Making Connections:

AAPS Libraries and Common Core State Standards

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King Elementary * Nov. 8, 2011 * 8:45 – 9:45am

School Libraries:
What's Now, What's Next,
What's Yet to Come

Edited by
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Foreword by R. David Lankes

SLIDES:
bit.ly/kristinf

eBOOK:
http://smashwords.com/
books/view/96705

We are getting rid of GLCEs and HSCEs and going toward the Common Core State Standards.

New Tests Coming 2014-2015.

What Does This Mean for School Librarians?

Word on the street is ...

CHANGE
OR DIE

Wait a minute.
Let's back up.

Figure 1: U.S. 15-Year-Old Performance Compared with Other Countries

Programme for International Student Assessment (PISA)

Source: Organisation for Economic Co-Operation and Development and U.S. Department of Education.

🔵 Average is measurably higher than the U.S.
🔵 Average is measurably lower than the U.S.

Mathematics (2006)			Science (2006)			Reading (2003)			Problem Solving (2003)		
Rank		Score	Rank		Score	Rank		Score	Rank		Score
1	Finland	548	1	Finland	563	1	Finland	543	1	Korea	550
2	Korea	547	2	Canada	534	2	Korea	534	2	Finland	548
3	Netherlands	531	3	Japan	531	3	Canada	528	3	Japan	547
4	Switzerland	530	4	New Zealand	530	4	Australia	525	4	New Zealand	533
5	Canada	527	5	Australia	527	5	New Zealand	522	5	Australia	530
6	Japan	523	6	Netherlands	525	6	Ireland	515	6	Canada	529
7	New Zealand	522	7	Korea	522	7	Sweden	514	7	Belgium	525
8	Belgium	520	8	Germany	516	8	Netherlands	513	8	Switzerland	521
9	Australia	520	9	United Kingdom	515	9	Belgium	507	9	Netherlands	520
10	Denmark	513	10	Czech Republic	513	10	Norway	500	10	France	519
11	Czech Republic	510	11	Switzerland	512	11	Switzerland	499	11	Denmark	517
12	Iceland	506	12	Austria	511	12	Japan	498	12	Czech Republic	516
13	Austria	505	13	Belgium	510	13	Poland	497	13	Germany	513
14	Germany	504	14	Ireland	508	14	France	496	14	Sweden	509
15	Sweden	502	15	Hungary	504	15	United States	495	15	Austria	506
16	Ireland	501	16	Sweden	503	16	Denmark	492	16	Iceland	505
17	France	496	17	Poland	498	17	Iceland	492	17	Hungary	501
18	United Kingdom	495	18	Denmark	496	18	Germany	491	18	Ireland	498
19	Poland	495	19	France	495	19	Austria	491	19	Luxembourg	494
20	Slovak Republic	492	20	Iceland	491	20	Czech Republic	489	20	Slovak Republic	492
21	Hungary	491	21	United States	489	21	Hungary	482	21	Norway	490
22	Luxembourg	490	22	Slovak Republic	488	22	Spain	481	22	Poland	487
23	Norway	490	23	Spain	488	23	Luxembourg	479	23	Spain	482
24	Spain	480	24	Norway	487	24	Portugal	478	24	United States	477
25	United States	474	25	Luxembourg	486	25	Italy	476	25	Portugal	470
26	Portugal	466	26	Italy	475	26	Greece	472	26	Italy	469
27	Italy	462	27	Portugal	474	27	Slovak Republic	469	27	Greece	448
28	Greece	459	28	Greece	473	28	Turkey	441	28	Turkey	408
29	Turkey	424	29	Turkey	424	29	Mexico	400	29	Mexico	384
30	Mexico	406	30	Mexico	410						
OECD average		498	OECD average		500	OECD average		494	OECD average		500

What Common Core Is

"As specified by CCSSO and NGA, the standards are

1. Research and evidence based,
2. Aligned with college and work expectations,
3. Rigorous,
4. Internationally benchmarked."

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, p.3

What Common Core Is

– A project of **CCSSO** and **National Governors' Association**

– Endorsed at some level by all states but **Texas** and **Alaska**

– **Standards** that students should meet by the end of various grade levels

– An effort to make **learning outcomes** more consistent across regions/states, especially for transient students

– **Exit outcomes: what** you teach to; what **students should achieve**

– Applicable to **ELLs** and **students with disabilities**

– **ELA** and **Math;** other subjects to come

What Common Core Isn't

– NOT a USDOE project

– NOT nationwide (but close)

– NOT 100% of a local curriculum (85/15)

– NOT new national standards

– NOT national curriculum (or any kind of curriculum, for that matter)

What Common Core Isn't

– NOT a prescription for how to teach

– NOT an endorsement of any particular pedagogical style

– NOT a mandate of who must teach the skills

– NOT a national test

– NOT a required reading list

"Michigan signed on as a governing state with the **SMARTER Balanced Assessment** Consortium which applied for and received federal funds to develop a series of formative, interim, and summative assessments based on the CCR-CCSS.

"New summative assessments are scheduled to **replace the MEAP and MME in the spring of 2015.**"

The Same ... But Different

**Michigan Content Expectations / Common Core
State Standards Crosswalks**

- Mathematics
  - Kindergarten Mathematics Crosswalk
  - 1st Grade Mathematics Crosswalk
  - 2nd Grade Mathematics Crosswalk
  - 3rd Grade Mathematics Crosswalk
  - 4th Grade Mathematics Crosswalk
  - 5th Grade Mathematics Crosswalk
  - 6th Grade Mathematics Crosswalk
  - 7th Grade Mathematics Crosswalk
  - 8th Grade Mathematics Crosswalk
  - High School Mathematics Crosswalk
- English Language Arts (ELA)
  - ELA Unit Framework
  - K-2 ELA Crosswalk
  - 3-5 ELA Crosswalk
  - 6-8 ELA Crosswalk
  - 6-12 Content Area Literacy Crosswalk
  - 9-CCR ELA Crosswalk

http://www.michigan.gov/mde/0,1607,7-140-6530_30334_51042-232021--,00.html

COMMON CORE STATE STANDARDS **K-2**

A Crosswalk to the Michigan Grade Level Content Expectations

Introduction

In June 2010, the Michigan State Board of Education adopted the Common Core State Standards (CCSS) as the state standards for mathematics and English Language Arts. The complete CCSS standards document can be found at www.michigan.gov/k-12 by clicking the Common Core State Standards Initiative link.

Districts are encouraged to begin the transition of instruction to the new standards as soon as possible to prepare all students for career and college. New assessments based on the CCSS will be implemented in 2014-2015. More information about Michigan's involvement in the CCSS initiative and development of common assessments can be found at www.michigan.gov/k-12 by clicking the Common Core State Standards Initiative link.

The CCSS for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (ELA) are organized by College and Career Readiness (CCR) Anchor Standards. Three appendices accompany the ELA CCSS (see below for ELA CCSS organization and key features). The attached documents (K-2, 3-5, 6-8) provide alignment models for Michigan's current ELA Grade Level Content Expectations (GLCE) to the ELA CCSS, in order to assist with transition to instruction and assessment based on the CCSS.

It is anticipated that this initial work will be supported by clarification documents developed at the local and state level, including documents from national organizations and other groups. These documents are intended as a conversation starter for educators within and across grades. While curriculum revisions will be guided by local curriculum experts, ultimately the alignment is implemented at the classroom level. Educators will need to unfold these standards in order to compare them to current classroom practice and identify adjustments to instruction and materials that support the depth of understanding implicit in these new standards.

The ELA GLCE and CCSS alignment documents (K-2, 3-5, and 6-8) are organized by the grade-specific CCSS. There is not an attempt to show one-to-one correspondence between GLCE expectations and the CCSS. Rather, the attached documents provide models for the transition from GLCE-based curriculum to instruction and assessment aligned with the CCSS.

Kindergarten	Grade 1	Grade 2	Michigan GLCE
3. With prompting and support, identify characters, settings, and major events in a story. **R.NT.00.03** **R.NT.01.03** **R.NT.02.03** **R.CM.00.02** **R.MT.00.01**	3. Describe characters, settings, and major events in a story, using key details. **R.NT.01.03** **R.NT.01.04** **R.NT.01.05** **R.CM.01.02**	3. Describe how characters in a story respond to major events and challenges. **R.NT.02.03** **R.NT.03.03** **R.CM.02.02**	**R.NT.00.03** discuss setting, characters, and events in narrative text. **R.NT.01.03** identify problem/solution, sequence of events, and sense of story (beginning, middle, and end). **R.NT.02-03.03** identify and describe characters' **2** - actions and motivations, setting (time and place), problem/solution, and sequence of events. **3** – thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable). **R.NT.01.04** identify how authors/illustrators use literary devices including illustrations to support story elements and transitional words including before, after, now, and finally to indicate a sequence of events and sense of story. **R.NT.01.05** respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding. **R.CM.00-02.02** retell up to three events from familiar text using their own words or phrasing. **1** - retell in sequence up to three important ideas and details of familiar simple oral and written text. **2** - retell in sequence the major idea(s) and relevant details of grade-level narrative and informational text. **R.MT.00.01** self-monitor comprehension when reading or listening to familiar text by using simple strategies to increase comprehension including making credible predictions based on illustrations.
Craft and Structure			
4. Ask and answer questions about unknown words in a text. **R.NT.00.04** **R.NT.01.04** **R.WS.00.08**	4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. **R.NT.02.02** **R.NT.02.04** **R.WS.01.10**	4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. **R.NT.04.02** **W.GN.02.02** **W.GN.03.02** **R.CS.02.01** **R.WS.02.11**	**R.NT.00.04** identify how authors/illustrators use literary devices including pictures and illustrations to support the understanding of settings and characters. **R.NT.01.04** identify how authors/illustrators use literary devices including illustrations to support story elements and transitional words including before, after, now, and finally to indicate a sequence of events and sense of story. **R.NT.02.04** identify and explain how authors/illustrators use literary devices including illustrations and titles to depict major story events, and comparisons including metaphors or similes to reveal characters' thoughts and actions. **R.NT.02.02** identify and describe the basic elements and purpose of a variety of narrative genre including poetry, fantasy, legends, and drama. **R.NT.04.02** identify and describe the structure, elements, and purpose of a variety of narrative genre including poetry, myths, legends, fantasy, and adventure. **W.GN.02.02** approximate poetry based on reading a wide variety of grade-appropriate poetry.
5. Recognize common types of texts (e.g., storybooks, poems). **R.NT.00.02**	5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. **R.IT.01.01** **R.IT.01.02** **R.IT.01.03** **R.NT.01.02**	5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. **R.NT.04.02** **R.NT.01.03** R.NT.02.03	**R.NT.00-01.02** identify the basic form and purpose of a variety of narrative genre including **K** - stories, nursery rhymes, poetry, and songs. **1** - and describe ... realistic fiction, fantasy, and folktales. **R.NT.04.02** identify and describe the structure, elements, and purpose of a variety of narrative genre including poetry, myths, legends, fantasy, and adventure. **R.NT.01.03** identify problem/solution, sequence of events, and sense of story (beginning, middle, and end). **R.IT.01.01** identify and describe the basic form, features, and purpose of a variety of informational genre including simple "how-to" books, science and social studies magazines. **R.IT.01.02** discuss informational text patterns including descriptive, sequential, and enumerative.; **R.IT.01.03** explain how authors use text features including headings, titles, labeled photographs, and illustrations to enhance the understanding of key and supporting ideas.

Read the Common Core State Standards

>> English Language Arts Standards   >> Mathematics Standards

Download the Standards:

📄 Introduction to the Common Core State Standards

📄 Application of the Standards for English Language Learners

📄 Application to Students with Disabilities

📄 Common Core State Standards for English Language Arts & Literacy in History/Social (66p.) Studies, Science, & Technical Subjects

📄 English Language Arts Appendix A   Explanations & Research (43 p.)

📄 English Language Arts Appendix B   Text Exemplars; Sample Performance Tasks (183 p.)

📄 English Language Arts Appendix C   Student Work (really, really good work – 107p.)

📄 Common Core State Standards for Mathematics

📄 Mathematics Appendix A

http://corestandards.org/the-standards

Masteryconnect.com
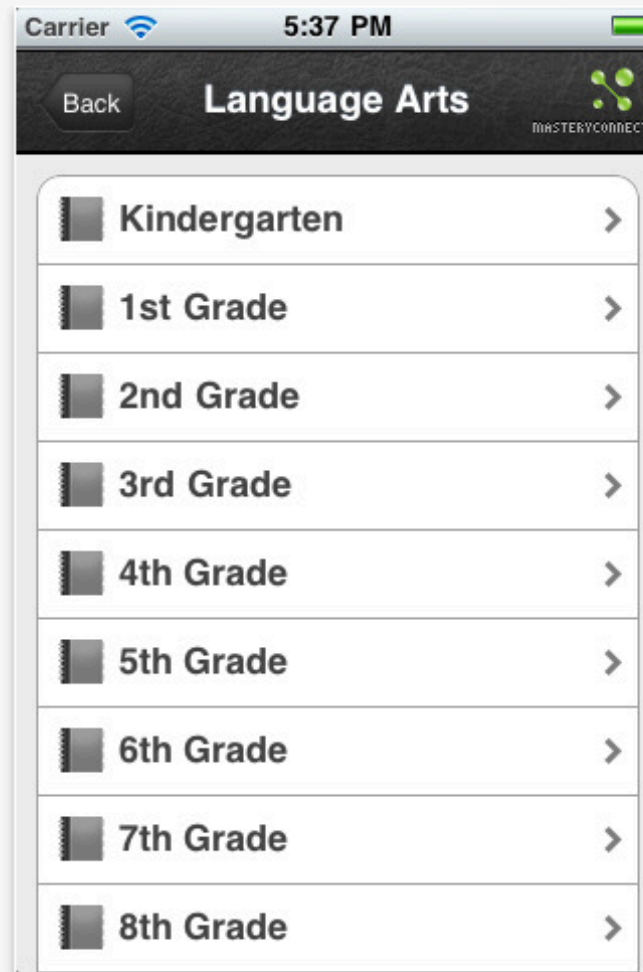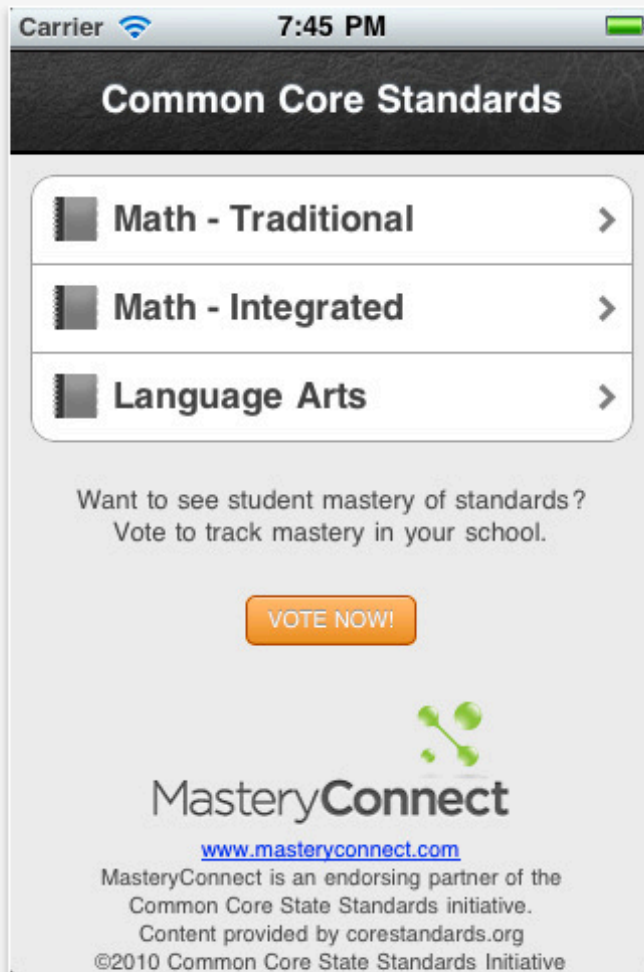
Our Focus Today:
Common Core ELA (not math)

ELA overview

- Not restricted to English classrooms
  - mandates that instruction in reading, writing, speaking, listening, and language is a shared responsibility
  - Opportunity for librarians!
- High recommendation to use classic myths, Shakespeare, foundational US documents
- ELA Common core *recommends* content but does not require any particular anthology or core texts

Reading (Literature)

Reading (Info Text)

Foundational Skills

Writing

Speaking and Listening

Language (Conventions, Grammar)

Reading
(Literature)

Reading
(Info Text)

Language
(Conventions,
Grammar)

Foundational
Skills

Speaking and
Listening

Writing
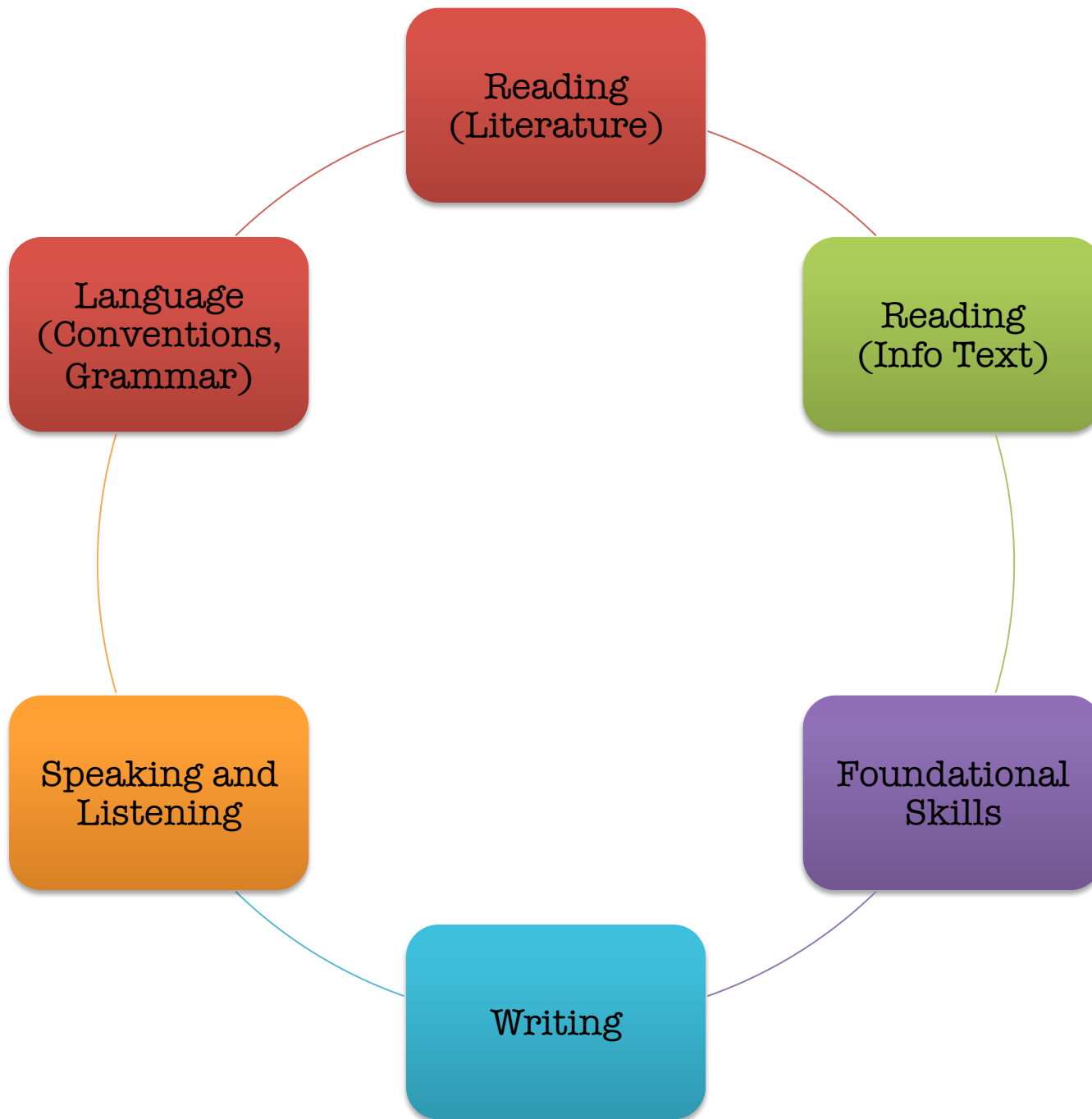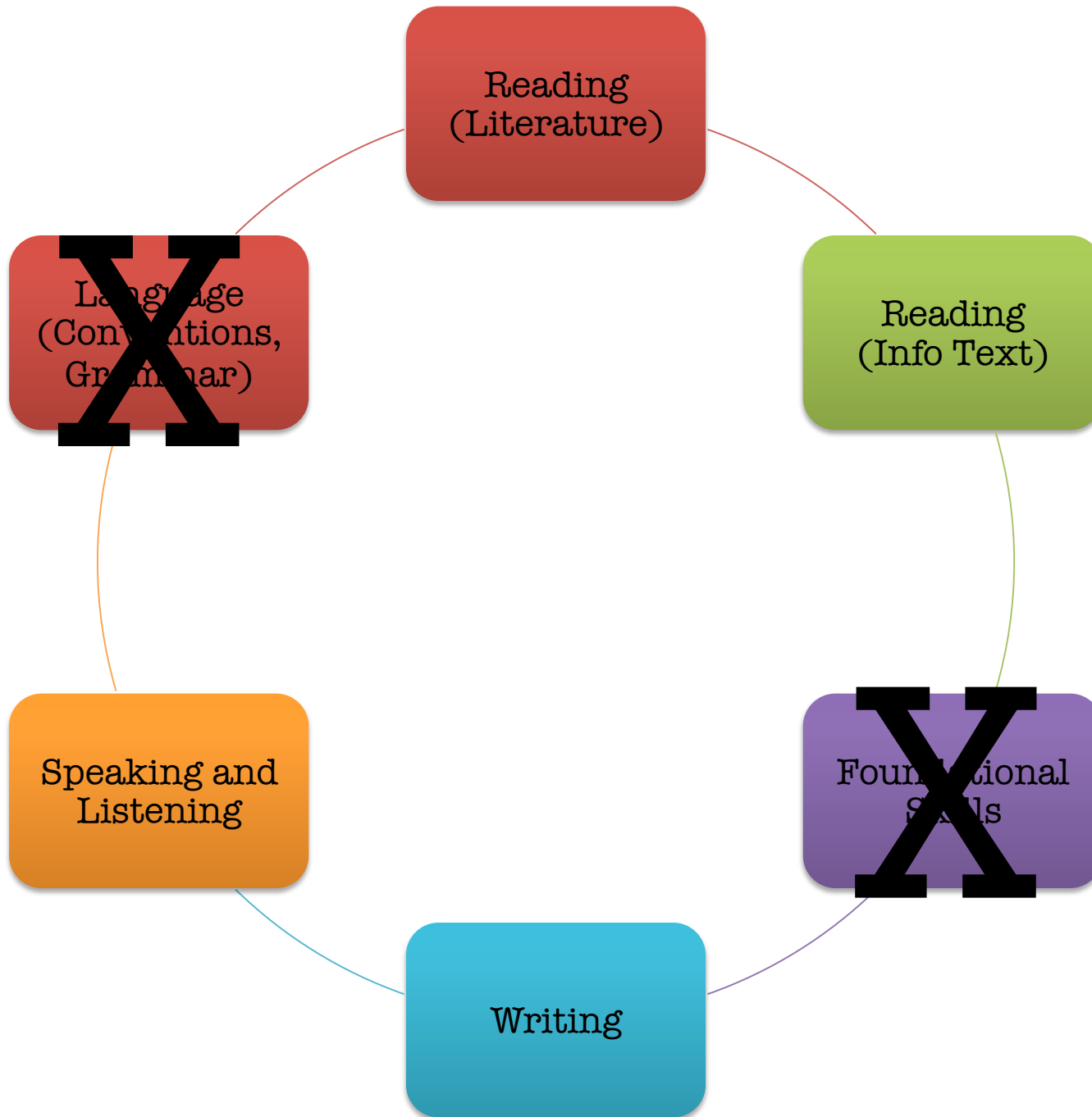
Reading (Literature)

K-5

- Relationships between elements/texts
- Retelling and description
- Elements of genres
- Key ideas and details
- Craft and structure
- Group reading
- Point of view

6-12

- Evidence to support ideas/analysis
- How format impacts story (e.g., movie vs. book)
- Multiple interpretations
- Figurative meaning
- How form impacts meaning
- Point of view

Reading (Informational Text)

K-5

- Elements of print
- Compare and contrast between texts, characters, etc.
- Pull together information from several texts
- Interpret charts, graphs, etc.
- Main idea/details
- Relationships between illustrations and text
- Who/What/When/Where/Why/How

6-12

- Text complexity
- Evidence to support analysis
- Multiple word meanings in context
- Point of view / purpose
- Comparing multiple formats of a text

Writing

K-5

- Informative/ explanatory texts
- Research projects (beginning in K)
- Opinion pieces
- Editing/revision
- Narratives
- Short and long pieces

6-12

- Arguments w/supporting claims
- Informative/explanatory texts of increasing complexity
- Production and distribution, including digital publishing
- **Short and extended** research projects
- Narratives of increasing complexity

Speaking and Listening

K-5

- Create audio recordings
- Present reports
- "Collaborative conversations"
- Ask questions
- Share ideas

6-12

- Present knowledge and ideas
- "Collaborative conversations"

Literary Text Types

K-5

- Stories
  - Adventure, folktales, legends, fables, fantasy, realistic fiction, myth
- Drama
  - Staged dialogue and "brief familiar scenes"
- Poetry
  - Nursery rhymes, narrative poems, limerick, free verse

6-12

- Stories
  - "Subgenres" of stories from K-5
  - Science fiction
  - Allegories, parodies, satire
  - Graphic novels (hmmm)
- Drama
  - One-acts, multi-acts
  - Written and in film (hmm)
- Poetry
  - "Subgenres of narrative poems"
  - Lyrical poems
  - Free verse poems
  - Sonnets, odes, ballads, epics

Info Text Types

K-5

- Biographies
- Autobiographies (ummm)
- Books about content areas:
  – History/social studies
  – Science
  – Arts
  – Technical text, including:
    - Directions
    - Forms
    - Graphs, charts, maps
  – Includes digital resources

6-12

- Personal essays
- Speeches
- Opinion pieces
- Essays about art or lit
- Biographies (but not autobio ... hmmm
- Memoir (but not autobio!)
- Journalism
- Historical, scientific, technical, or economic accounts
- Includes digital sources

The Three Appendices: Key Ideas for Librarians

- Appendix B: Key Reads for Librarians
  - Text Exemplars (check your collection?)
  - Sample Performance Tasks (the, "Oh, c---" moment)

The Three Appendices: Key Ideas for Librarians

- Appendix C: Student Writing Samples
  - By really, really, unbelievably good writers
  - Suspicion: low urban/rural representation
    - Going to Disneyland
    - Horseback riding lessons

The Three Appendices: Key Ideas for Librarians

- Appendix C: Student Writing Samples
  - By really, really, unbelievably good writers
  - Suspicion: low urban/rural representation
    - Going to Disneyland
    - Horseback riding lessons **at camp**

This informative report was produced in class.

1-28-02

My Big Book
About Spain

By ████████ ████

Spain's

map

Spain is in Europe. Spain is loacted in the south western tip of Europe. Europe is a far away place from here. Spain has alot of fiestas. In some of the fiestas they make mask and make special food too. Spian has ball fights and I would want to see one. I think Spian looks like a unside down hat. In
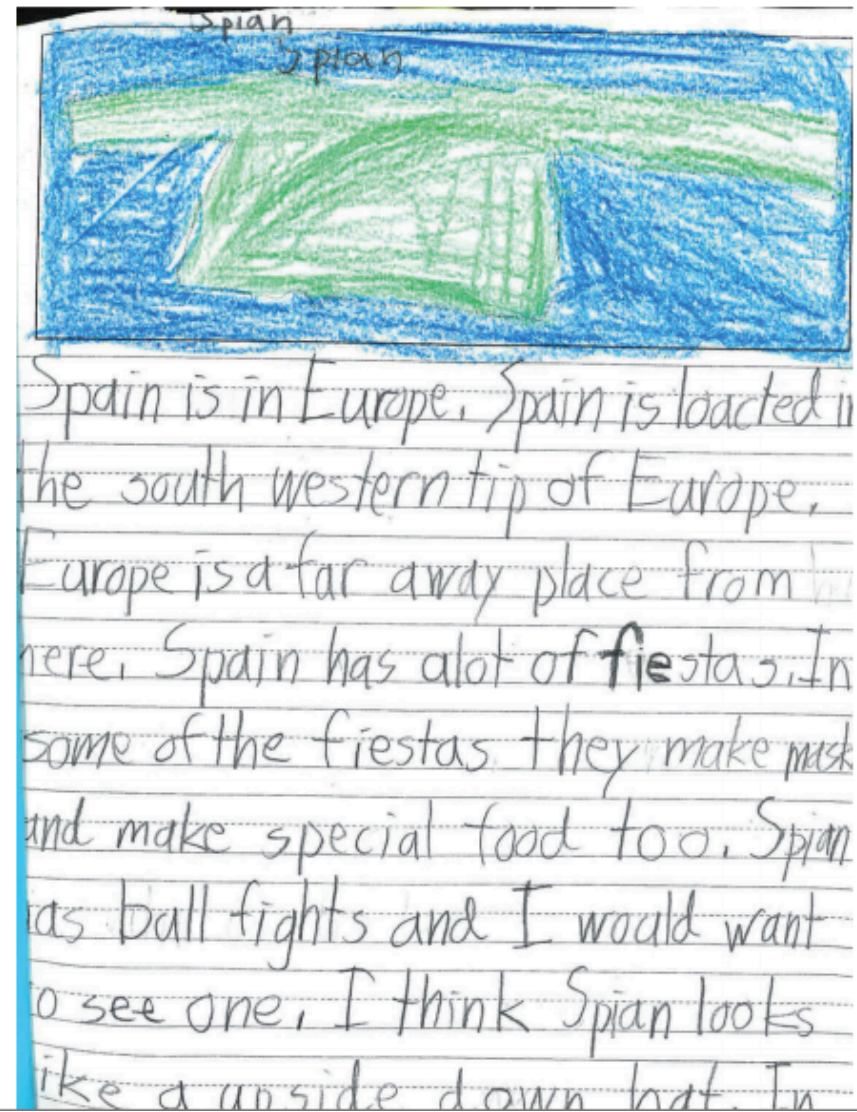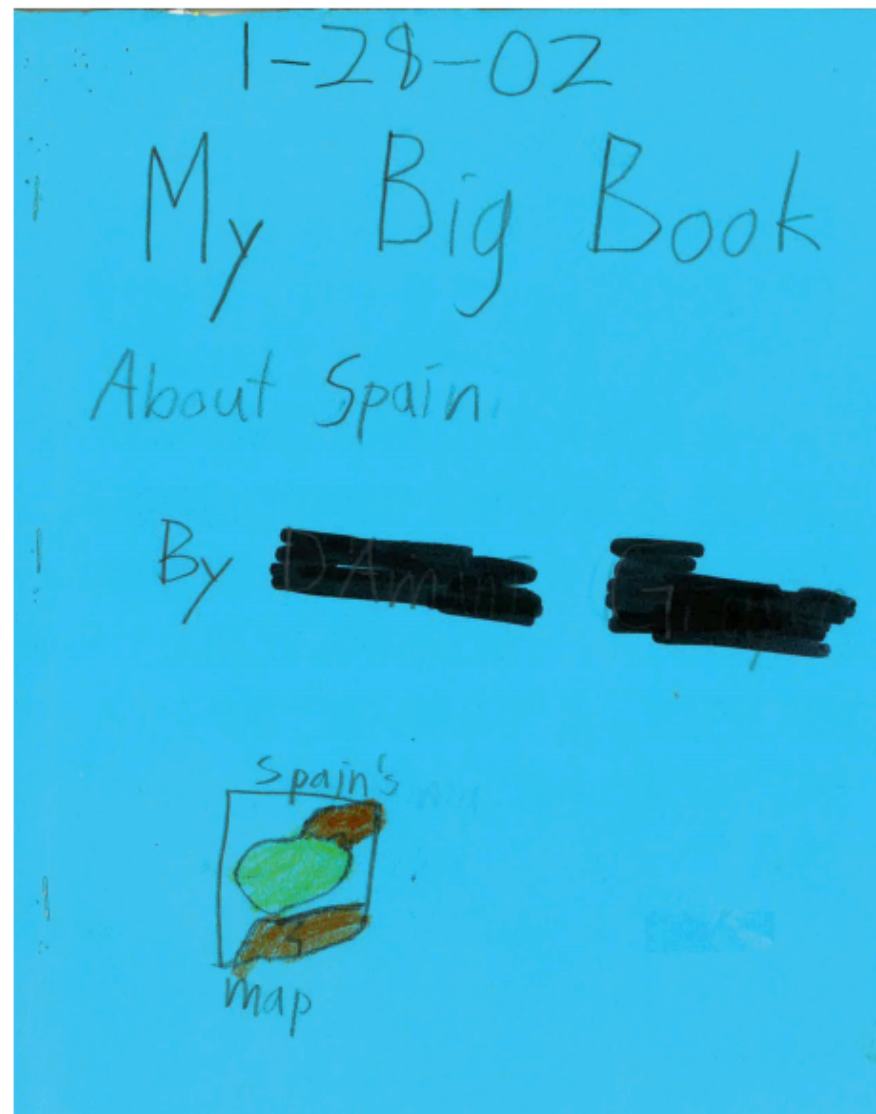
- Appendix C, Page 11

A Geographical Report

My report is on a very rare and unique wetland that many people do not even know exists. They occur only in a few places around the world.

My topic is created by a specific geographical condition. Vernal pools in San Diego occur only on the local mesas and terraces, where soil conditions allow, but these are the ideal place for much of the city's urban and agricultural development. Is it possible to find a balance between the two conflicting purposes of expansion and preservation?

This raises an interesting question; how can you establish vernal pools being thought of as a geographical asset?

METHODS

To answer my question I had to get information on vernal pools: what they are, where they are, and how they are a sensitive natural habitat. Then I needed to examine how city expansion is affecting vernal pools, and if it is apt to continue. I needed to know what the City thinks about the problem and what they are planning to do.

First I looked for any information available on vernal pools at public libraries, but I couldn't find what I was looking for. The topic is apparently too obscure. Next I went to a university library that had an environmental department to get as much information as possible (University of San Diego).

- "Extended project," "Exemplary" Grade ? Appendix C, Page 42

Appendix C, Page 76, grade 12 (30-min quick write)

I believe that it would be beneficial for our schools to adopt dress codes. Although some may argue that this action would restrict the individual student's freedom of expression, I do not agree. Our right to express ourselves is important, but in our society none of us has unrestricted freedom to do as we like at all times. We must all learn discipline, respect the feelings of others, and learn how to operate in the real world in order to be successful. Dress codes would not only create a better learning environment, but would also help prepare students for their futures.

Perhaps the most important benefit of adopting dress codes would be creating a better learning environment. Inappropriate clothing can be distracting to fellow students who are trying to concentrate. Short skirts, skimpy tops, and low pants are fine for after school, but not for the classroom. T-shirts with risky images or profanity may be offensive to certain groups. Students should espress themselves through art or creative writing, not clothing. With fewer distractions, students can concentrate on getting a good education which can help them later on.

Another benefit of having a dress code is that it will prepare students to dress properly for different places. When you go to a party you do not wear the same clothes you wear to church. Likewise, when you dress for work you do not wear the same clothes you wear at the beach. Many professions even require uniforms. Having a dress code in high school will help students adjust to the real world.

Lastly, with all the peer pressure in school, many students worry about fitting in. If a dress code (or even uniforms) were required, there would be less emphasis on how you look, and more emphasis on learning.

In conclusion, there are many important reasons our schools should adopt dress codes. Getting an education is hard enough without being distracted by inappropriate t-shirts or tight pants. Learning to dress for particular occasions prepares us for the real world. And teens have enough pressure already without having to worry about what they are wearing.

Four Action Steps To Consider

Informational text is extremely important.

Genre Diversity in Collections

Needs

- Waaaaay more non-fiction
- Drama
- Satire, Allegory, Parody
- Think beyond print!

Image: 'Aloe polyphylla SchÃ¶nland ex Pillans'
http://www.flickr.com/photos/93452909@N00/184343329

Library collections

need fresh, differentiated, non-fiction content.
- •Books
- •Pathfinders
- •Databases

Classroom collections

need fresh, differentiated, non-fiction content.

- Books
- Pathfinders
- Databases

Percentage of Info Text in a Study of Classrooms, Gr. 2 - 4
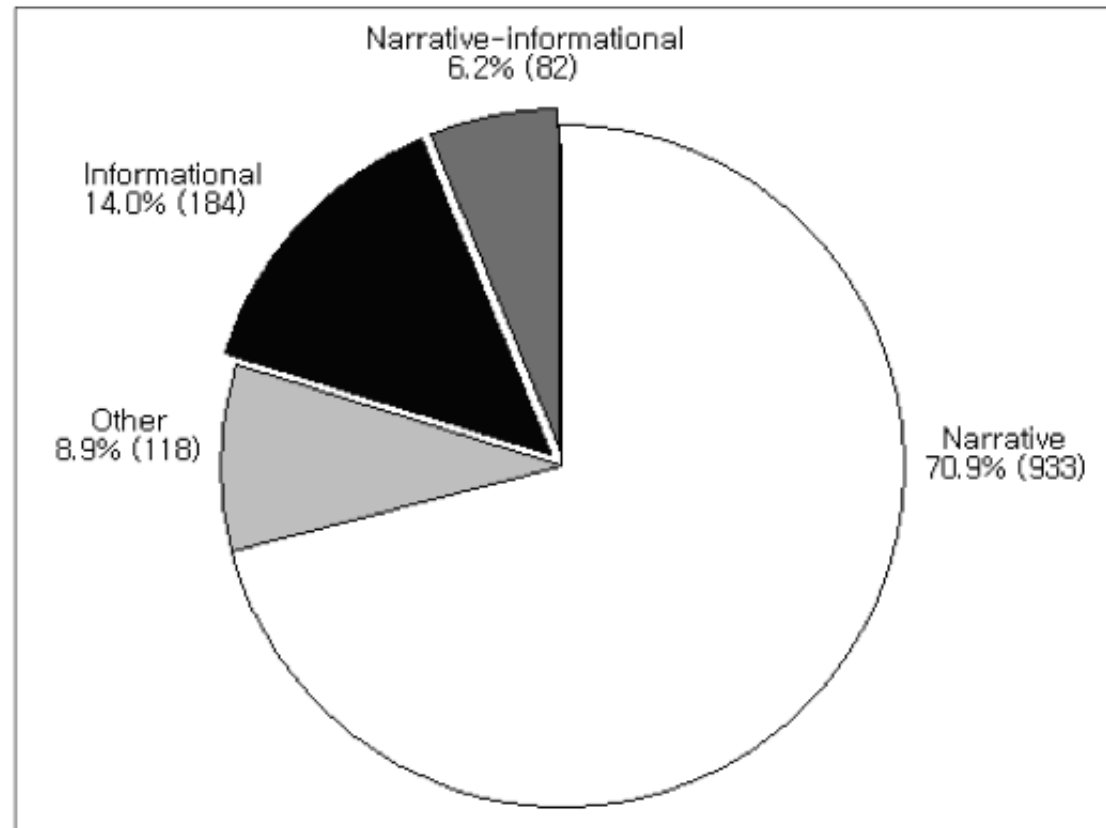
FIGURE 1. *Proportion and number of classroom library print by text type*

Jeong, Gaffney, and Choi, 2010, p. 445

More Experience = Less Non-Fiction
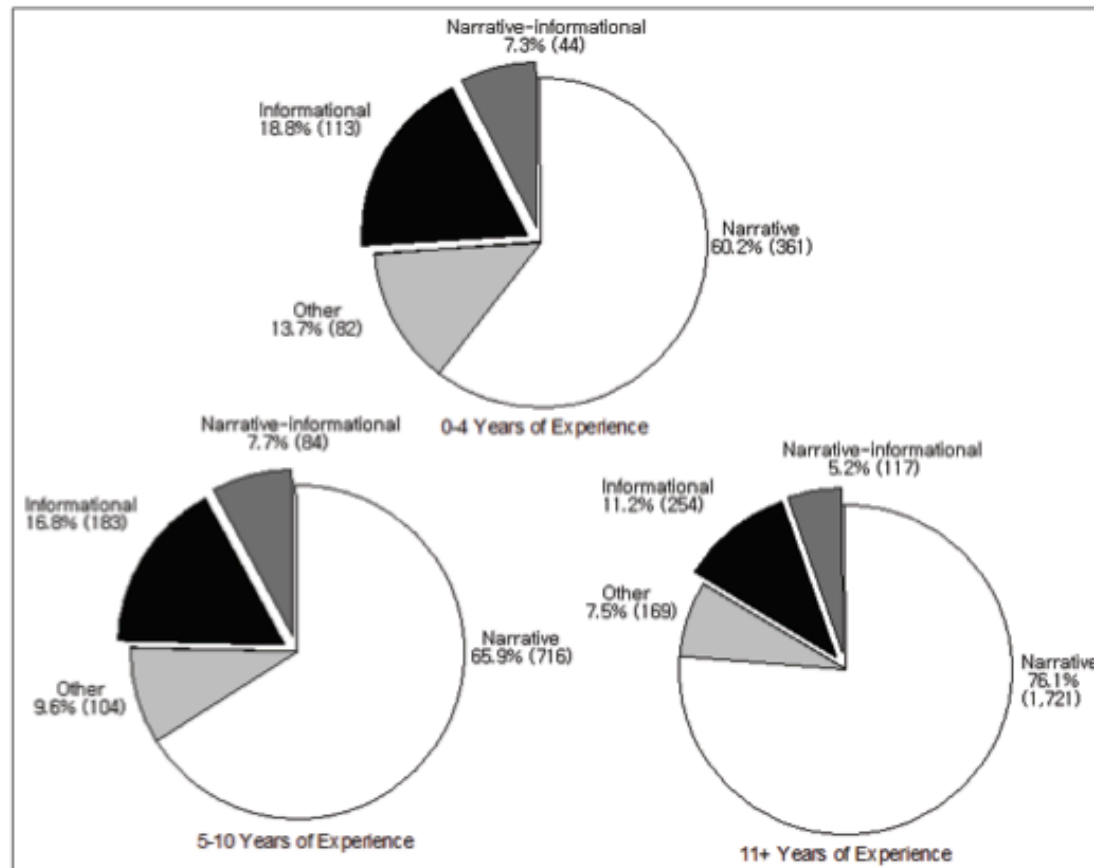
FIGURE 3. *Proportion and mean of classroom library print by text type and teacher experience*

Jeong, Gaffney, and Choi, 2010, p. 446

School librarians can **coordinate school/district purchases** to update, balance, and supplement classroom collections.

Hey, Administration. How about if I coordinate a volume discount with the publisher?

School and youth librarians can

coordinate vendor presentations;

give book talks;

hold info-text open houses for teachers;

lead collection development seminars for teachers who prefer to curate their own collections.
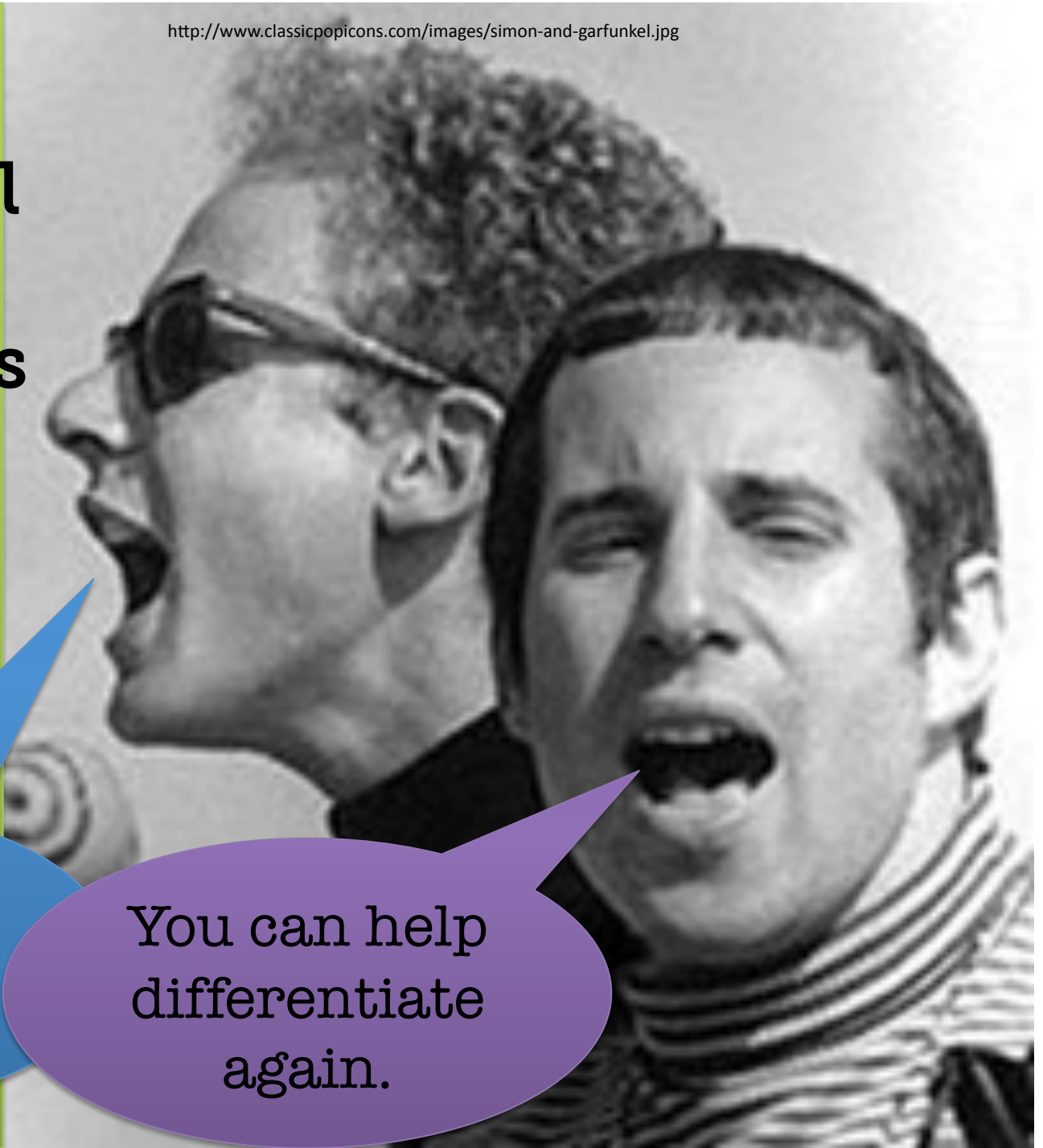
Common Core Redefines How We Determine the **Difficulty of Text**

Text Complexity
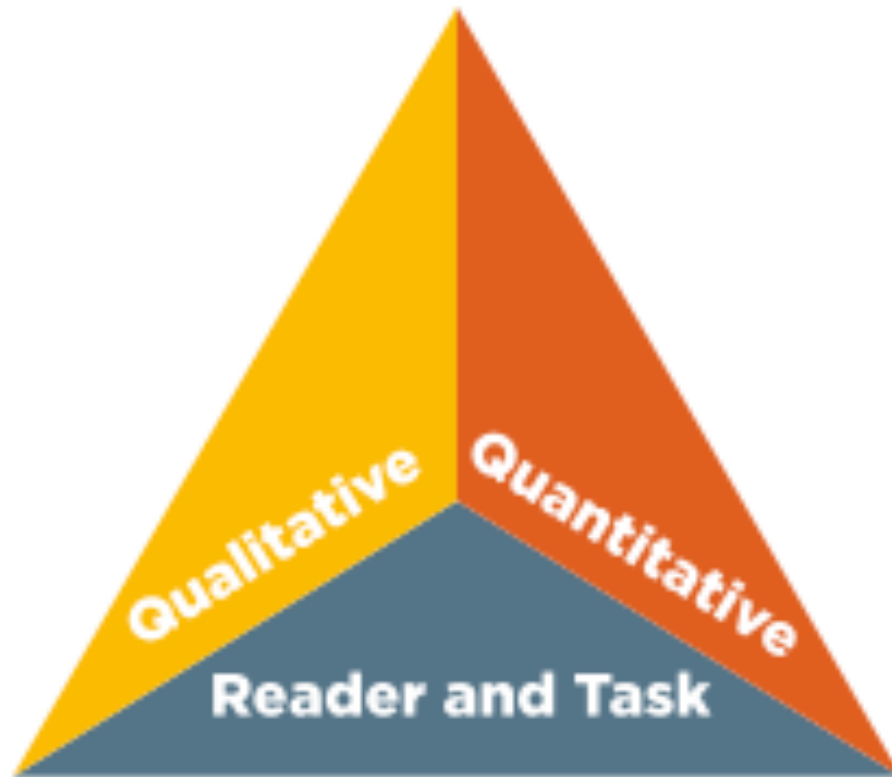
Rethink
how we measure kids'
reading beyond incentive
programs and leveling

Create Arguments and Support with Evidence

Go beyond cut-and-paste and spend more time thinking, justifying, and synthesizing and less time with techno-bling.

Examples

[citation needed]

- I think _____ **because** _____.
- Formal paragraph
- Formal essay

Writing 4.7
Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Writing 7.7
Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Writing 11-12.7
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.

There are many ways to be a leader. But **BEING A LEADER** is not negotiable.

Judy Lawson, UM School of Information

http://livebinders.com/play/play/84777

Questions?

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