Making Connections

Grosse Pointe Elementary Libraries and Common Core State Standards

Kristin Fontichiaro, University of Michigan School of Information

Nov. 8, 2011 * 1:15 – 3:15 pm

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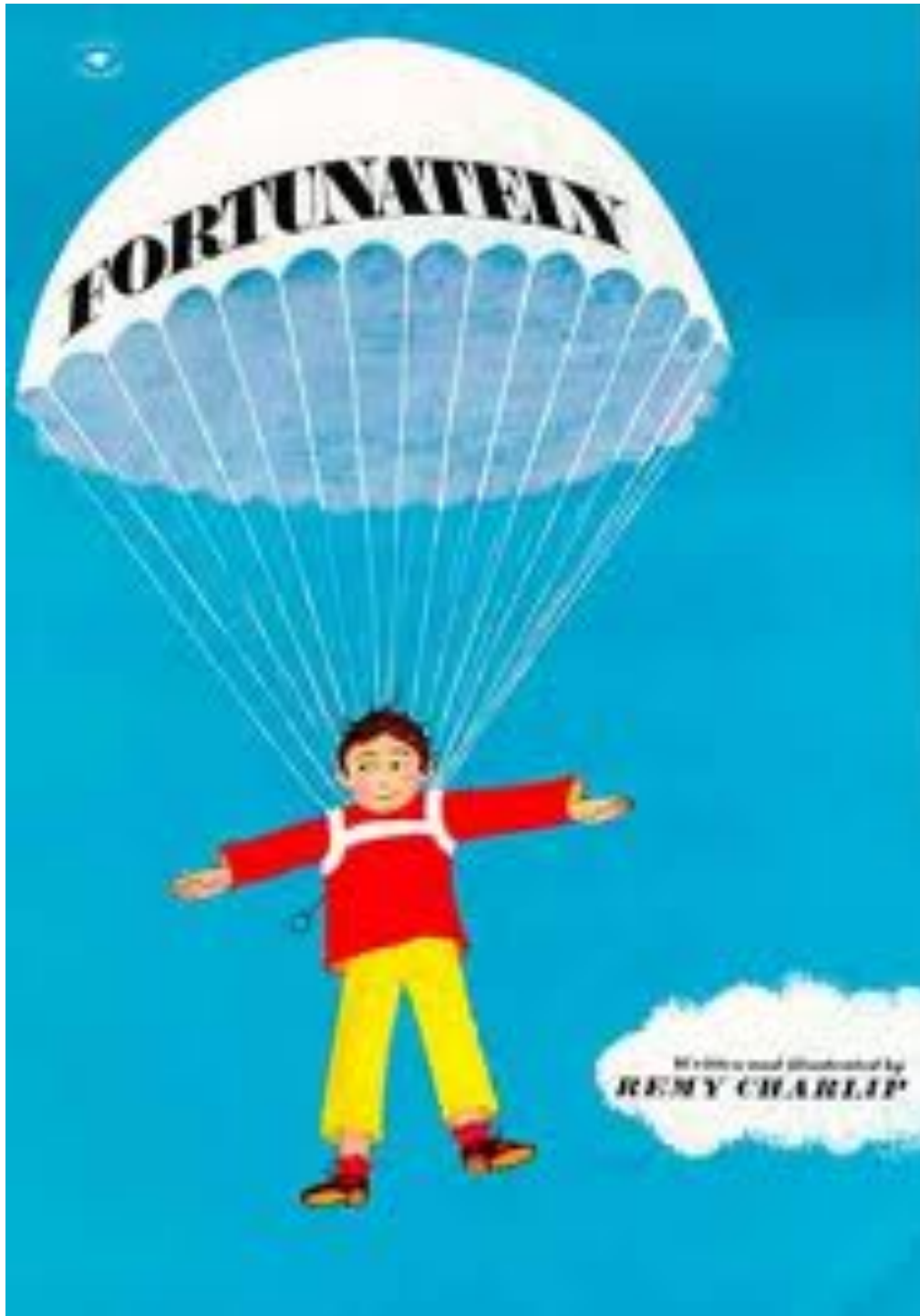What's Now, What's Next,
What's Yet to Come

Edited by
Kristin Fontichiaro and Buffy Hamilton
Foreword by R. David Lankes
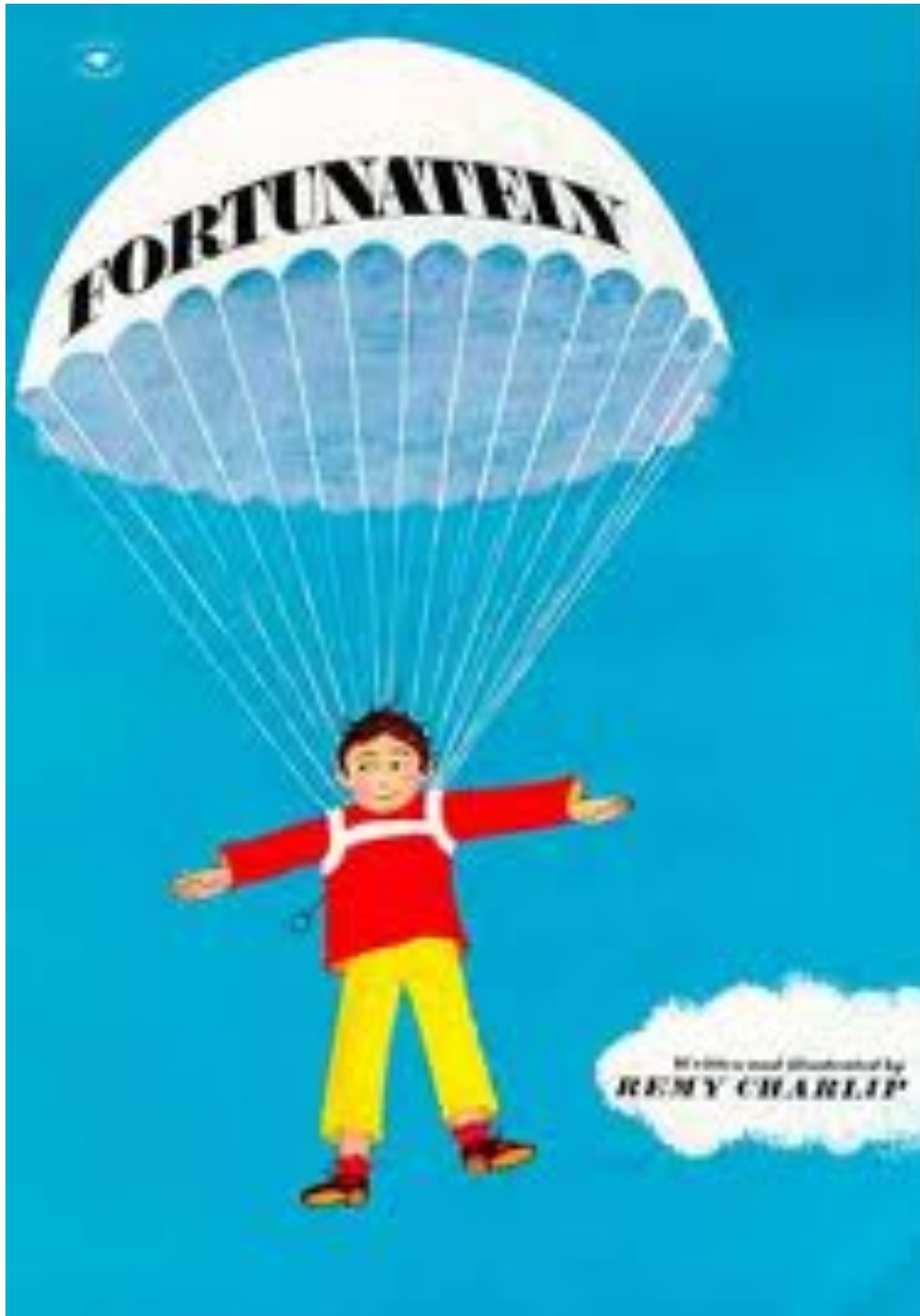
SLIDES:
bit.ly/kristinf

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

Karen is in it!

FORTUNATELY ...

MEAP and MME
will go away in
2014-2015.

FORTUNATELY

Written and illustrated by
REMY CHARLIP

UNFORTUNATELY

 … we'll be getting a new standardized test in Spring 2015 to replace those, based on the Common Core State Standards.

What Does This Mean for School Librarians?

Word on the street is …

CHANGE
OR DIE

Wait a minute.
Let's back up.

T3:
Turn, Talk,
Transcribe

1. What do you know already about Common Core?

2. What questions do you have?

3. What opportunities do you see?

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)		
Rank		Score
1	Finland	548
2	Korea	547
3	Netherlands	531
4	Switzerland	530
5	Canada	527
6	Japan	523
7	New Zealand	522
8	Belgium	520
9	Australia	520
10	Denmark	513
11	Czech Republic	510
12	Iceland	506
13	Austria	505
14	Germany	504
15	Sweden	502
16	Ireland	501
17	France	496
18	United Kingdom	495
19	Poland	495
20	Slovak Republic	492
21	Hungary	491
22	Luxembourg	490
23	Norway	490
24	Spain	480
25	United States	474
26	Portugal	466
27	Italy	462
28	Greece	459
29	Turkey	424
30	Mexico	406
OECD average		498

Science (2006)		
Rank		Score
1	Finland	563
2	Canada	534
3	Japan	531
4	New Zealand	530
5	Australia	527
6	Netherlands	525
7	Korea	522
8	Germany	516
9	United Kingdom	515
10	Czech Republic	513
11	Switzerland	512
12	Austria	511
13	Belgium	510
14	Ireland	508
15	Hungary	504
16	Sweden	503
17	Poland	498
18	Denmark	496
19	France	495
20	Iceland	491
21	United States	489
22	Slovak Republic	488
23	Spain	488
24	Norway	487
25	Luxembourg	486
26	Italy	475
27	Portugal	474
28	Greece	473
29	Turkey	424
30	Mexico	410
OECD average		500

Reading (2003)		
Rank		Score
1	Finland	543
2	Korea	534
3	Canada	528
4	Australia	525
5	New Zealand	522
6	Ireland	515
7	Sweden	514
8	Netherlands	513
9	Belgium	507
10	Norway	500
11	Switzerland	499
12	Japan	498
13	Poland	497
14	France	496
15	United States	495
16	Denmark	492
17	Iceland	492
18	Germany	491
19	Austria	491
20	Czech Republic	489
21	Hungary	482
22	Spain	481
23	Luxembourg	479
24	Portugal	478
25	Italy	476
26	Greece	472
27	Slovak Republic	469
28	Turkey	441
29	Mexico	400
OECD average		494

Problem Solving (2003)		
Rank		Score
1	Korea	550
2	Finland	548
3	Japan	547
4	New Zealand	533
5	Australia	530
6	Canada	529
7	Belgium	525
8	Switzerland	521
9	Netherlands	520
10	France	519
11	Denmark	517
12	Czech Republic	516
13	Germany	513
14	Sweden	509
15	Austria	506
16	Iceland	505
17	Hungary	501
18	Ireland	498
19	Luxembourg	494
20	Slovak Republic	492
21	Norway	490
22	Poland	487
23	Spain	482
24	United States	477
25	Portugal	470
26	Italy	469
27	Greece	448
28	Turkey	408
29	Mexico	384
OECD average		500

Source: *Waiting for Superman*

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.**"

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

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.

MICHIGAN Department of Education

www.michigan.gov/mde

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.

Librarians In Action!
The original draft of
recommended readings included
many out-of-print books and a
very Eurocentric focus. Many
librarians submitted concerns.
The new list is a vast
improvement in this regard!

http://bit.ly/ commoncorecrosswalk

CC → AASL Crosswalk

bit.ly/commoncorecrosswalk

English Language Arts

Kindergarten

Common Core Standard	AASL Standard(s)
CC.K.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
CC.K.L.1.a Conventions of Standard English: Print many upper- and lowercase letters.	
CC.K.L.1.b Conventions of Standard English: Use frequently occurring nouns and verbs.	
CC.K.L.1.c Conventions of Standard English: Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	
CC.K.L.1.d Conventions of Standard English: Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	1.1.3 Develop and refine a range of questions to frame search for new understanding.
CC.K.L.1.e Conventions of Standard English: Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	
CC.K.L.1.f Conventions of Standard English: Produce and expand complete sentences in shared language activities.	
CC.K.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	

AASL → CC Crosswalk

bit.ly/commoncorecrosswalk

1.1. Skills

AASL Learning Standards	Common Core Crosswalk
1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life.	CC.3.SL.1.d Comprehension and Collaboration: Explain their own ideas and understanding in light of the discussion. CC.3.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge about a topic. CC.3.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. CC.4.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge through investigation of different aspects of a topic. CC.4.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. CC.5.W.7 Research to Build and Present Knowledge: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. CC.5.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize

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

Screenshots   iPhone | iPad

Carrier 🛜	7:45 PM	🔋
Common Core Standards		

Math - Traditional	>
Math - Integrated	>
Language Arts	>

Want to see student mastery of standards?
Vote to track mastery in your school.

VOTE NOW!

MasteryConnect

www.masteryconnect.com
MasteryConnect is an endorsing partner of the
Common Core State Standards initiative.
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Carrier 🛜	5:37 PM	🔋
Back	**Language Arts**	MASTERYCONNECT

Kindergarten	>
1st Grade	>
2nd Grade	>
3rd Grade	>
4th Grade	>
5th Grade	>
6th Grade	>
7th Grade	>
8th Grade	>

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)

X

Foundational
Skills

X

Speaking and
Listening

Writing
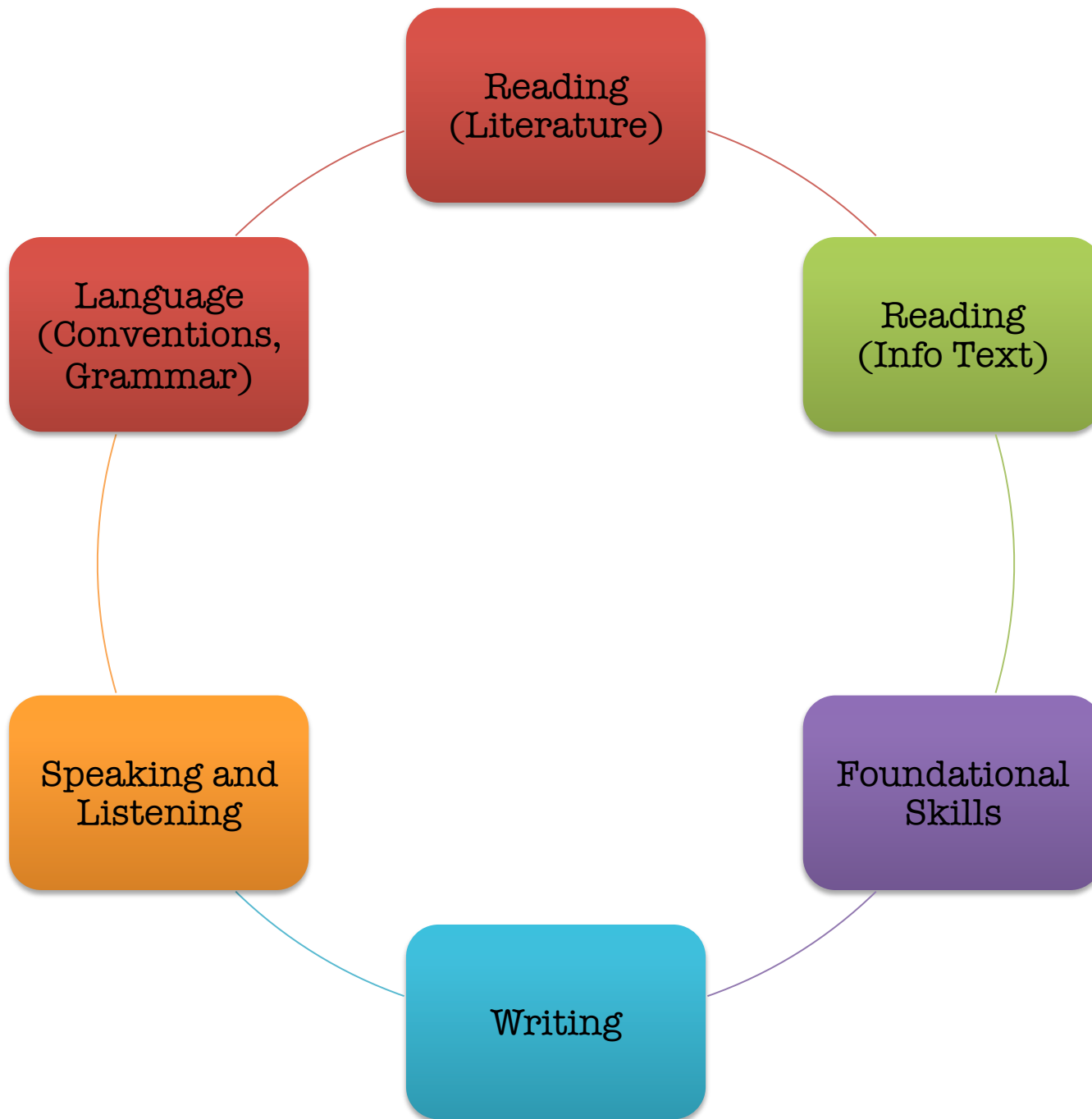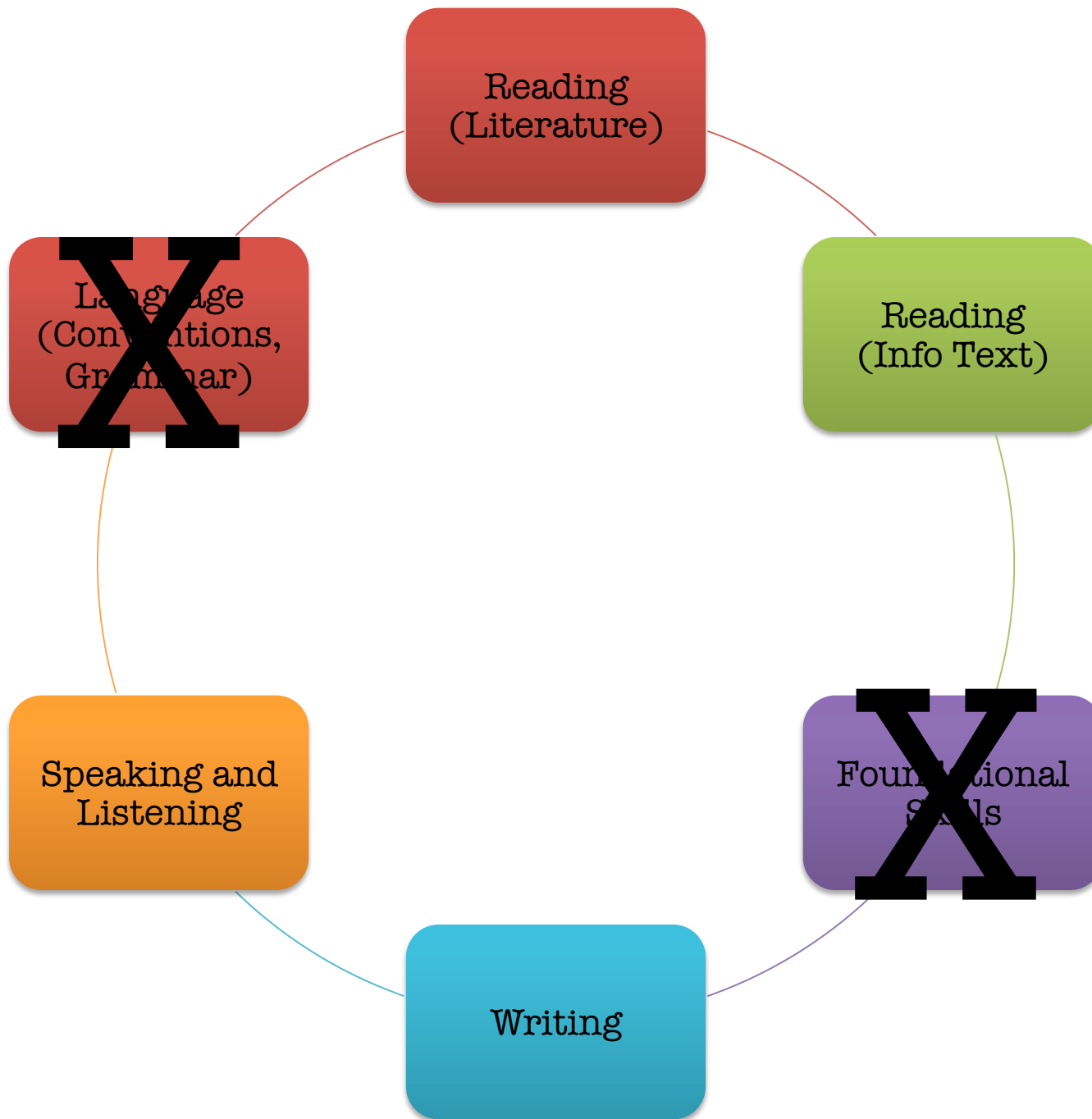
Reading (Literature)

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)

Table of Contents

K-1

Sample Performance Tasks for Stories and Poetry

- Students (*with prompting and support from the teacher*) *describe the relationship between key events* of the *overall story* of *Little Bear* by Else Holmelund Minarik to the corresponding scenes illustrated by Maurice Sendak. [RL.K.7]

- Students *retell* Arnold Lobel's *Frog and Toad Together* while *demonstrating* their *understanding of a central message or lesson of the story* (e.g., how friends are able to solve problems together or how hard work pays off). [RL.1.2]

- Students (*with prompting and support from the teacher*) *compare and contrast the adventures and experiences* of the owl in Arnold Lobel's *Owl at Home* to those of the owl in Edward Lear's poem "The Owl and the Pussycat." [RL.K.9]

- Students read two texts on the topic of pancakes (Tomie DePaola's *Pancakes for Breakfast* and Christina Rossetti's "Mix a Pancake") and distinguish between the text that is a *storybook* and the text that is a *poem*. [RL.K.5]

- After listening to L. Frank Baum's *The Wonderful Wizard of Oz*, students *describe* the *characters* of Dorothy, Auntie Em, and Uncle Henry, the *setting* of Kansan prairie, and *major events* such as the arrival of the cyclone. [RL.1.3]

- Students (*with prompting and support from the teacher*) when listening to Laura Ingalls Wilder's *Little House in the Big Woods ask questions about* the events that occur (such as the encounter with the bear) and *answer* by offering *key details* drawn from the *text*. [RL.1.1]

- Students *identify* the *points* at which different characters are *telling the story* in the *Finn Family Moomintroll* by Tove Jansson. [RL.1.6]

- Students *identify words and phrases* within Molly Bang's *The Paper Crane* that *appeal to the senses* and *suggest the feelings* of happiness experienced by the owner of the restaurant (e.g., clapped, played, loved, overjoyed). [RL.1.4]

K-1

Sample Performance Tasks for Informational Texts

- Students *identify* the reasons Clyde Robert Bulla gives in his book *A Tree Is a Plant* in *support* of his *point* about the function of roots in germination. [RI.1.8]

- Students identify Edith Thacher Hurd as the *author* of *Starfish* and Robin Brickman as the *illustrator* of the text and *define* the role and materials *each* contributes to the *text*. [RI.K.6]

- Students (*with prompting and support from the teacher*) read "Garden Helpers" in *National Geographic Young Explorers* and demonstrate their understanding of *the main idea of the text*—not all bugs are bad—by *retelling key details*. [RI.K.2]

- After listening to Gail Gibbons' *Fire! Fire!*, students *ask questions about* how firefighters respond to a fire and *answer* using *key details* from the *text*. [RI.1.1]

- Students *locate key facts or information in* Claire Llewellyn's *Earthworms* by *using various text features (headings, table of contents, glossary)* found in the text. [RI.1.5]

- Students *ask and answer questions about* animals (e.g., hyena, alligator, platypus, scorpion) they encounter in Steve Jenkins and Robin Page's *What Do You Do With a Tail Like This?* [RI.K.4]

- Students use the *illustrations* along with *textual details* in Wendy Pfeffer's *From Seed to Pumpkin* to *describe* the *key idea* of how a pumpkin grows. [RI.1.7]

- Students (*with prompting and support from the teacher*) *describe the connection between* drag and flying in Fran Hodgkins and True Kelley's *How People Learned to Fly* by performing the "arm spinning" experiment described in the text. [RI.K.3]

Grades 2 - 3

Sample Performance Tasks for Informational Texts

- Students read Aliki's description of *A Medieval Feast* and *demonstrate* their *understanding* of all that goes into such an *event* by *asking questions* pertaining to *who, what, where, when, why,* and *how* such a meal happens and by *answering using key details*. [RI.2.1]

- Students *describe the reasons* behind Joyce Milton's statement that bats are nocturnal in her *Bats: Creatures of the Night* and how she *supports the points* she is *making in the text*. [RI.2.8]

- Students read Selby Beeler's *Throw Your Tooth on the Roof: Tooth Traditions Around the World* and *identify what* Beeler *wants to answer* as well as explain the *main purpose of the text*. [RI.2.6]

- Students *determine the meanings of words and phrases* encountered in Sarah L. Thomson's *Where Do Polar Bears Live?*, such as *cub, den,* blubber, and *the Arctic*. [RI.2.4]

- Students *explain how the main idea* that Lincoln had "many faces" in Russell Freedman's *Lincoln: A Photobiography* is *supported by key details* in the text. [RI.3.2]

4-5 Text Exemplar

Lazarus, Emma. "The New Colossus." *Favorite Poems Old and New.* **Edited by Helen Ferris. New York: Doubleday, 1957. (1883)**

Not like the brazen giant of Greek fame
With conquering limbs astride from land to land;
Here at our sea-washed, sunset gates shall stand
A mighty woman with a torch, whose flame
Is the imprisoned lightning, and her name
Mother of Exiles. From her beacon-hand
Glows world-wide welcome; her mild eyes command
The air-bridged harbor that twin cities frame.
"Keep, ancient lands, your storied pomp!" cries she
With silent lips. "Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tossed to me,
I lift my lamp beside the golden door!"

Media Text
Photos, multimedia, and a virtual tour of the Statue of Liberty, hosted on the National Parks Service's Web site: http://www.nps.gov/stli/photosmultimedia/index.htm

Grades 4 - 5

Sample Performance Tasks for Informational Texts

- Students *explain how* Melvin Berger *uses reasons and evidence* in his book *Discovering Mars: The Amazing Story of the Red Planet* to *support particular points* regarding the topology of the planet. [RI.4.8]

- Students identify *the overall structure of ideas, concepts, and information* in Seymour Simon's *Horses* (based on factors such as their speed and color) and *compare and contrast* that scheme to the one employed by Patricia Lauber in her book *Hurricanes: Earth's Mightiest Storms*. [RI.5.5]

- Students *interpret* the visual *chart* that accompanies Steve Otfinoski's *The Kid's Guide to Money: Earning It, Saving It, Spending It, Growing It, Sharing It* and *explain how the information* found within it *contributes to an understanding of* how to create a budget. [RI.4.7]

- Students *explain the relationship between* time and clocks using *specific information* drawn from Bruce Koscielniak's *About Time: A First Look at Time and Clocks*. [RI.5.3]

- Students *determine the meaning of domain-specific words or phrases*, such as *crust, mantle, magma*, and *lava*, and important *general academic words and phrases* that appear in Seymour Simon's Volcanoes. [RI.4.4]

- Students *compare and contrast a firsthand account* of African American ballplayers in the Negro Leagues to *a secondhand account* of their treatment found in books such as Kadir Nelson's *We Are the Ship: The Story of Negro League Baseball*, attending to the *focus* of each account *and the information provided* by each. [RI.4.6]

- Students *quote accurately and explicitly from* Leslie Hall's "Seeing Eye to Eye" to *explain statements* they make and ideas they *infer* regarding sight and light. [RI.5.1]

- Students *determine the main idea* of Colin A. Ronan's "Telescopes" and create a *summary* by *explaining how key details support* his distinctions regarding different types of telescopes. [RI.4.2]
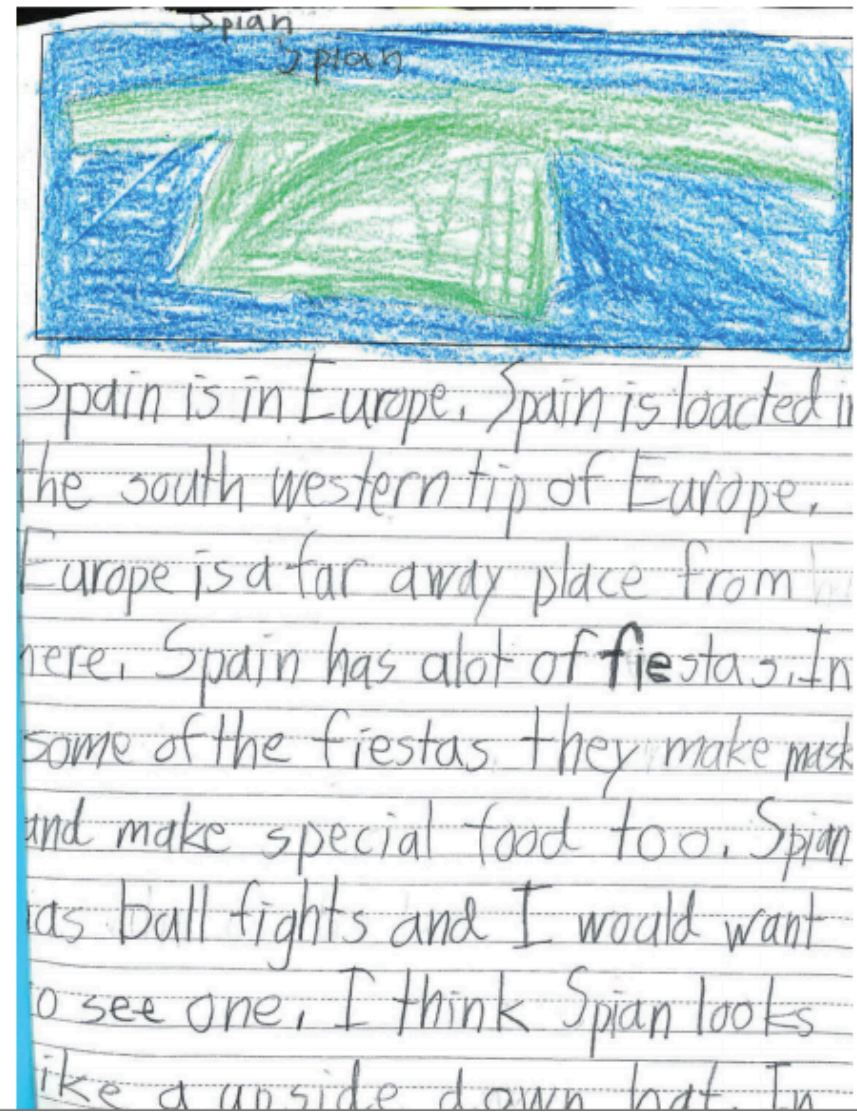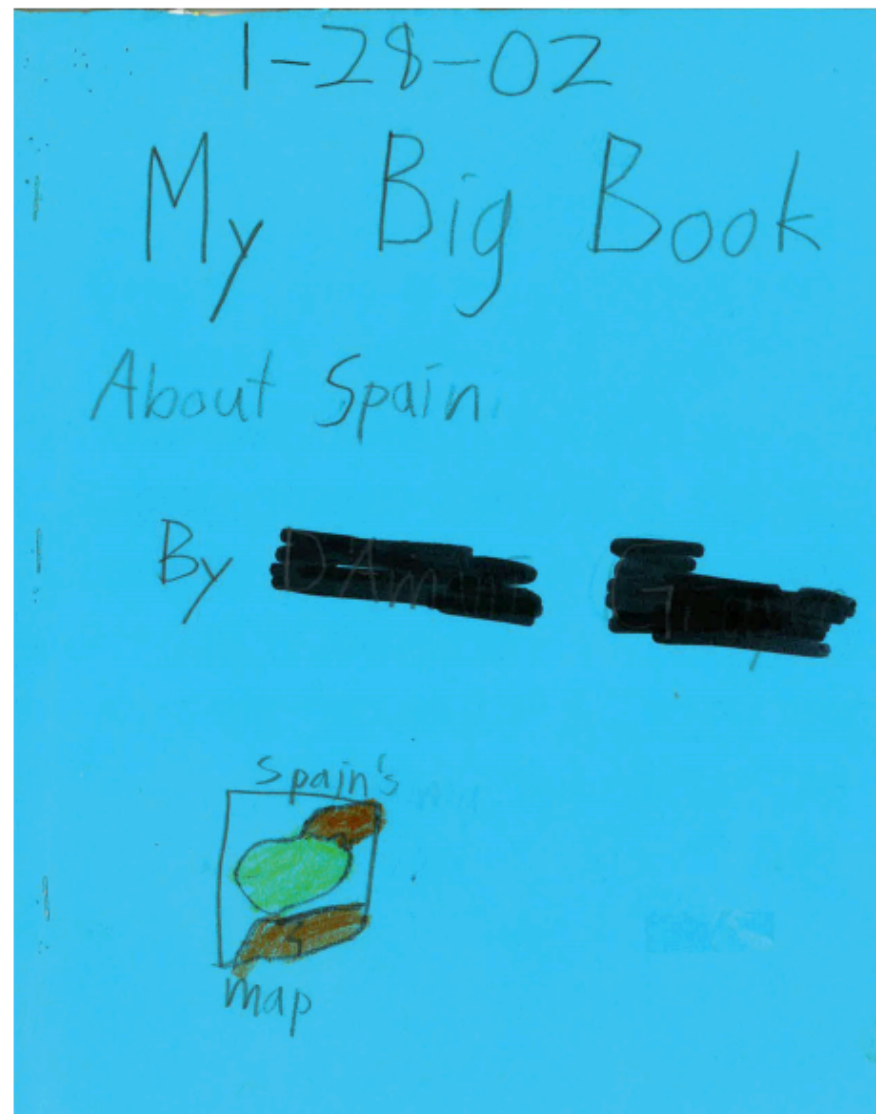
The Three Appendices: Key Ideas for Librarians

- 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

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    - Going to Disneyland
    - Horseback riding lessons **at camp**

"Following are writing samples that have been annotated to illustrate the criteria required to meet the Common Core State Standards for particular types of writing—argument, informative/explanatory text, and narrative—in a given grade. Each of the samples exhibits at least the level of quality required to meet the Writing standards for that grade …"

Appendix C, page 2

This informative report was produced in class.

1-28-02

My Big Book

About Spain

By ▓▓▓▓▓ ▓▓▓▓

Spain's

map

Spian

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

This informative report is a process piece that was produced in class.

Horses
by Gwen

Why I Chose This Animal

I chose horses because I like to ride them. I also like to pet them. At the camp I go to everybody gets to have horses back riding lessons. Horses are so beautiful and fun to ride.

Horse Families

A mother or female horse is called a mare. A father or male horse is called a stallion. A foal is a baby horse.

Markings

A star is a little white diamond on the forelock. The forelock is a horses forehead. A race is a white line down the middle of the horses face. A blaze is kind of like a race but wider. If the white line on it face spreads out to its eyes it is called a white face. A small amount of white on its muzzle is called a snip. A muzzle is a horses mouth.

Breeds and Color Coats

Icelandic and Shetland ponies are very small when they are full grown. Chestnuts are red-brown and Roans have white hairs on their brown coat. Cream is a rare color. Rare means you don't see the color cream very much. Brown horses are brown all over. Blacks are black all over. Piebalds have black and white spots. Skewbalds are brown and white. Duns are a sandy brown with black manes and tails. Palominos have a yellowish coat and a shiny mane and tail. Grays have black and white hairs that make the color gray. Bays are brown with black manes,tails,and legs. Whites are white all over.

Breeds I Like

I like thoroughbreds because they are such a pretty brown. I like Arabians because their different coats are very beautiful and they're one of the oldest horses. I like Morgans because they have a beautiful reddish-brown coat. I like Lipizzaners because their white coats are so very pretty. I like Icelandic and Shetland ponies because they are so very cute, pretty and small.

The informative writing that follows was produced in class.

Author Response: Roald Dahl
By:

Roald Dahl is a very interesting author to me. That's because he knows what a kid wants to hear. He has a "kid's mind". He is the only author that I know that makes up interesting words like Inkland, fizz wizard, and gobble funking. All his stories are the same type. I don't mean the same story written again and again. What I mean is that they all have imagination, made up words, and disgusting thoughts. Some of his stories that have those things are Charlie and the Chocolate Factory, Matilda, The Witches and Danny the Champion of the World. The Witches is the book that I am reading right now, and it is like The BFG, another book that is by Roald Dahl. They are alike because in The BFG, Sophie and the BFG, (the big friendly giant), are trying to stop other giants from eating human beings. The Witches has the same problem. The Boy,

Toodle and Talk

Walk around the room.
Greet at least three people and ask:

What Opportunities Do You See for Librarians?

Where Might Teachers Need Your Help?

Four Action Steps To Consider

Image: '4'
http://www.flickr.com/photos/49968232@N00/154069108

Informational text is extremely important.

Image: 'one is the loneliest number'
http://www.flickr.com/photos/97831130@N00/2179047732

Genre Diversity in Collections

Needs

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

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
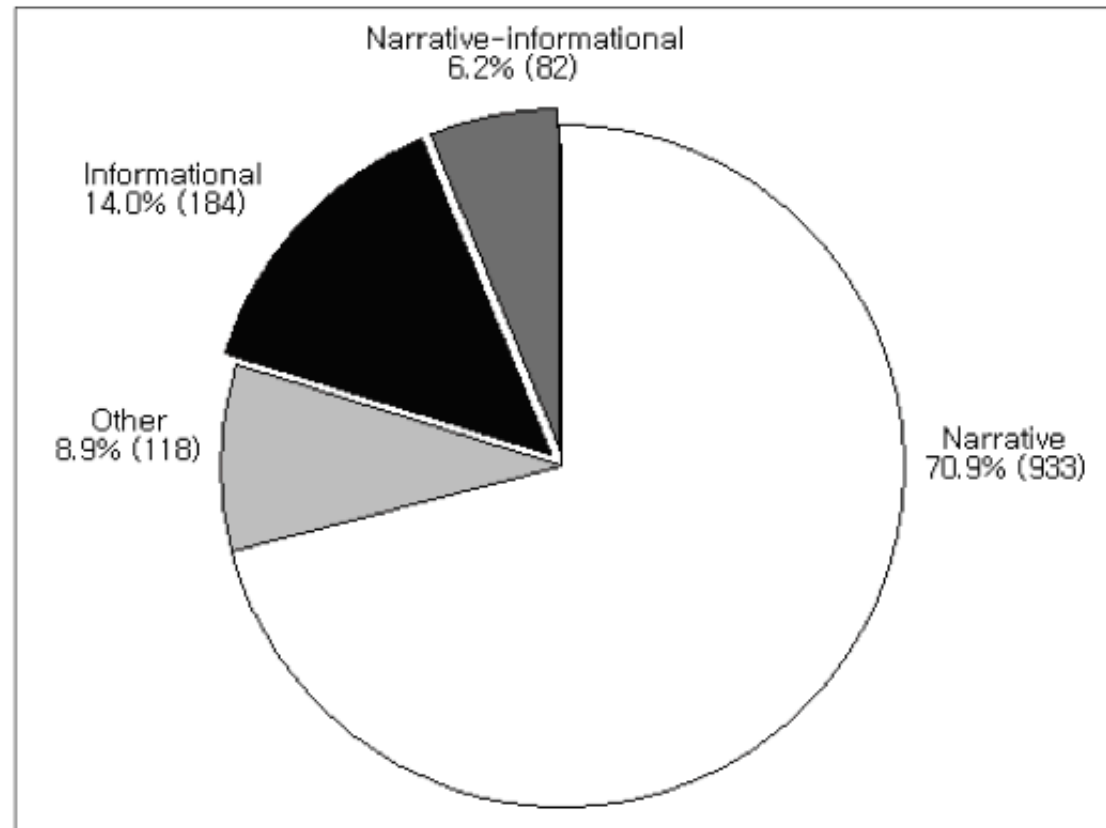
FIGURE 1. *Proportion and number of classroom library print by text type*

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

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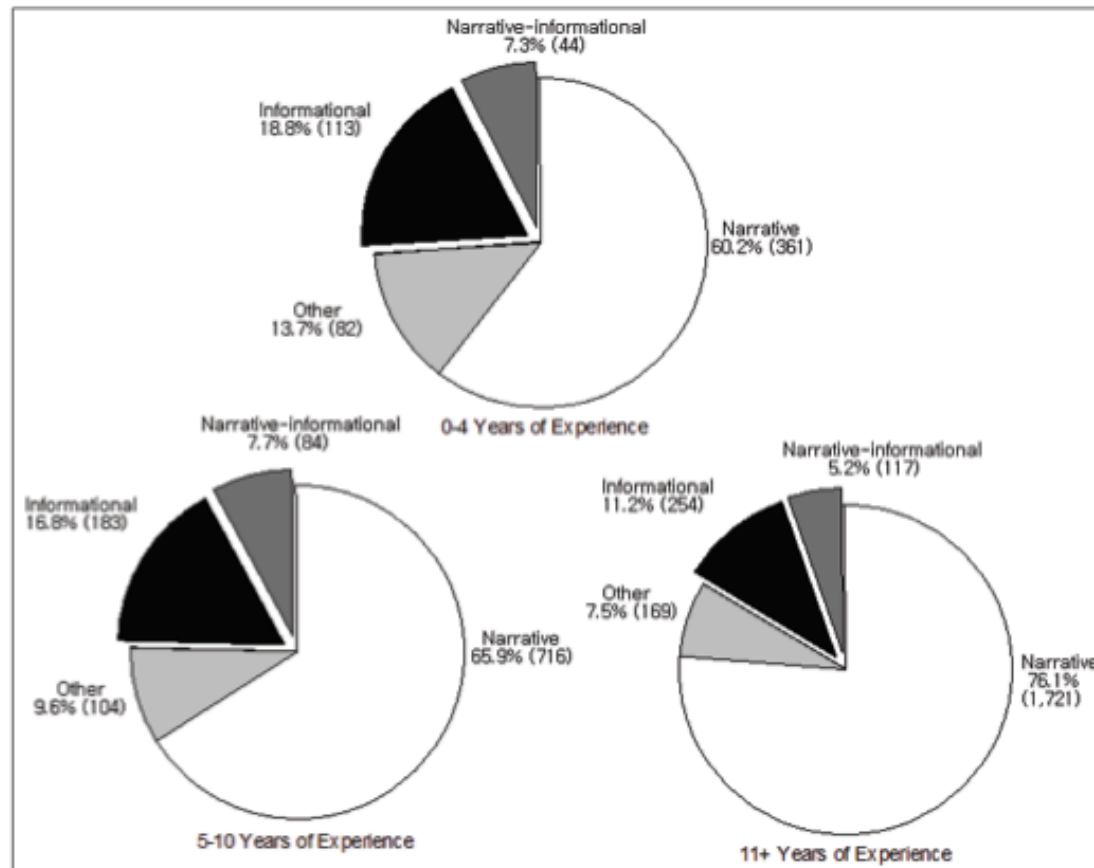
FIGURE 3. *Proportion and mean of classroom library print by text type and teacher experience*

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 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.
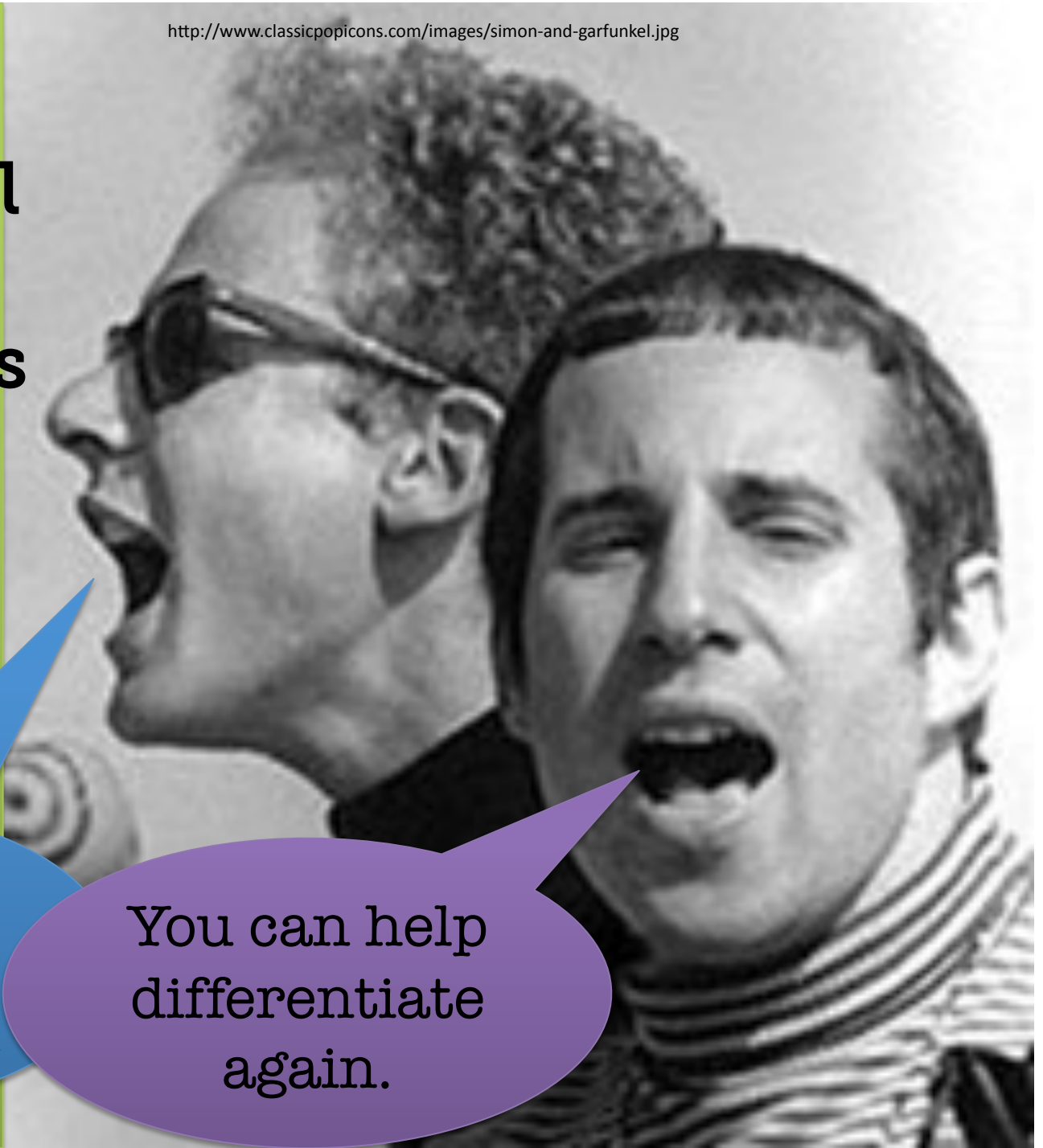
Common Core Redefines How We Determine the Difficulty of Text

Redefining Text Complexity in 3 Ways
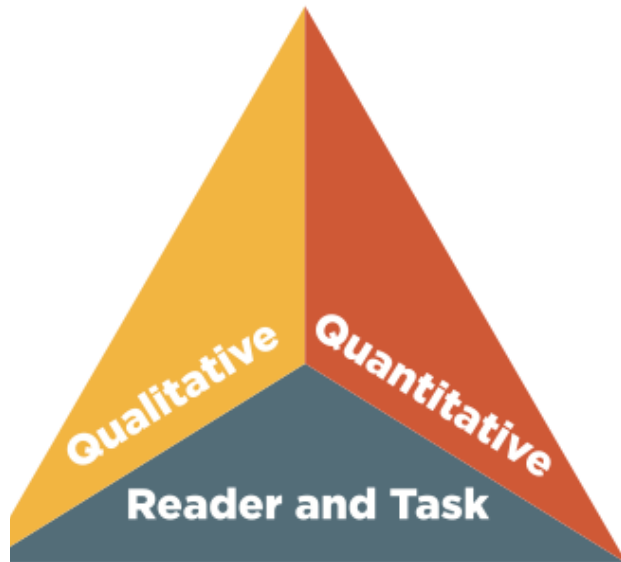
Figure 1: The Standards' Model of Text Complexity

- **Qualitative** – human-measured difficulty: e.g., levels of meaning, purpose, structure, language conventions and clarity

- **Quantitative** – items better measured by computers, e.g., word length, word frequency, sentence length

- **Reader and Task** – Factors related to prior knowledge, motivation, complexity of the task assigned, or questions posed (What do I need to do with the task? What do I bring to the task?)

Rethink

how we measure kids' reading beyond incentive programs and leveling
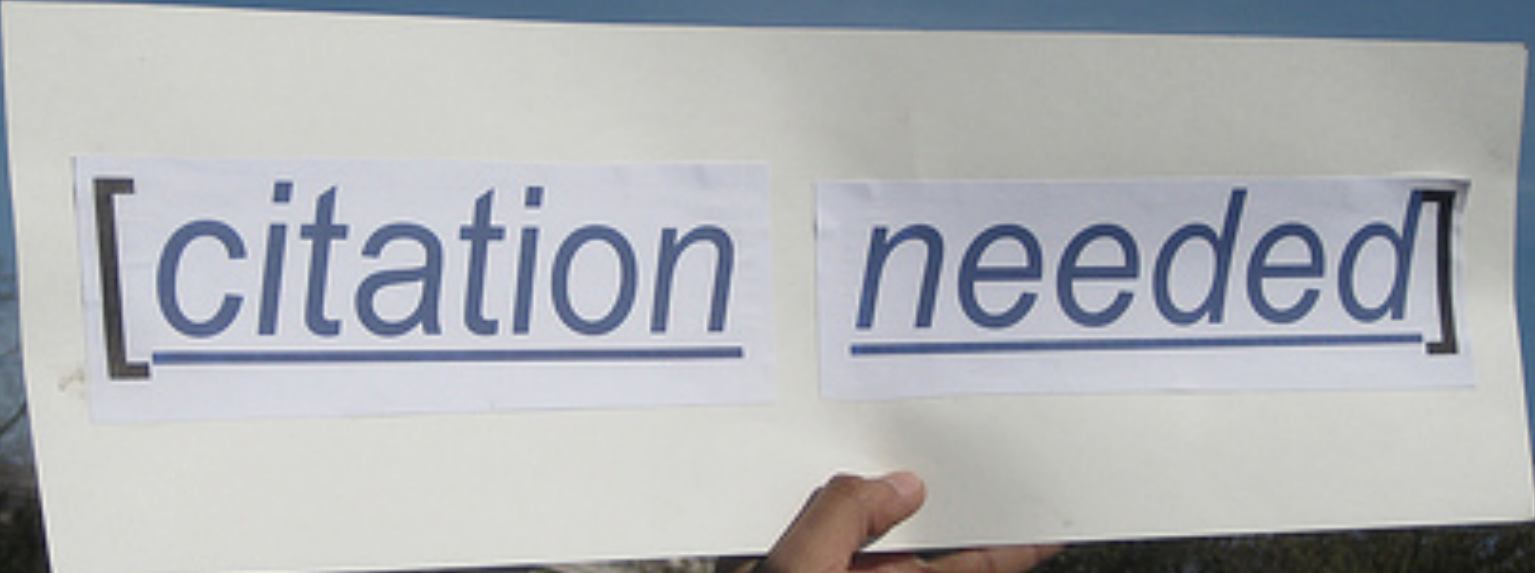
Create Arguments and Support with Evidence

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.

EMBEDDED SKILLS:

Thinkin' About PD: Instructional Strategies for Teaching Non-Fiction Comprehension Skills in the Content Area
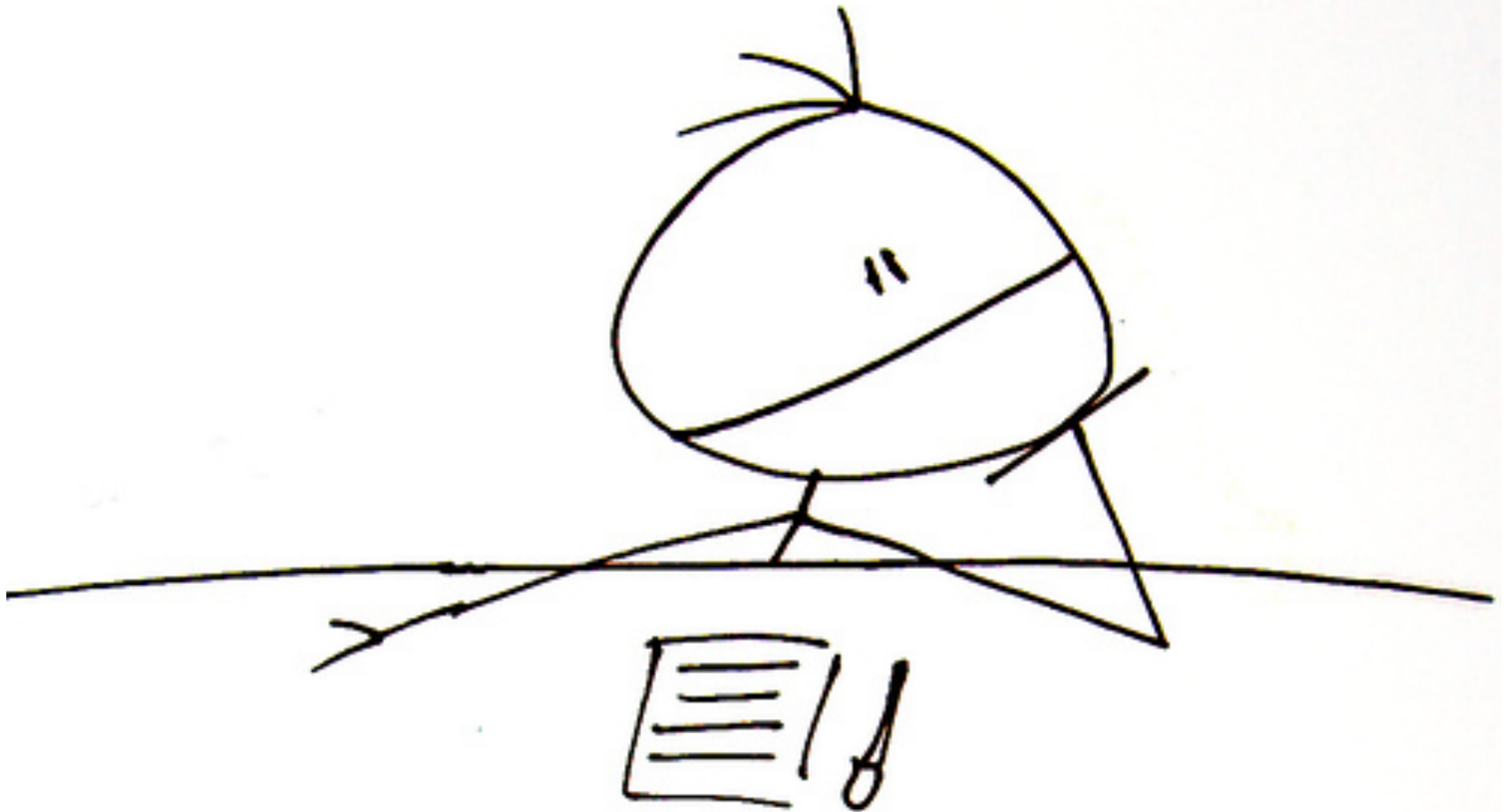
Who will need a brushup on reading comprehension strategies?

What skills need to be taught?

When can you help them with PD?

(From) where will you find the expertise you need?

Why does this matter?

How can you approach your administration for support?

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

Wednesday Morning Takeaway:
What can you take to your administrator tomorrow morning?

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

Judy Lawson, UM School of Information

What kind of

LEADER

will you be?

Questions?

Kristin Fontichiaro

http://bit.ly/kristinf

font@umich.edu

@activelearning