The Model Curriculum for Learners in Pennsylvania School Libraries
PA Academic Standards for which School Librarians Take Primary Responsibility
*PA Academic Standards School Librarians Share with Classroom Teachers

There are Pennsylvania Academic Standards for which school librarians can take primary teaching and assessing responsibility as well as Pennsylvania Academic Standards for which school librarians can share teaching and assessment responsibility with classroom teachers.

These PA Academic Standards are:

- CC.1. English Language Arts: Grade Bands PK-5 and 6-12
- CC.3. Reading and Writing in Science and Technology/Technical Subjects, Grade Bands 6–12
- CC.8. Reading and Writing in History and Social Studies, Grade Bands 6–12
- 13. Career Education and Work Academic Standards
- 15. Business, Computer, and Information Technology, Grade Bands PK–12
- The Pennsylvania Career Ready Skills Continuum

Strands printed in black are those for which school librarians can take **primary responsibility**.

Strands printed in **blue and marked with an asterisk (*)** are those for which **school librarians and classroom teachers can share responsibility.**

CC.1. English Language Arts
Grade Bands PK-12

CC.1.1 Foundational Skills	Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.	
CC Standard	Strand	Grade Bands
CC.1.1.A	Book Handling Skills: Practice handling books	PK-K

CC.1.2 Reading Informational Text	Students read, understand and respond to informational text–with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
CC Standard	Strand	Grade Bands
CC.1.2.D	Craft and Structure: Understand different points of view	3–12
CC.1.2.E	Craft and Structure: Use text features and analyze text structure	PK–3
CC.1.2.G	Integration of Knowledge and Ideas: Understand and use diverse media	PK–12
CC.1.2.H	Integration of Knowledge and Ideas: Evaluate points of view and arguments	K–12
*CC.1.2.L	Range of Reading: Read and comprehend informational text and literary nonfiction	PK–12

CC.1.3 Reading Literature	Students read, understand and respond to works of literature--with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
CC Standard	**Strand**	**Grade Bands**
CC.1.3.D	Craft and Structure: Text Structure: Determine author purpose and points of view	PK–K
CC.1.3.E	Craft and Structure: Text Structure: Recognize stories and information	PK–1
CC.1.3.G	Integration of Knowledge and Ideas: Connect text and illustrations in stories	PK–2
CC.1.3.H	Integration of Knowledge and Ideas: Compare characters in stories	PK–2
*CC.1.3.K	Range of Reading: Read and comprehend literature	PK–12

CC.1.4 Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
CC Standard	**Strand**	**Grade Bands**
CC.1.4.I	Opinion/Argumentative Content: Support opinion based on evidence	K–12
CC.1.4.S	Respond to Literature: Draw evidence from text	3–12
CC.1.4.U	Technology/Publication: Use technology to produce and publish	K–12
CC.1.4.V	Conducting Research: Conduct a research project (See also 15.3.c Foundations of Communication: Create a Research Paper)	PK–12
CC.1.4.W	Credibility, Reliability, and Validity of Sources: Recall and gather information	PK–12

CC.1.5 Speaking and Listening	Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
CC Standard	**Strand**	**Grade Bands**
CC.1.5.B	Comprehension of Text and Collaboration: Listen, question, determine main ideas, and summarize	PK–5
CC.1.5.C	Comprehension and Collaboration: Interpret, analyze, and integrate information from diverse media sources	6–12
CC.1.5.F	Integration of Knowledge and Ideas: Add multimedia to presentations	1–12

CC.3 Reading and Writing in Science and Technology/Technical Subjects
Grade Bands 6-12

CC.3.5 Reading Informational Text	Students read, understand, and respond to informational text–with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
CC Standard	**Strand**	**Grade Bands**
CC.3.5.A	Key Ideas and Details: cite textual evidence to support analysis	6–12
CC.3.5.G	Integration of Knowledge and Ideas: Integrate quantitative and/or technical information into text and other media formats	6–12
CC.3.5.H	Integration of Knowledge and Ideas: Assess evidence and conclusions drawn from evidence	6–12

CC.3.6 Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
CC Standard	**Strand**	**Grade Bands**
*CC.3.6.E	Production and Distribution of Writing: Use technology to produce and publish	6–12
CC.3.6.F	Research to Build and Present Knowledge: Conduct research projects	6–12
CC.3.6.G	Research to Build and Present Knowledge: Gather relevant information from multiple sources	6–12
CC.3.6.H	Research to Build and Present Knowledge: Draw evidence from informational texts to support analysis, reflection, and research	6–12

CC.8 Reading and Writing in History and Social Studies
Grade Bands 6 – 12

CC.8.5 Reading Informational Text	Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
CC Standard	**Strand**	**Grade Bands**
CC.8.5.A	Key Ideas and Details: Cite specific textual evidence	6–12
CC.8.5.G	Integration of Knowledge and Ideas: Integrate information in a variety of formats into analysis	6–12
CC.8.5.H	Integration of Knowledge and Ideas: Assess evidence to support an author's premises	6–12
CC.8.5.I	Integration of Knowledge and Ideas: Analyze information in primary and secondary sources	6–12

CC.8.6 Writing	Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	
CC Standard	**Strand**	**Grade Bands**
*CC.8.6.E	Production and Distribution of Writing: Use technology to Produce and Publish	6–12
CC.8.6.F	Research to Build and Present Knowledge: Conduct research to answer a question	6–12
CC.8.6.G	Research to Build and Present Knowledge: Gather relevant information from multiple sources	6–12
CC.8.6.H	Research to Build and Present Knowledge: Draw information from informational texts to support analysis, reflection, and research	6–12

13. Career Education and Work Academic Standards
Grades 3, 5, 8, 11

13.1.F	Career Awareness and Preparation	
Standard	**Strand**	**Grades**
*13.1.F.3	Explore how people prepare for careers	3
*13.1.F.5	Investigate people's rationales for making career decisions	5
*13.1.F.8	Analyze the relationships of school subjects, extracurricular activities, and community experiences to career preparation	8
*13.1.F.11	Analyze the relationship between career choices and career preparation opportunities	11

13.2.B	Career Acquisition (Getting a Job)	
Standard	**Strand**	**Grades**
13.2.B.3	Discuss resources available in researching job opportunities such as, but not limited to Internet, magazines and newspapers	3
13.2.B.5	Identify and review resources available in researching job opportunities, such as, but not limited to, Internet, magazines, and newspapers	5
13.2.B.8	Evaluate resources available in researching job opportunities, such as, but not limited to Career Links, Internet (i.e., O-NET), networking, newspapers, professional associations, and resource books (i.e., Occupational Outlook Handbook, PA Career Guide)	8
13.2.B.11	Apply research skills in searching for a job (Career Links, Internet, i.e., O-NET, networking, newspapers, professional associations, and resource books, i.e., Occupational Outlook Handbook and PA Career Guide)	11

13.3.G	Career Retention and Advancement	
Standard	**Strand**	**Grades**
*13.3.G.3	Define and describe the importance of lifelong learning	3
*13.3.G.5	Describe how personal interests and abilities impact lifelong learning	5
*13.3.G.8	Identify formal and informal lifelong learning opportunities that support career retention and advancement	8
*13.2.B.11	Evaluate the impact of lifelong learning on career retention and advancement	11

15. Business, Computer, and Information Technology
Grade Bands PK-12

15.3	Communication	
PA Academic Standard	**Strand**	**Grade Bands**
15.3.A	Foundations of Communication: Create a work product with a variety of formats (See ELA CC.1.4.T)	3-12
15.3.C	Foundations of Communication: Create a research project (See also CC.1.4.V Conducting Research)	12
15.3.E	Foundations of Communication: Select appropriate print and electronic resources to meet a need	3–12
15.3.I	Foundations of Communication: Note-taking and questioning skills	3-8
*15.3.I	Foundations of Communication: Synthesize information from multiple sources	9–12
15.3.M	Etiquette: Apply and demonstrate proper etiquette when using technology	PK–12
15.3.T	Electronic Communication: Explain and apply the rules of digital citizenship	PK–12
15.3.W	Electronic Communication: Use electronic communication when collaborating with peers	6–12

15.4	Computer and Information Technologies	
PA Academic Standard	**Strand**	**Grade Bands**
15.4.B	Digital Citizenship: Demonstrate ethical, safe, and social behaviors of digital citizenship	PK-12
*15.4.K	Digital Media: Create digital media	PK–12
15.4.L	Technology Research: Evaluate the accuracy and potential bias of online sources, including websites	PK–12

The Pennsylvania Career Ready Skills Continuum (CRSC)

A	Self-Awareness and Self-Management	
CRSC	**Strand**	**Grade Band**
A	Advocate for oneself in education, employment, and within the community.	9-12
A	Analyze adverse situations for the purpose of identifying and selecting healthy coping skills.	9-12
A	Explain to others one's own strengths, needs, and preferences specific to a context.	6-8
A	Identify and select coping skills relevant to adverse situations.	6-8
A	Identify one's own strengths, needs, and preferences.	1-5
A	Select coping skill strategies response to adverse situations.	1-5
A	Demonstrate awareness of self and one's own preferences.	PK-K
A	Distinguish between situations that elicit positive or negative feelings.	PK-K

B	Social Problem-Solving Skills	
CRSC	**Strand**	**Grade Band**
B	Establish pro-social relationships to support self and others.	9-12
B	Explain how you situate yourself in a diverse community.	9-12
B	Select expressive communication strategies specific to context.	9-12
B	Evaluate a situation to identify skills and strategies to prevent and resolve conflicts.	9-12
B	Explain how empathy and perspective taking foster relationship building.	6-8
B	Interact with others demonstrating respect, cooperation, and acceptance.	6-8
B	Explain how expressive communication strategies can affect others.	6-8

B	Identify conflict resolution skills to deescalate, diffuse, and resolve differences.	6-8
B	Explain ways to establish relationships that are positive and supportive of others.	1-5
B	Demonstrate respect for the uniqueness of others.	1-5
B	Select and utilize expressive communication strategies with an understanding of its effect on others.	1-5
B	Identify multiple ways to solve conflicts and practice solving problems.	1-5
B	Interact in pro-social ways with peers and adults.	PK-K
B	Identify similarities and differences between self and others.	PK-K
B	Engage in reciprocal communication with peers and adults.	PK-K
B	Recognize that conflict occurs and identify ways to respond.	PK-K

C	Establishing and Maintaining Relationships	
CRSC	Strand	Grade Band
C	Evaluate how societal conventions may influence the perspectives of individuals.	9-12
C	Analyze various perspectives on a situation.	6-8
C	Respond to others given a sense of the others' point of view.	1-5
C	Recognize and respond to the feelings of others.	PK-K