

# Common Core State Standards: Getting Ready for K-8 Research

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*Booklist* – Sept. 18, 2012

# Agenda

- Introduction
- Short Overview of CCSS
- Following a Single Research Standard K-8
- Q&A
- Wrap-Up

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*photo by Jay Jackson*



# NGA/CCSSO's Big Question: How do we prepare students to be "college and career ready"?

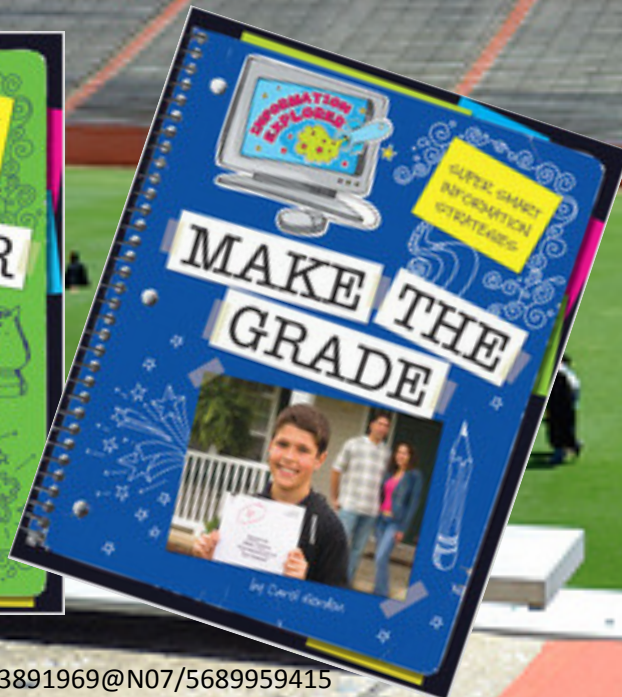
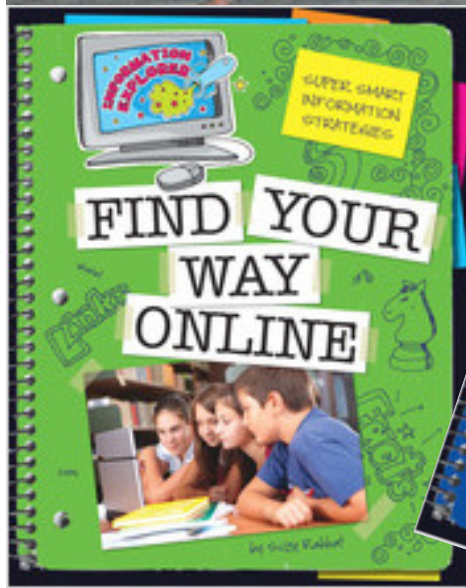


Image: 'Welcome to my Swamp'  
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# The Standards Are Meant to Be

“As specified by CCSSO and NGA, the standards are

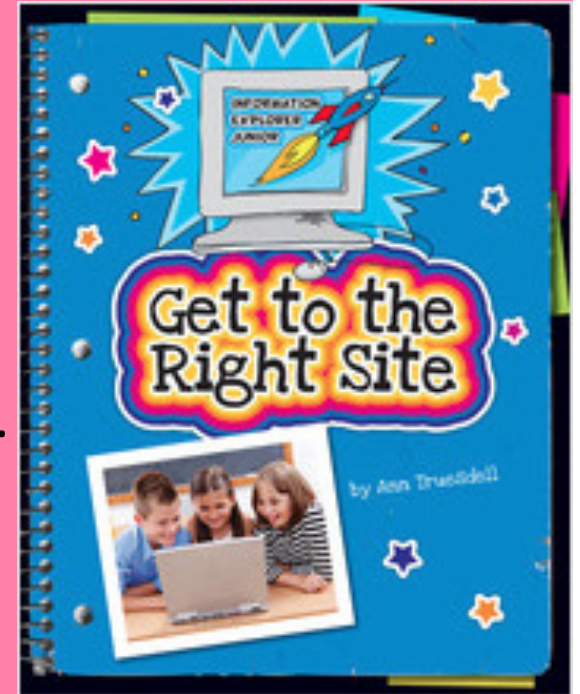
1. Research and evidence based,
2. Aligned with college and work expectations,
3. Rigorous,
4. Internationally benchmarked.”

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



# The Common Core State Standards (CCSS) are ...

- A project of **CCSSO** and **National Governors' Association** (not federal)
- Endorsed at some level by almost every state
- **Standards - not curriculum** - that students should meet by the end of various grade levels. Exit outcomes, not what you teach.
- An effort to make **learning outcomes** more consistent across regions/states, especially for transient students
- Applicable to **ELLs** and **students with disabilities**
- **ELA** and **Math**; other subjects to come



# What Common Core Is: corestandards.org

**COMMON CORE STATE STANDARDS INITIATIVE**  
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

Home About the Standards Voices of Support News Get Involved FAQ  
The Standards

CCSSO  
Council of Chief State School Officers

NATIONAL GOVERNORS ASSOCIATION

## Adoption by State

See which states have adopted the Common Core State Standards.

[Discover More »](#)

Common Standards State Adoption Voices of Support

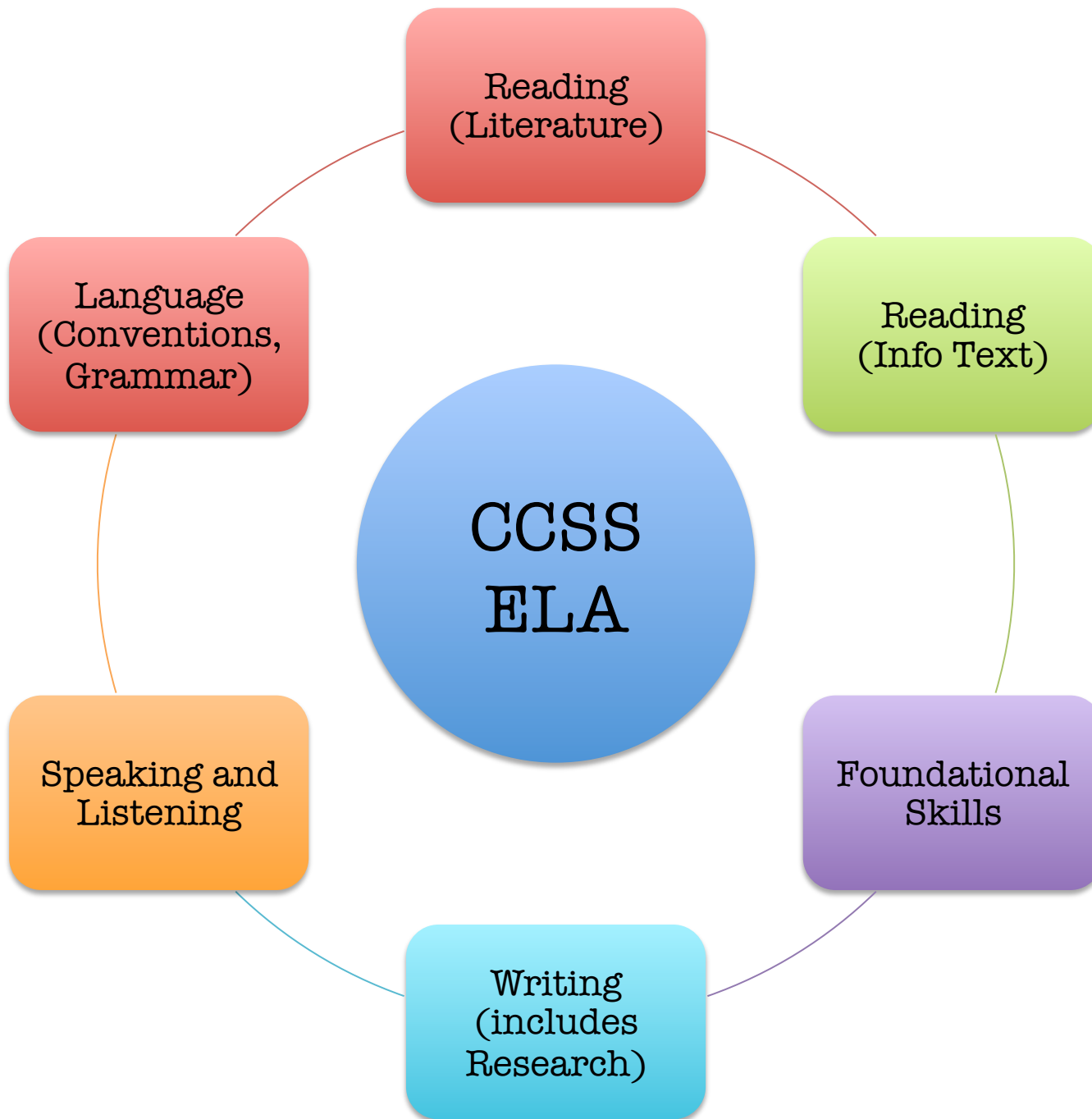
### Mission Statement

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

### Common Core State Standards Webinar

Recorded Wednesday, June 30, 2010

» DOWNLOAD THE PRESENTATION » WATCH THE WEBINAR



# Five Big Things Libraries Should Know About CCSS

- *(see last year's archived Booklist webinar for details)*
- More focus on **informational text**
- More dimensionality in defining **text complexity**
- More focus on **building arguments with supporting evidence**
- More opportunity for libraries to act as **professional developers**
- Significant focus on research, starting in K





Image: 'Brought to You by the Letter R'  
<http://www.flickr.com/photos/47643206@N00/185651630>

## Research: The Fourth “R”

- 56 CCSS relate to research (per Sara Kelly Johns)
- Will be part of assessment
- Who will teach if not you?
- How will they teach it?



Image: 'Brought to You by the Letter R'  
<http://www.flickr.com/photos/47643206@N00/185651630>

## Research: The Fourth “R”

These standards are often found in the **reading info text** or **writing** sections of K-5 and in the **Literacy in History/Social Studies, Science, and Technical Subjects** sections.

Go on a detective hunt!



**Navigating the Information Tsunami:  
Engaging Research Projects that Meet  
the Common Core State Standards, K-5**

*Edited by Kristin Fontichiaro*



**What does good  
research practice look  
like in the digital age?**

**Navigating the Information Tsunami:  
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**That's why we created  
this book.**

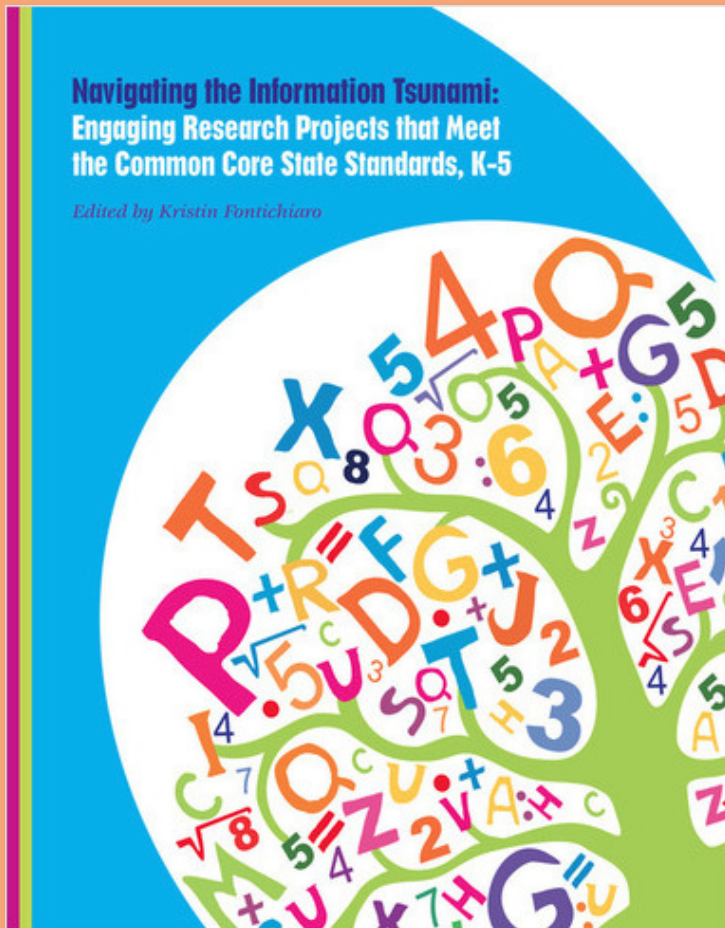
**Navigating the Information Tsunami:  
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**Remember:  
These standards  
should represent  
*exit skills*, not  
how to reach  
them.**





**W.K.7**

## Kindergarten

**“Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).”**



W.K.7

KINDERGARTEN

Name \_\_\_\_\_

One thing good writers do is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Tomie showed us this in his book \_\_\_\_\_

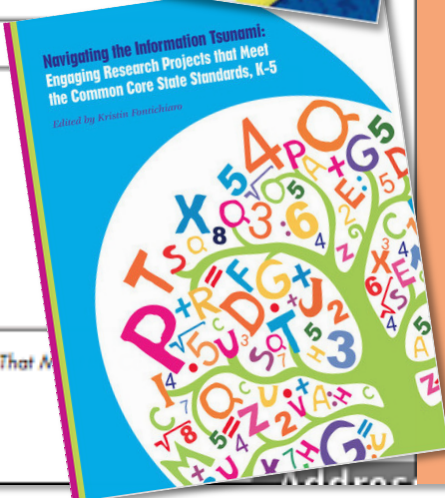
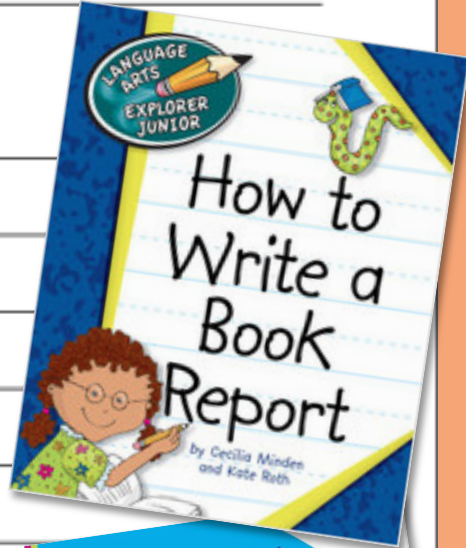
\_\_\_\_\_

when he \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Empty rectangular box for drawing or writing.



From Navigating the Information Tsunami: Engaging Research Projects That Meet the Common Core State Standards, K-5. Cherry Lake Publishing, 2013.

In our book, Jenny Harner of Cecil County, Maryland, worked on an author study of Tomie de Paola

Note early emphasis on “building arguments with evidence”

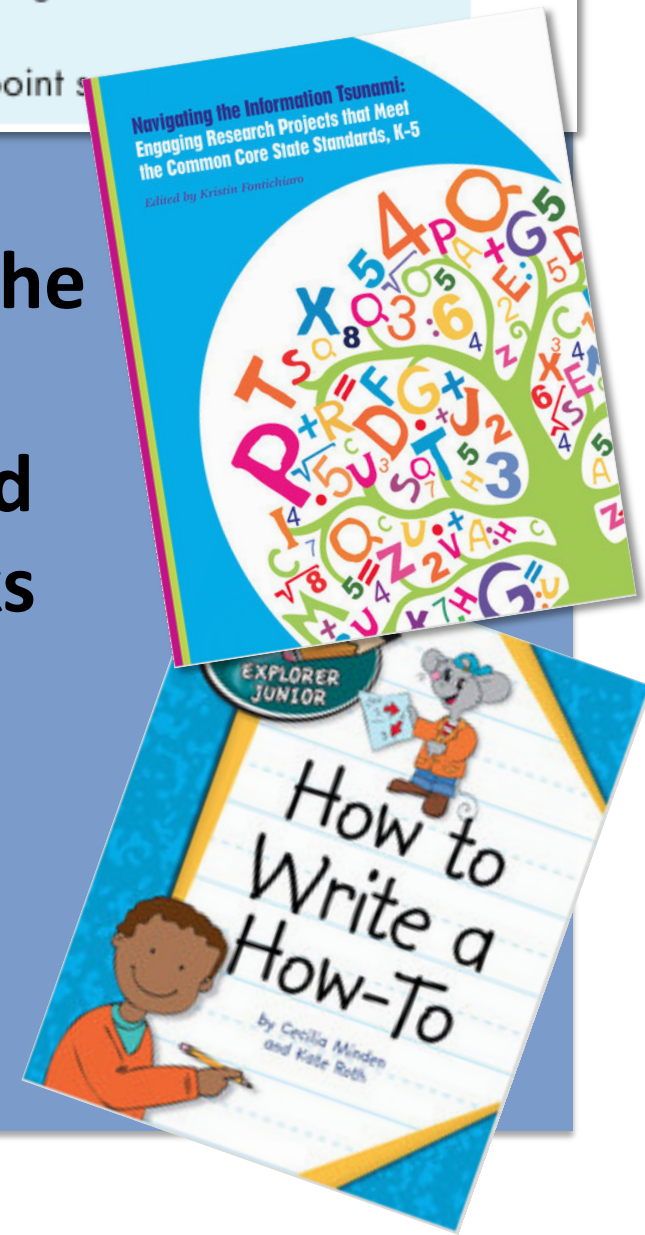


3. Model a collaborative discussion for them using some of these guidelines:

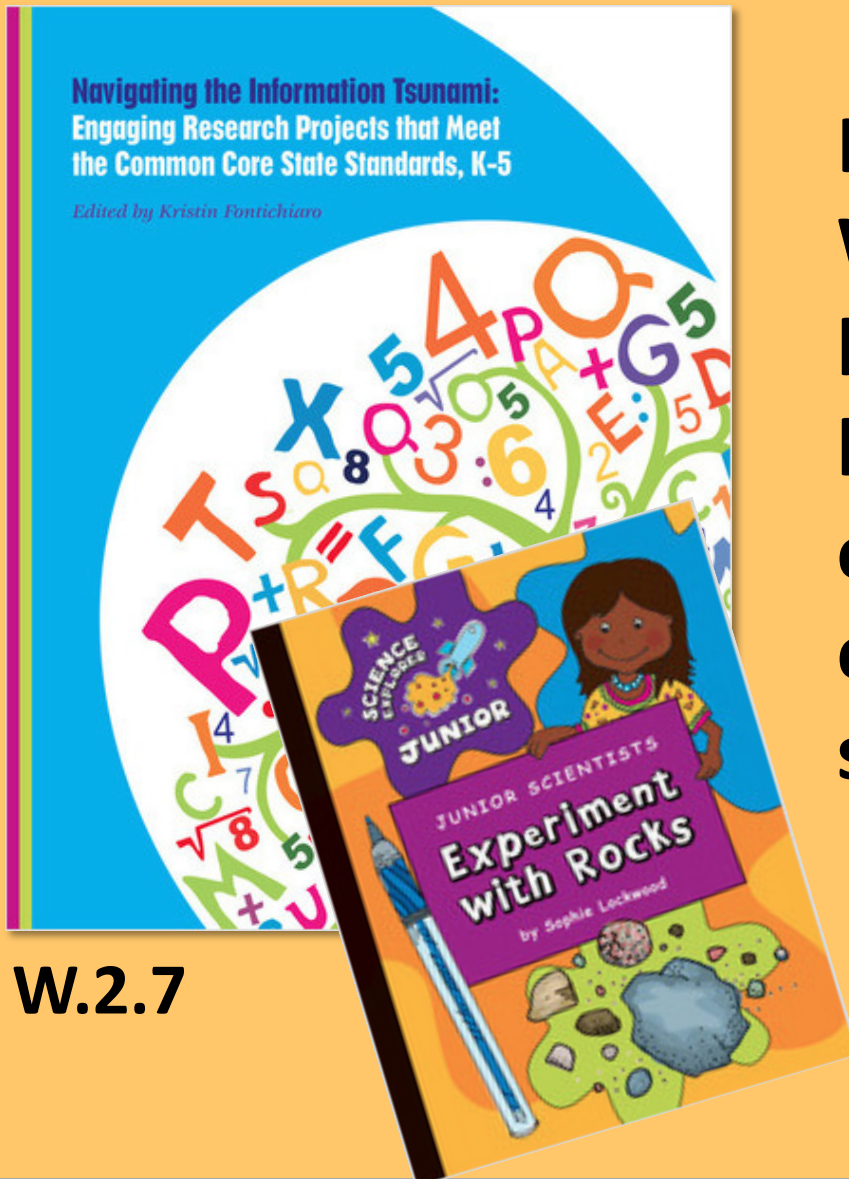
- Make sure everyone in your group gets to talk.
- Take turns writing on the list after you've all agreed on a tip.
- Use kind words such as, "That's a good idea, but do you think this one might be a little better?" or "I like this other idea, but let's choose yours this time."
- Encourage them to ask questions of each other: "Why do you like that point s

In our book, Ann O'Keefe, then of the Ann Arbor (MI) Public Schools, worked with students to glean good environmental practices from books and then create an earth-friendly schedule and book.

W.1.7







**W.2.7**

**In our book, Sara Wilkie and Suzy Rabbat blended text-based learning in print and online to design an exploration-based study of rock types.**

## DAY THREE (45 minutes): Writing

### Launching the Lesson: Activating Prior Knowledge

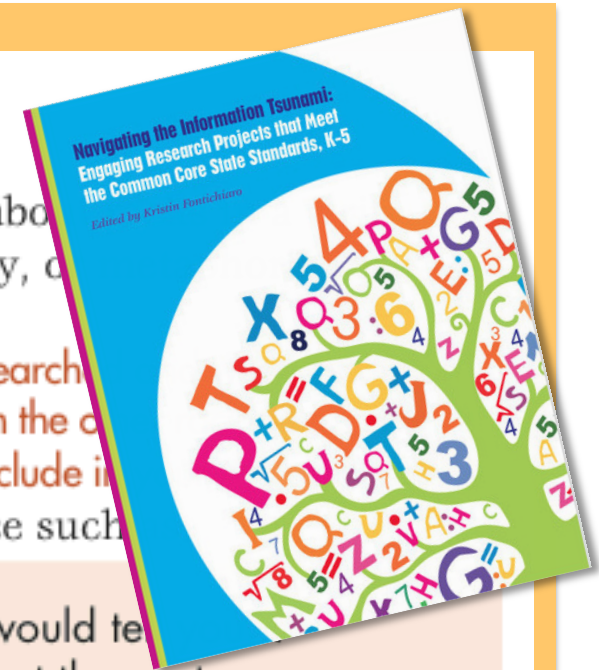
1. Explain to the class that they will share what they've learned about their research project. Each student will describe an igneous, sedimentary, or metamorphic rock. Provide two options.
2. Say, "You can choose which kind of rock to write about: the kind you researched in the Rock Detective Guide, or one of the rock types you learned about from the charts. This checklist (below) tells what to include in your writing using the information on the charts. This checklist (below) tells what to include in your writing."
3. Show students how to begin their writing, with a topic sentence such as

- If my (sedimentary/igneous/metamorphic) rock could talk, it would tell me \_\_\_\_\_.
- My (sedimentary/igneous/metamorphic) rock knows a lot about the past.
- My (sedimentary/igneous/metamorphic) rock has been around for a very long time.
- It started...

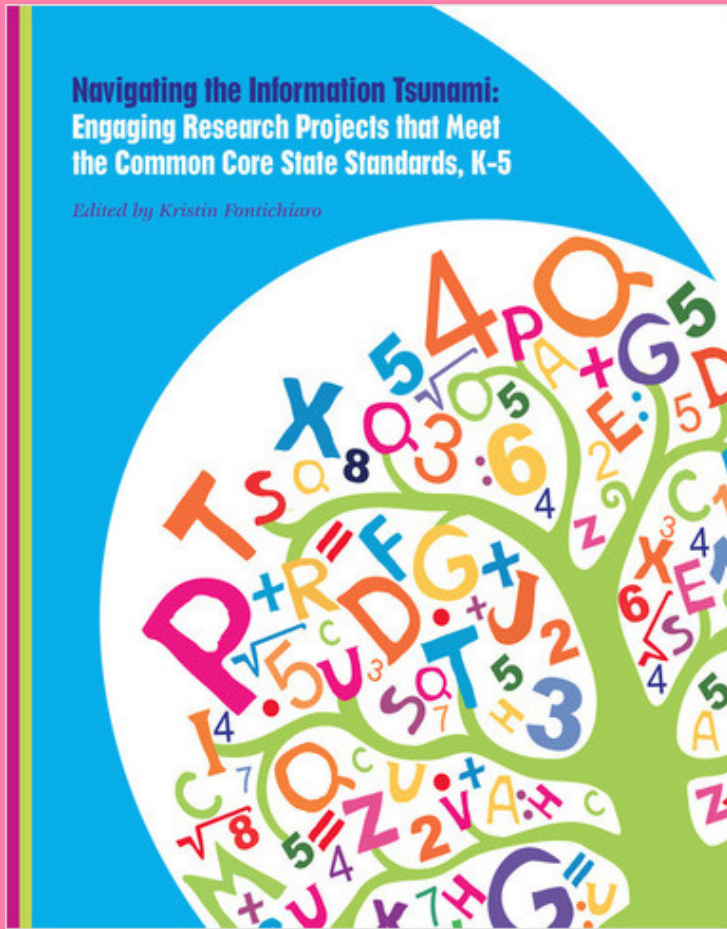
4. Give students a copy of the Writing Checklist so they can track their progress.

#### Writing Checklist

- I begin with a topic sentence.
- I name the type of rock I am writing about.
- I use at least five words to describe the properties of my rock. (Use the word bank!)
- I tell how this rock was formed and what it might tell us about the past.
- I drew a picture or took a photo of my rock.



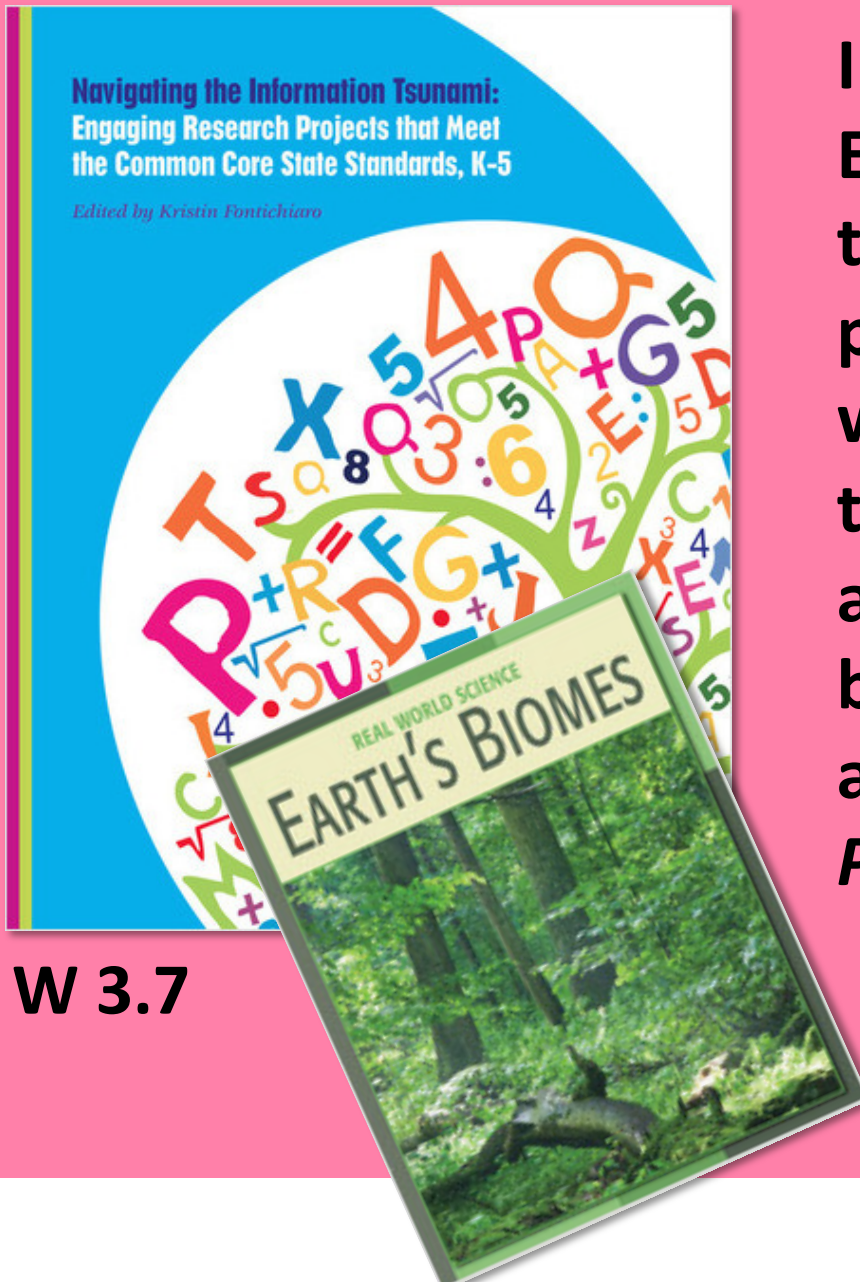
**W.2.7**



**W 3.7**

**Grade 3**

**“Conduct short research projects that build knowledge about a topic.”**



**W 3.7**

In our book, Kara Fribley, Eileen Thomas, and I did a three-stage research project moving from food webs to animal study and then, in a mashup, placing an animal in the *wrong* biome to create an adventure story (a la *Poppy*).



## **DAY FIVE (60 minutes): Imagining Their Animal in A Different Biome**

### **Launching the Lesson: Activating Prior Knowledge**

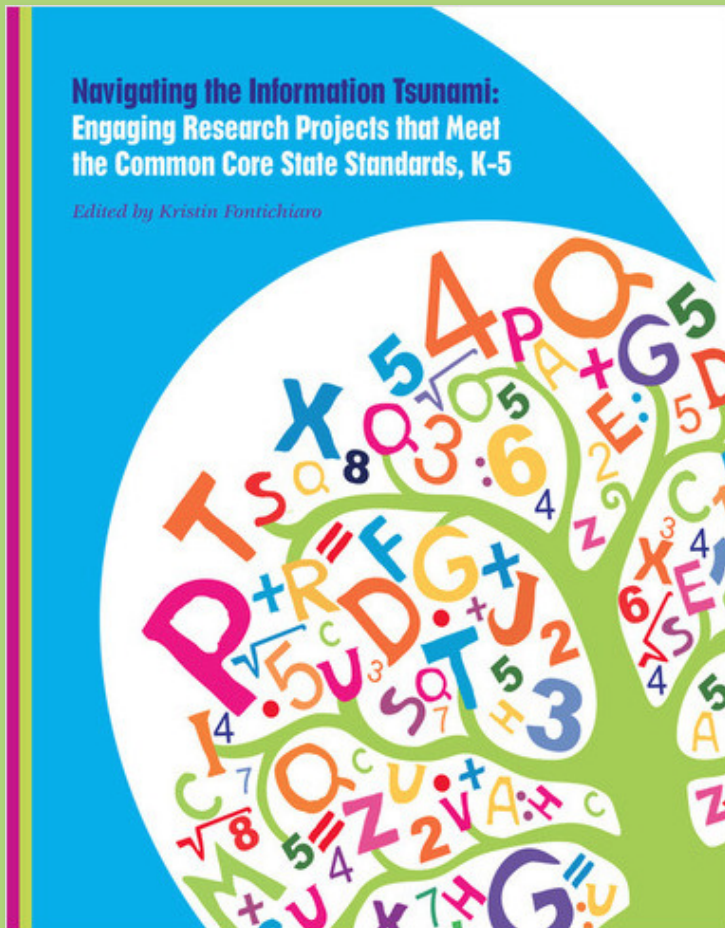
1. Before class, write the name of each group's biome on four scraps of paper. Place them in a hat or box.
2. As students enter the room, ask them to draw a biome from the hat. (Select again if they receive their own biome.)
3. Remind students that yesterday, they learned a lot about their animal at home. In their adventure comic, their animal will travel to a different biome—the one they just selected—where the climate, food, and land will be different.

### **Learning Activities**

1. Ask students to open the previous day's animal research in one tab or window and the appropriate class biome research wiki page in another. (Moving between tabs/windows is an important skill for budding researchers.)
2. They will use their colleagues' biome research to guide Part Two of their animal research page, where they will re-answer the Part One questions for the new biome. They may not find specific answers, so ask them, **"Do any of these animals seem bigger/smaller than they are? Could they be predators/prey?"** This can help them use facts as a launching point for their imagination.
3. Then, ask them to fill out Part Three, answering these questions:

1. What is the same about your animal's home biome and the one it is in now?
2. What is different about the two biomes?
3. What do you think your animal might eat in the new biome?
4. What animals might be predators of your animal?
5. Would your animal be cold or warm in the new climate?
6. What new things would your animal experience?
7. What story ideas are you getting?

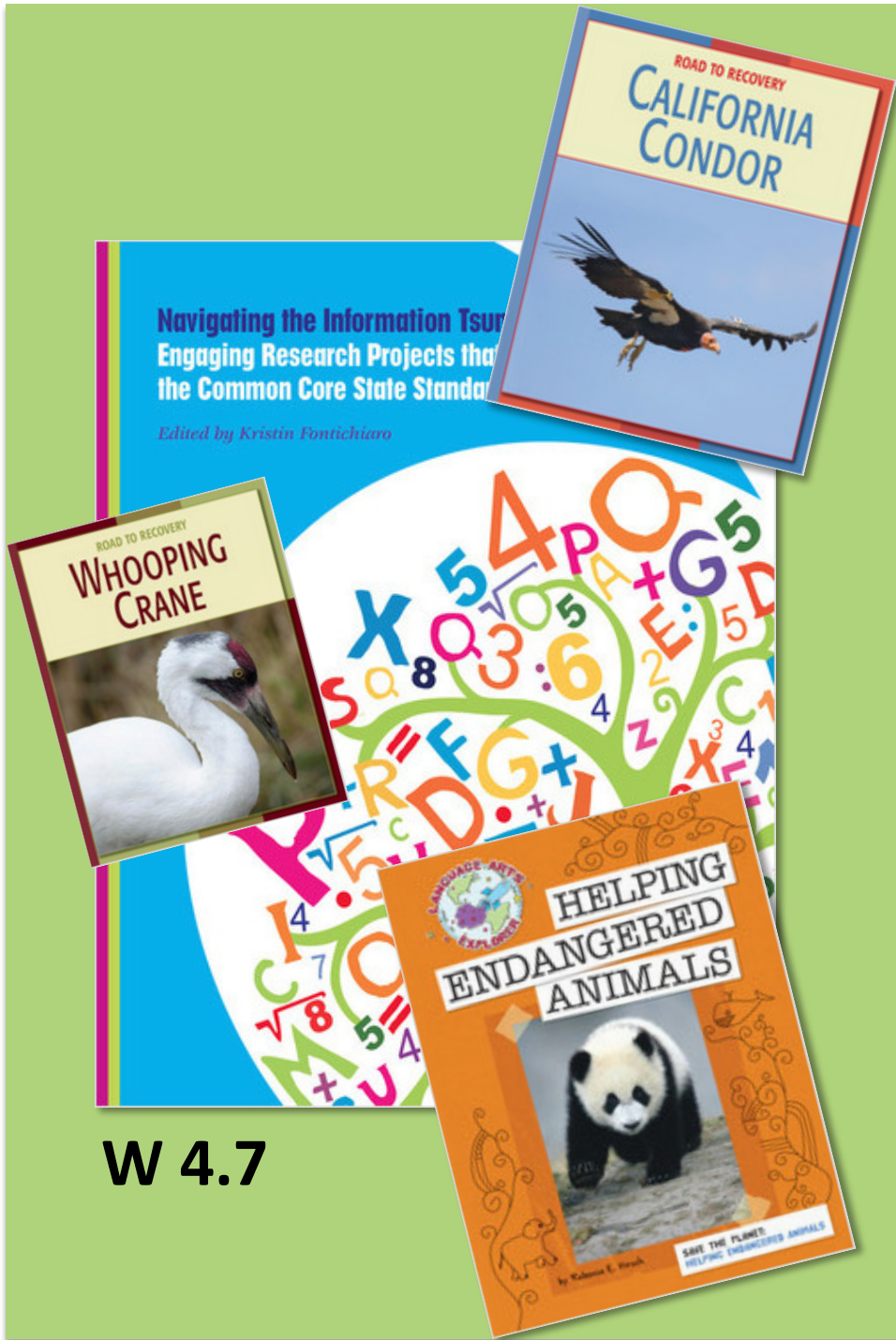




**W 4.7**

## **Grade 4**

**“Conduct short research projects that build knowledge through investigation of different aspects of a topic.”**



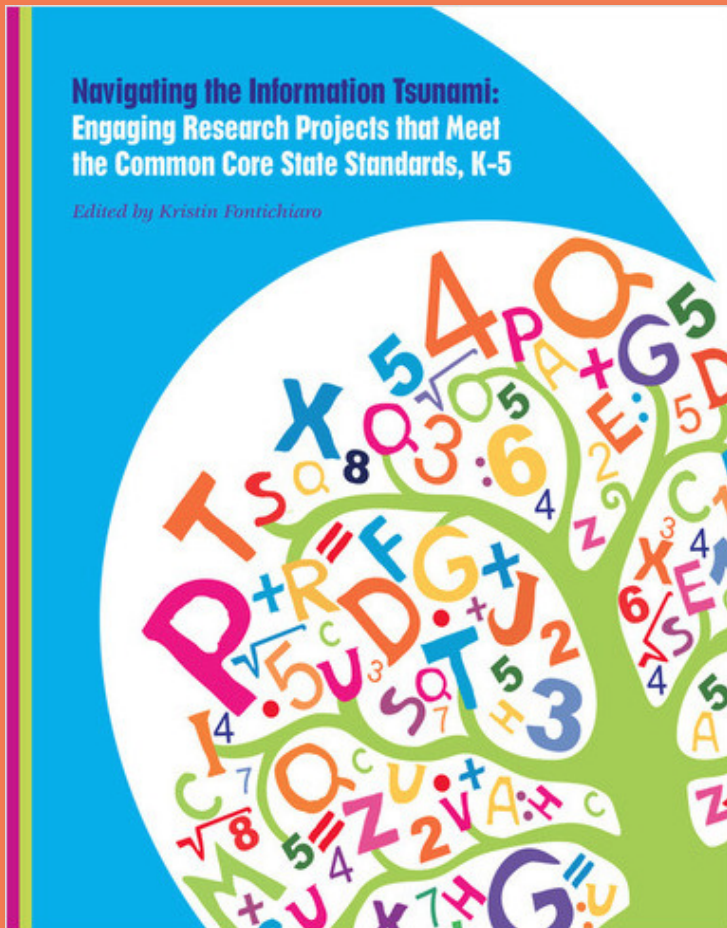
**W 4.7**

**In our book, Ann Truesdell did a compare and contrast project in which students studied endangered animals and made a PSA to protect them while simultaneously teaching citation.**



Topic	Endangered animal	
Background information	Life cycle	
	Natural habitat (ideal ecosystem)	
	Food web (including both predators and prey)	
		How is this affected by threats to the animal?
		→
		→
		→

**W 4.7**



**W.5.7**

## **Grade 5**

**“Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.”**



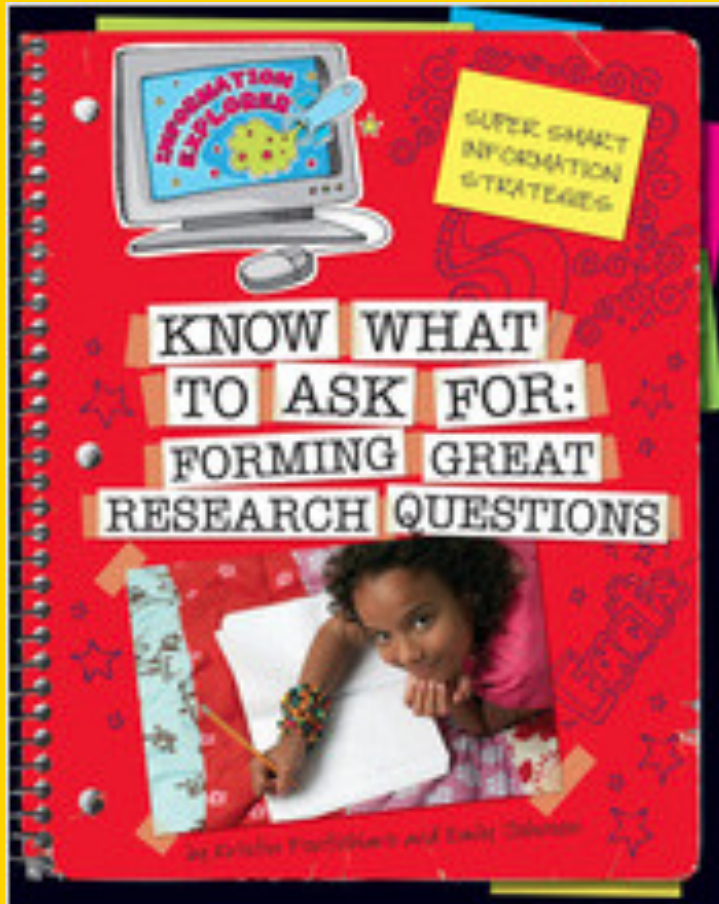
W.5.7



**Be a History Detective!**

All good detectives follow a process during their investigation. Your job is to investigate the clues left behind by the people of the Great Depression and Dust Bowl era. Use this organizer to help you analyze, understand, and interpret the photograph's clues.

Observe	Background Knowledge	Deductions
What do you see in this photograph? Make a list of the details you see.	What do you know about this time period from previous classes, reading, research, or your own experiences?	What conclusions can you draw or inferences can you make based on what you see in the photograph and your background knowledge? Make a list of your conclusions or inferences.



**W.6.7**

**Grade 6**

**“Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.”**



# Writing Standard 7: Grade 6

Refocusing inquiry  
involves rethinking  
questions.

We suggest this!



**TRY THIS!**  
Divide a piece of paper into two columns. Label the first column "Red-Light Questions" and the second "Green-Light questions." In the first column, write five red-light questions. Have a friend do the same thing. Trade lists. Can you turn their red-light questions into green-light ones? Take a look at these examples:

Red Light	Green Light
What is Massachusetts's Major League Baseball team?	What is the history of the Boston Red Sox?
How many flavors are there in Neapolitan ice cream?	How is ice cream made?

To get a copy of this activity, visit [www.cherrylakepublishing.com/activities](http://www.cherrylakepublishing.com/activities)

Chapter Three: Open for Business

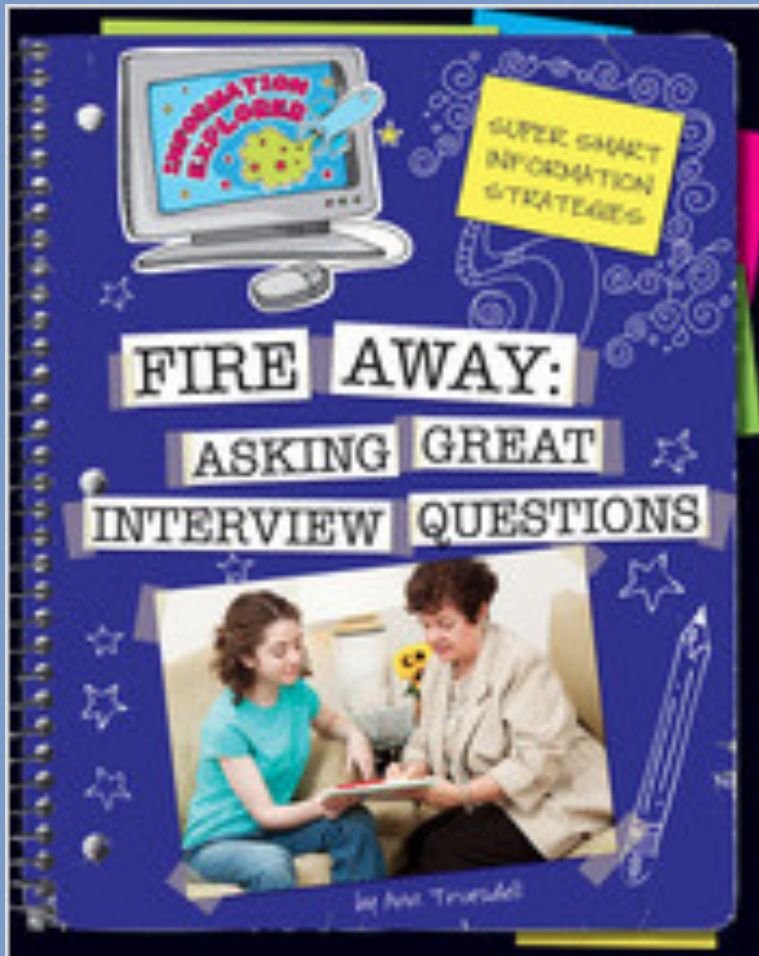
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## Grade 7

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

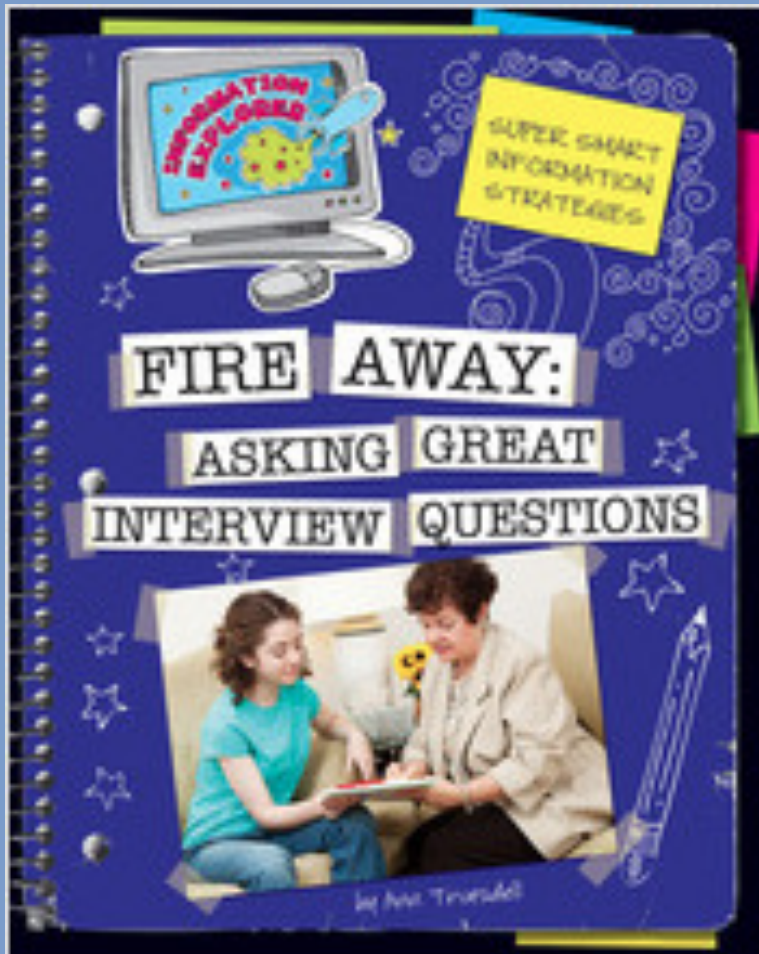


**W.7.7**



Use this text to develop questions in the context of a face-to-face interview

**W.7.7**



W.7.7

Chapter Two  
Preparing The Interview

## TRY THIS!

Asking the right questions can be tough, but it gets easier with practice. Pair up with another student in your class. Find out which activities he or she participates in after school. Using the rules below as your guide, write down 10 questions to ask your classmate about the activity. You might have to look up some background on the activity first.

To get a copy of this activity, visit [www.cherrylakepublishing.com/activities](http://www.cherrylakepublishing.com/activities).

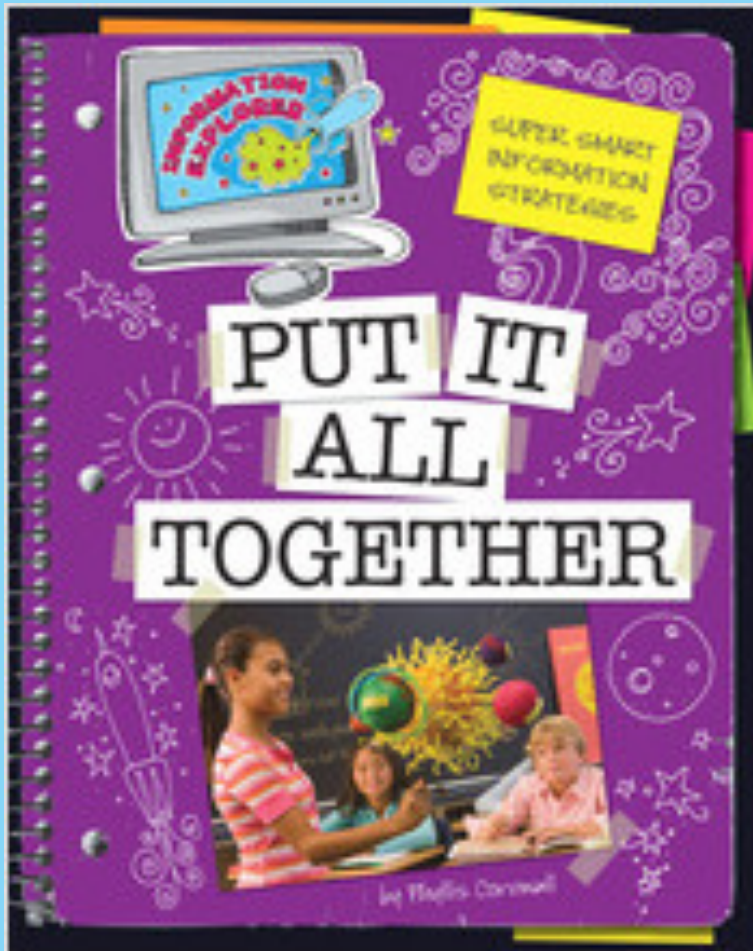
### INTERVIEW QUESTION RULES:

1. No more than two closed-ended questions. For example:  
*How long have you been taking gymnastics classes?*
2. Start by asking a few fact-based questions about the activity. For example:  
*Can you describe what happens at an average gymnastics competition?*
3. Next, ask questions that get your classmate to give opinions about the activity. For example:  
*What do you like most about gymnastics?*

What questions did you come up with? How did they compare to the questions above?

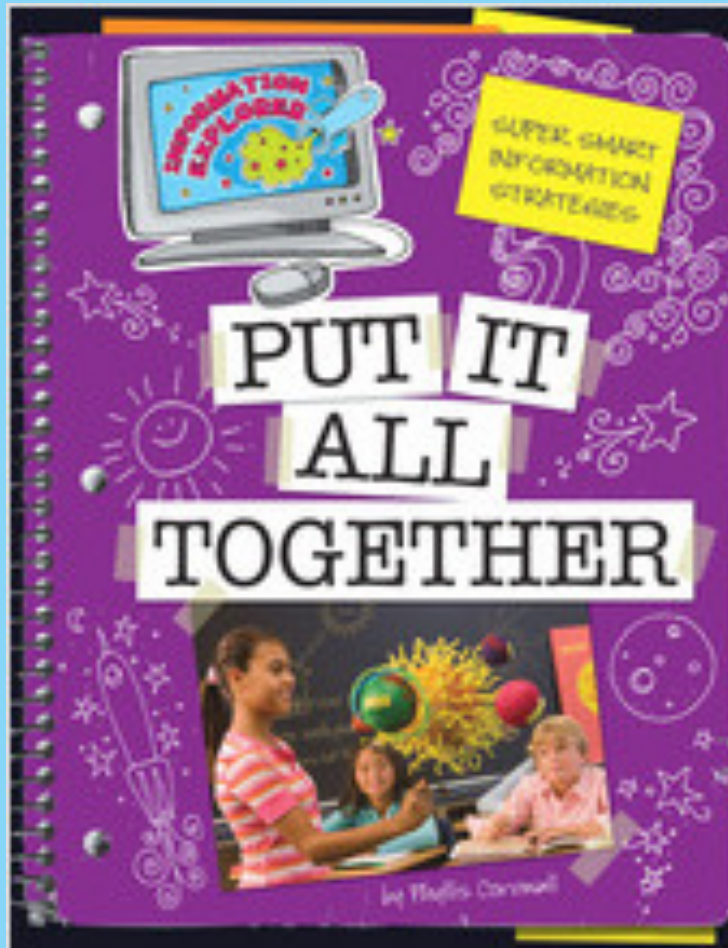
## Grade 8

**“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.”**

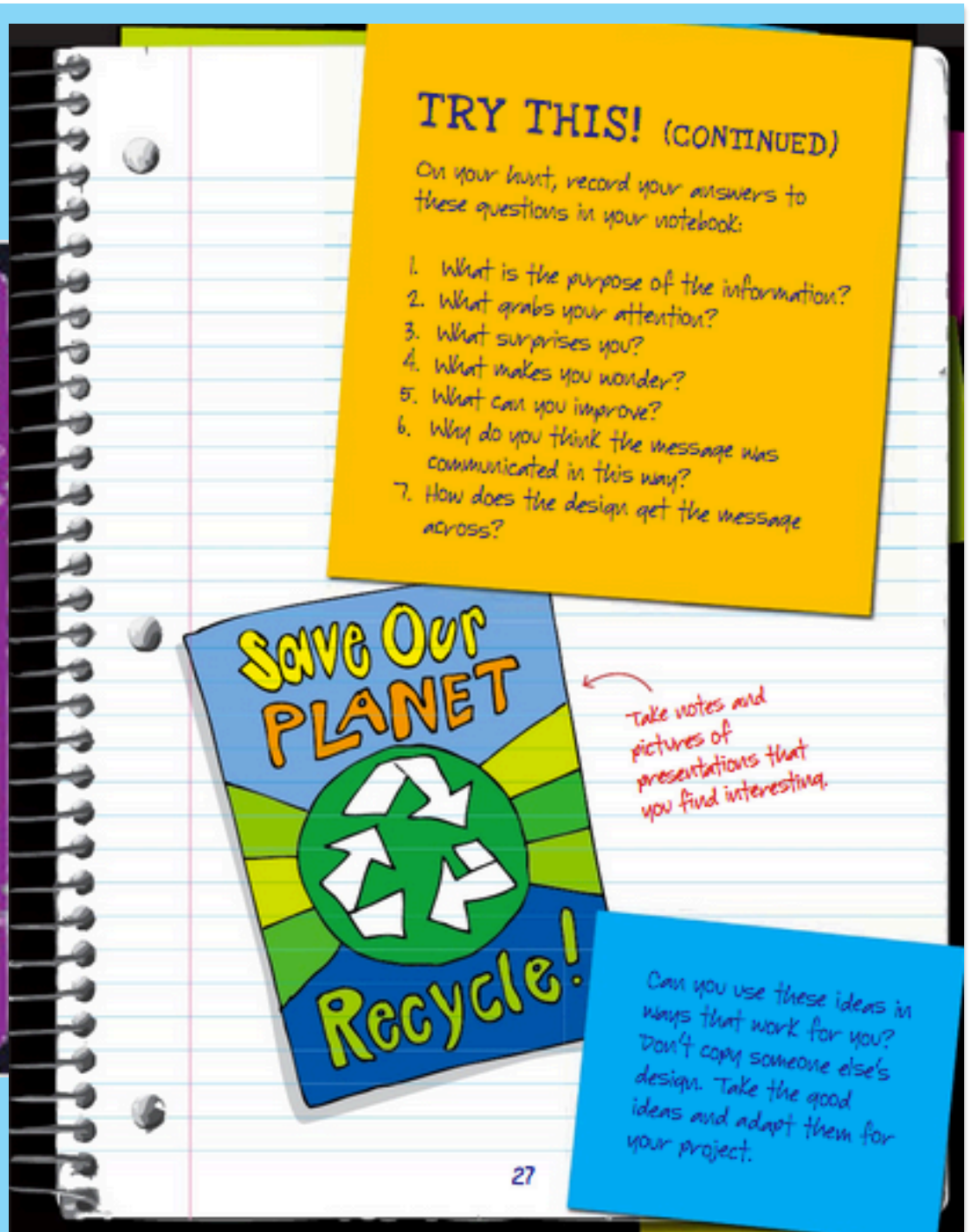


**W.8.7**

## We Suggest ...



W.8.7

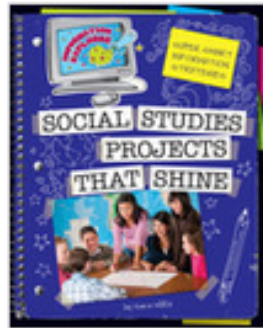
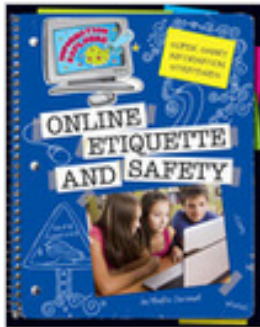
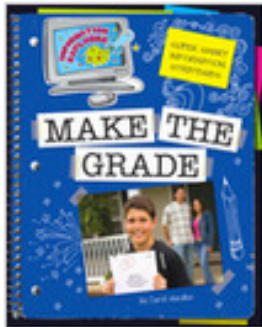
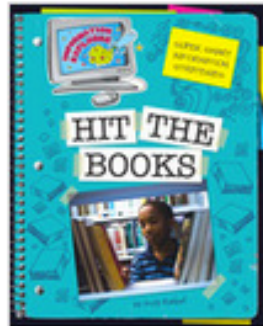
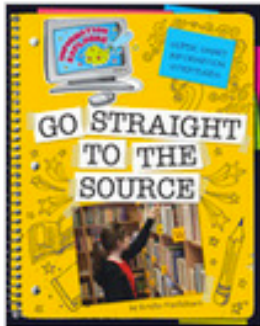
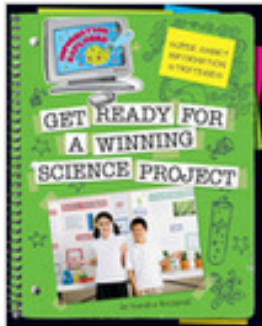
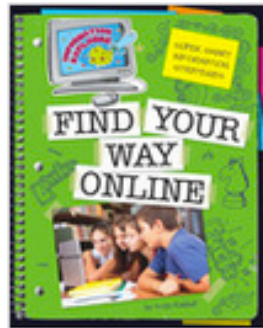
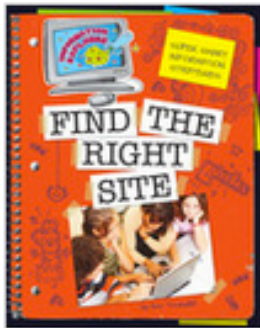
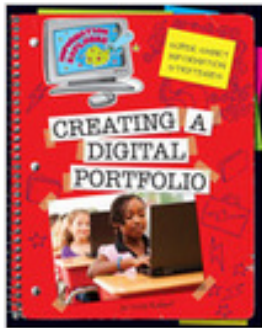


## Bottom Line: Research Projects Within CCSS:

- May have vague language that gives teachers and librarians few clues about or tips for executing research projects
- May require research skills that are new to teachers or students in the digital age
- May provide general guidance but overlook essential process skills that are needed
- May provide little guidance about where to find age-appropriate information



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Thanks!

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