling of classes.	Internet, WiFi, Website and remote access to catalog and databases 24/7	24 Networked computers for student use, 1 catalog computer (if necessary, could be accessed by student), 3 Chromebook carts (40 computers per cart) that are normally available for check out to teachers, though could be used in the library, 3 computers for staff use, and 1 computer for Circulation Desk.
La Mesa	Open ~37 hours a week* (8-4 with library	Internet, WiFi, Website and	4 networked computers in main library plus netbook cart (not available during

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	tech, 8-3:30 without, 8-2:15 on early release); flexible scheduling of classes with some teachers reserving on a set schedule (eg 2x a month . . .)	remote access to catalog and databases 24/7	brunch or peak traffic when there is only one adult) - 2 print and catalog only stations - 13 additional computers only available when there is adequate supervision available
Placerita	Open 38.5 hours/week with flexible scheduling of classes 7:30-3:15 Monday - Thursday 7:30-3:00 Friday	Internet, WiFi, Website and remote access to catalog and databases 24/7	39 networked student computers, 4 networked staff computers
Rancho Pico	Open 36 1/2 hours per week--Flexible scheduling	Website, online catalog with remote access to both the catalog and databases.	8 networked computers in the main library,--A small research lab with 19 networked computers and 5 Dell laptops. I also have 1 chromebook cart that can be checked out by teachers.
Rio Norte	Open 36 hours a week - Flexible scheduling	Internet, WiFi, Website and remote access to catalog and databases 24/7	6 computers in the main library with 20 in an adjacent mini-lab
Sierra Vista	Open 36 hours/week with flexible scheduling of classes 7:15-2:30 Monday - Friday	Internet, WiFi, Website and remote access to catalog and databases 24/7	30 student computers; 6 dell lap top computers. 1 Chromebook cart w/40 computers that can be used by the library or checked out to teachers

Figure 4: Access Statistics of Hart District HS Libraries 2016

Canyon	Open ~45 hours/week* 7:00-4:00; minimum days 7:00-12:30; flexible scheduling of classes	Internet, WiFi, Website and remote access to catalog and databases 24/7	39 Networked desktop computers connected to printer available for student use. 4 OPAC computers (can be used by students to access the Internet)
Golden Valley	Open ~ 40 hours/week* with flexible scheduling of classes 7:15-3:15 Monday - Thursday 1-hour late start - 8:15-3:15 (depending on staff meeting which is rare)	Internet, WiFi, Website and remote access to catalog and databases 24/7	26 desktop student computers connected to printer 2 OPAC computers (can be used by students to access the Internet) 1 Chromebook cart w/40 computers (no printer access)

	2-hour late start - 9:15 -3:15 (depending on staff meeting) Minimum days - closes at 1:00		
Hart	Open 42 hours/week with flexible scheduling of classes 7:00-3:30 Monday - Thursday/7:00-3:15 Friday Minimum days - closes at 12:15	Internet, WiFi, Library Website with remote access to catalog and databases 24/7	20 networked desktop computers plus 1 Chromebook cart w/40 networked computers
Saugus	Open 45 hours/week with flexible scheduling of classes Monday & Wednesday 6:30-4:00 p.m. Tuesday, Thursday & Friday 7:00-3:30 Minimum Days 7-1	Internet, WiFi, Website and remote access to catalog and databases 24/7	41 networked desktop computers
Valencia	Open ~40 hours/week* with flexible scheduling of classes 7:30-3:30 Monday - Thursday/7:30-3:15 Friday	Internet, WiFi, Website and remote access to catalog and databases 24/7	24 networked student computers 3 OPAC computers (can be used by students to access the Internet) 1 Chromebook cart w/40 computers 1 color & b/w printer for students
West Ranch	Open ~45 hours/week* 7:30-4:00 (Mon-Thurs) 7:30-3:30 (Fri); flexible scheduling of classes; 6:00-7:30 (M & Th)	Website and remote access to catalog 24/7	16 networked desktop computers; 38 wireless networked laptop computers

*While these are posted hours, all hours are approximate. Access is necessarily limited when the teacher librarian is working with classes, taking lunch, and other necessary breaks on days when libraries are not fully staffed with a library technician. Junior High libraries are especially impacted and such situations as mentioned require library closures.

Committee Recommendations:

Goal	State Recommendations	Objectives	Action Plan Including Resources

			Needed
#1 Collection needs See figs. 1 & 2 for current condition & costs	**28 vol per student ⅔ less than 15 yrs. old**	Maintain the library collections to meet the needs of students and staff.	**Steadily improve the currency of all district libraries annually by updating print collections and increasing the number of volumes per student. Emphasis on quality vs. the 28/1 quantity.** * $5,000 suggested per year for junior high libraries to increase volumes per student by up to 6 additional volumes, and reduce the average age of the collections by 2 years. * $10,000 per year for high school libraries increase volumes per student by up to 6 additional volumes, and reduce the average age of the collections by 2 years. * Individual libraries to purchase titles that best meet their patrons' interests and needs. **Survey current students via Google for reading preferences**
#2 Establishing a learning commons facility See fig. 3 for current condition	**Open 36+ hours/week with flexible scheduling of classes.** **Website and remote access to catalog** **Minimum of 1 class set of networked computers:**	Create Learning Commons with integrated technology that includes both a physical and virtual space which encourages students to be actively involved in all aspects of their learning: to think	**Move towards library learning commons with websites, remote access, and 24/7 electronic resources** ● Create study areas for small groups ● Create spaces for remote collaboration via

	Minimum 15 computers for Jr. High **Minimum 25 computers for High School**	critically, be creative, collaborate with their peers, and communicate both in person and virtually. It gives students practice developing their digital footprint.	Google Hangout, Skype, etc.
#3 Student needs	***Incorporate-*** ***California Model Library Standards*** See appendix 1 ***Common Core State Standards*** ***Every Student Succeeds Act***	Provide students with access to a wide variety of reading material in a variety of formats, guidance to navigate and resource-based learning activities, practice locating, evaluating,and using information.	**Update library collections to provide students with a wide range of materials (see goal #1)** **Develop digital citizenship curriculum for students in all grade levels, collaborate with the curriculum department on this item. Implement curriculum outcomes and assess effectiveness annually.** ● Determine essential skills to be mastered at each grade level ● Use available resources such as Common Sense Media and Digital Driver's License for instruction **Teach digital citizenship to all students** ● District librarians will participate in lesson studies ● Create formative/summative assessment to

			monitor student progress
#4 Staffing needs	**1 full-time credentialed teacher librarian per every 785 students** **1 classified paraprofessional assistant full time 5 days a week at least 34 hours a week**	Teacher librarians should be able to focus on collaborating with content-area teachers to design resource based learning activities.	**Recommend reinstating full time library media technicians at each district library within implementation of the 5-year plan.**
#5 Program needs	**Provide programs to meet the ESSA goal of increasing reading motivation, performance, and frequency**	Provide collaboration with Public Librarians and community stakeholders, guest speakers, reading clubs, enriched activities, etc.	**District libraries are meeting this goal at present**

Appendix 1
CCSS aligned with Model School Library Standards

CCSS English Language Arts – Grade 7 and 8[1]	
No.	**Standard**
Reading Standards for Literature	
10	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.

	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. **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). 4.1.b Choose reading from a variety of genres (e.g., drama, fable, fairy tale, fantasy, folklore, essay, speech).
Reading Standards for Informational Text	
1	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. 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. **Model School Library Standards** 2.2.e Identify and assess evidence that supports ideas and concepts presented in audio and visual media.
7	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. **Model School Library Standards** 4.3.b Assess the process and the product created (audio, visual, or written piece of work).
10	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. **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).

Writing Standards	
6	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. 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. **Model School Library Standards** 1.3.e Understand and demonstrate appropriate use of "tags" for online resources. 3.3.a Use a variety of media to impart information, share opinions, and/or persuade an audiences (e.g., audio, video, written). 3.3.d Utilize online bibliography generation and tracking tools for research projects. 4.2.a Present information collaboratively through a written, audio or visual formats. 4.2.c Publish content online that is appropriate to the curriculum and personal interests.
7	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. 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. **Model School Library Standards** 1.1.a Recognize the need for specific information in preparing research reports and persuasive compositions and in delivering informative presentations. 1.2.a Establish a hypothesis, a position statement, or both. 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 by defining the topic, identifying key questions, keywords, and possible resources. 1.3.c Prioritize sources of information for efficient and effective use. 2.3.a Revise, add, or delete questions as the need for information changes. 2.3.b Modify the research plan as needed.
8	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. **Model School Library Standards**

	1.3.a Conduct multi-step information searches by 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 search 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 multiple sources for multiple topics)
	1.4.e Demonstrate effective note-taking, including citation references, quotations, 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 the consequences of inappropriate and illegal use of information
	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.

Speaking and Listening Standards	
1	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. 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. **Model School Library Standards** 3.1.c Participate in online classroom and/or library discussion groups.
4	Grade 7: Present claims and findings *(e.g., argument, narrative, response to literature presentations) (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.

Grade 8: Present claims and findings *(e.g., argument, narrative, response to literature presentations) (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.

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.

Language Standards	

4	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.
	    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 *or trace the etymology of words (CA added).*
	    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.
	    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 *or trace the etymology of words (CA added).*
	
	Model School Library Standards
	1.4.d Use a dictionary to learn the history of common words.

CCCS English Language Arts – Grades 9-10 and 11-12[2]	
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).

Reading Standards for Informational Text	
5	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).
	1. *Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents. (CA added)*
	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.
	1. *Analyze the use of text features (e.g., graphics, headers, captions) in public documents. (CA added)*
	Model School Library Standards
	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).
	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).
7	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.
	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.
	Model School Library Standards
	2.2.c Analyze media for purpose, message, accuracy, bias, and intended audience

	3.2.a Analyze information from multiple sources and identify complexities, discrepancies, and different perspectives of sources. 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. 3.3.b Analyze design elements of various kinds of media productions and identify media messages that have embedded points of view.
10	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. 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. **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.
Writing Standards	
6	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. 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. **Model School Library Standards** 3.3.c Identify capabilities and limitations of tools for organizing and using information. 3.3.d Produce media efficiently and appropriately to communicate a message to an audience. 4.2.e Organize personal digital information by using metadata, keywords, and tags.
	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	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 *including footnotes and endnotes. (CA added)*

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 *including footnotes and endnotes. (CA added)*

Model School Library Standards
1.3.a   Use a variety of search engines and licensed and free databases to locate appropriate information.
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 by 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 one's 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.

9	Grades 9-10: Draw evidence from literary or informational texts to support analysis, reflection, and research.
	    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.")
	
	Grades 11-12: Draw evidence from literary or informational texts to support analysis, reflection, and research.
	    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., *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.**[3]** 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.

	Reading Standards for Literacy in History/Social Studies – Grades 6-8
8	Distinguish among fact, opinion, and reasoned judgment in a text. **Model School Library Standards, Grades 7-8** 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.
9	Analyze the relationship between a primary and secondary source on the same topic. **Model School Library Standards, Grades 7-8** 2.2.f Evaluate information from visual media as a primary and secondary source, and distinguish the differences.
10	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently. **Model School Library Standards (same standard for grades 6 and 7-8)** 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).

	Reading Standards for Literacy in Science and Technical Subjects – Grades 6-8
1	Cite specific textual evidence to support analysis of science and technical texts. **Model School Library Standards, Grade 6** 3.2.a Analyze evidence to support a research question. **Model School Library Standards, Grades 7-8**

	3.2.a Evaluate evidence to support a proposition or proposal.
8	Distinguish among facts, reasoned judgment based on research finding, and speculation in a text. **Model School Library Standards, Grades 7-8** 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.
10	By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently. **Model School Library Standards (same standard for grades 6 and 7-8)** 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)

Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects – Grades 6-8	
6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. **Model School Library Standards, Grade 6** 3.3.a Choose an appropriate format to produce, communicate, and present information (e.g., written report, multimedia presentation, graphic presentation). **Model School Library Standards, Grades 7-8** 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. 3.3.b Create presentations using presentation software or multimedia online applications. 3.3.c Create presentations and documents that demonstrate proper citation and attribution of written, audio, and visual resources used.
7	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. **Model School Library Standards, Grade 6**

	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 or expanders to locate appropriate resources. 3.2.a Analyze evidence to support a research question. **Model School Library Standards, Grades 7-8** 1.1.a Recognize the need for specific information in preparing research reports and persuasive compositions and in delivering informative presentations. 1.2.a Establish a hypothesis, a position statement, or both. 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 by defining the topic, identifying key questions, key words, and possible resources. 1.3.c Prioritize sources of information for efficient and effective use. 2.3.a Revise, add, or delete questions as the need for information changes. 2.3.b Modify the research plan as needed.
8	Gather relevant information from multiple print and digital sources *(primary and secondary) CA added*, 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. **Model School Library Standards, Grade 6** 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, non-print, or digital) and organize those ideas for note-taking using techniques such as outlining, webbing, flowcharting, and so on. 2.2.c Explain the authority, timeliness, and/or accuracy of specific information resources 2.3.a Evaluate whether the information is sufficient to answer the question. **Model School Library Standards, Grades 7-8** 1.3.a Conduct multi-step information searches by 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 search 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 multiple sources for multiple topics) 1.4.e Demonstrate effective note-taking, including citation references, quotations, 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 the consequences of inappropriate and illegal use of information 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.
9	Draw evidence from informational texts to support analysis, reflection, and research. **Model School Library Standards, Grade 6** 2.1.b Analyze evidence to support research question. 2.1.c Identify unsupported statements in resources used.

Reading Standards for Literacy in History/Social Studies – Grades 9-10 and 11-12
1	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. 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. **Model School Library Standards**

	2.2.a Verify the authenticity of primary and secondary source information found online. 2.2.b Identify bias and prejudice in historical interpretations.
5	Grades 9-10: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. 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. **Model School Library Standards** 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).
9	Grades 9-10: Compare and contrast treatments of the same topic in several primary and secondary sources. 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. **Model School Library Standards** 3.2.a Analyze information from multiple sources and identify complexities, discrepancies, and different perspectives of sources.
10	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. 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. **Model School Library Standards, Grades 9-12** 4.1.a Independently read two million words annually, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.
Reading Standards for Literacy in Science and Technical Subjects – Grades 9-10 and 11-12	
7	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. **Model School Library Standards** 3.2.a Analyze information from multiple sources and identify complexities, discrepancies, and different perspectives of sources.

10	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.
	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.
	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.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects – Grades 9-10 and 11-12

6	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. 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
	Model School Library Standards 3.3.c Identify capabilities and limitations of tools for organizing and using information. 3.3.d Produce media efficiently and appropriately to communicate a message to an audience. 4.2.e Organize personal digital information by using metadata, keywords, and tags.7
7	Grade 9-10 and 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	Grade 9-10: Gather relevant information from multiple authoritative print and digital sources, *(primary and secondary) (CA added)* 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. 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. **Model School Library Standards** 1.3.a Use a variety of search engines and licensed and free databases to locate appropriate information. 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 by 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 one's 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.
9	Grades 9-10 and 11-12: Draw evidence from informational texts to support analysis, reflection, and research. **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.

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[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.

[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.

[3] 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.

CCSS English Language Arts – Grade 7 and 8[1]	
No.	**Standard**
Reading Standards for Literature	
10	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. 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. **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). 4.1.b Choose reading from a variety of genres (e.g., drama, fable, fairy tale, fantasy, folklore, essay, speech).
Reading Standards for Informational Text	
1	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. 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.

	Model School Library Standards 2.2.e Identify and assess evidence that supports ideas and concepts presented in audio and visual media.
7	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. **Model School Library Standards** 4.3.b Assess the process and the product created (audio, visual, or written piece of work).
10	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. **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).
Writing Standards	
6	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. 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. **Model School Library Standards** 1.3.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 Utilize online bibliography generation and tracking tools for research projects. 4.2.a Present information collaboratively through a written, audio or visual formats. 4.2.c Publish content online that is appropriate to the curriculum and personal interests.

7	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. 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. **Model School Library Standards** 1.1.a Recognize the need for specific information in preparing research reports and persuasive compositions and in delivering informative presentations. 1.2.a Establish a hypothesis, a position statement, or both. 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 by defining the topic, identifying key questions, key words, and possible resources. 1.3.c Prioritize sources of information for efficient and effective use. 2.3.a Revise, add, or delete questions as the need for information changes. 2.3.b Modify the research plan as needed.
8	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. **Model School Library Standards** 1.3.a Conduct multi-step information searches by 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 search 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 multiple sources for multiple topics) 1.4.e Demonstrate effective note-taking, including citation references, quotations, 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 the consequences of inappropriate and illegal use of information 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.

Speaking and Listening Standards	
1	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. 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. **Model School Library Standards** 3.1.c Participate in online classroom and/or library discussion groups.
4	Grade 7: Present claims and findings *(e.g., argument, narrative, response to literature presentations) (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. Grade 8: Present claims and findings *(e.g., argument, narrative, response to literature presentations) (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. **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.
Language Standards	
4	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. 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 *or trace the etymology of words (CA added)*.

	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. 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 *or trace the etymology of words (CA added)*. **Model School Library Standards** 1.4.d Use a dictionary to learn the history of common words.

CCCS English Language Arts – Grades 9-10 and 11-12[2]	
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).

Reading Standards for Informational Text	
5	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).
	    1. *Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents. (CA added)*
	
	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.
	    1. *Analyze the use of text features (e.g., graphics, headers, captions) in public documents. (CA added)*
	
	Model School Library Standards
	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).
	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).

7	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. 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. **Model School Library Standards** 2.2.c Analyze media for purpose, message, accuracy, bias, and intended audience 3.2.a Analyze information from multiple sources and identify complexities, discrepancies, and different perspectives of sources. 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. 3.3.b Analyze design elements of various kinds of media productions and identify media messages that have embedded points of view.
10	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. 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. **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.
Writing Standards	

| 6 | 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.

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.

Model School Library Standards
3.3.c   Identify capabilities and limitations of tools for organizing and using information.
3.3.d   Produce media efficiently and appropriately to communicate a message to an audience.
4.2.e   Organize personal digital information by using metadata, keywords, and tags. |
|---|---|
| | 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 | 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 *including footnotes and endnotes. (CA added)*

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 *including footnotes and endnotes. (CA added)*

Model School Library Standards
1.3.a   Use a variety of search engines and licensed and free databases to locate appropriate information.
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 by 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 one's 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.

9	Grades 9-10: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Grades 9-10: Draw evidence from literary or informational texts to support analysis, reflection, and research.
    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.")

Grades 11-12: Draw evidence from literary or informational texts to support analysis, reflection, and research.
    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., *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.**[3]** 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.

Reading Standards for Literacy in History/Social Studies – Grades 6-8	
8	Distinguish among fact, opinion, and reasoned judgment in a text. **Model School Library Standards, Grades 7-8** 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.
9	Analyze the relationship between a primary and secondary source on the same

	topic. **Model School Library Standards, Grades 7-8** 2.2.f Evaluate information from visual media as a primary and secondary source, and distinguish the differences.
1 0	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently. **Model School Library Standards (same standard for grades 6 and 7-8)** 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).

Reading Standards for Literacy in Science and Technical Subjects – Grades 6-8	
1	Cite specific textual evidence to support analysis of science and technical texts. **Model School Library Standards, Grade 6** 3.2.a Analyze evidence to support a research question. **Model School Library Standards, Grades 7-8** 3.2.a Evaluate evidence to support a proposition or proposal.
8	Distinguish among facts, reasoned judgment based on research finding, and speculation in a text. **Model School Library Standards, Grades 7-8** 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.
10	By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently. **Model School Library Standards (same standard for grades 6 and 7-8)** 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)

	Writing Standards for Literacy in History/Social Studies, Science and Technical Subjects – Grades 6-8
6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. **Model School Library Standards, Grade 6** 3.3.a Choose an appropriate format to produce, communicate, and present information (e.g., written report, multimedia presentation, graphic presentation). **Model School Library Standards, Grades 7-8** 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. 3.3.b Create presentations using presentation software or multimedia online applications. 3.3.c Create presentations and documents that demonstrate proper citation and attribution of written, audio, and visual resources used.
7	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. **Model School Library Standards, Grade 6** 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 or expanders to locate appropriate resources. 3.2.a Analyze evidence to support a research question. **Model School Library Standards, Grades 7-8** 1.1.a Recognize the need for specific information in preparing research reports and persuasive compositions and in delivering informative presentations. 1.2.a Establish a hypothesis, a position statement, or both. 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 by defining the topic, identifying key questions, key words, and possible resources. 1.3.c Prioritize sources of information for efficient and effective use. 2.3.a Revise, add, or delete questions as the need for information changes. 2.3.b Modify the research plan as needed.

8	Gather relevant information from multiple print and digital sources *(primary and secondary) CA added*, 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.

Model School Library Standards, Grade 6

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, non-print, or digital) and organize those ideas for note-taking using techniques such as outlining, webbing, flowcharting, and so on.

2.2.c Explain the authority, timeliness, and/or accuracy of specific information resources

   2.3.a   Evaluate whether the information is sufficient to answer the question.

Model School Library Standards, Grades 7-8

1.3.a   Conduct multi-step information searches by 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 search 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 multiple sources for multiple topics)

1.4.e   Demonstrate effective note-taking, including citation references, quotations, 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 the consequences of inappropriate and illegal use of information

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.
9	Draw evidence from informational texts to support analysis, reflection, and research. **Model School Library Standards, Grade 6** 2.1.b Analyze evidence to support research question. 2.1.c Identify unsupported statements in resources used.

Reading Standards for Literacy in History/Social Studies – Grades 9-10 and 11-12	
1	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. 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. **Model School Library Standards** 2.2.a Verify the authenticity of primary and secondary source information found online. 2.2.b Identify bias and prejudice in historical interpretations.
5	Grades 9-10: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. 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. **Model School Library Standards** 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).
9	Grades 9-10: Compare and contrast treatments of the same topic in several primary and secondary sources. 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. **Model School Library Standards** 3.2.a Analyze information from multiple sources and identify complexities,

	discrepancies, and different perspectives of sources.
10	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. 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. **Model School Library Standards, Grades 9-12** 4.1.a Independently read two million words annually, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.

Reading Standards for Literacy in Science and Technical Subjects – Grades 9-10 and 11-12

7	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. **Model School Library Standards** 3.2.a Analyze information from multiple sources and identify complexities, discrepancies, and different perspectives of sources.
10	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. 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. **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.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects – Grades 9-10 and 11-12

6	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. 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 **Model School Library Standards** 3.3.c Identify capabilities and limitations of tools for organizing and using information.

	3.3.d Produce media efficiently and appropriately to communicate a message to an audience. 4.2.e Organize personal digital information by using metadata, keywords, and tags.7
7	Grade 9-10 and 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	Grade 9-10: Gather relevant information from multiple authoritative print and digital sources, *(primary and secondary) (CA added)* 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. 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. **Model School Library Standards** 1.3.a Use a variety of search engines and licensed and free databases to locate appropriate information. 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 by 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 one's 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.
9	Grades 9-10 and 11-12: Draw evidence from informational texts to support analysis, reflection, and research. **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.

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[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.

[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.

[3] 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.