



Librarians and the Common Core: Making the Implicit Explicit

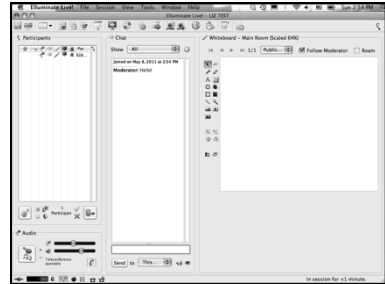
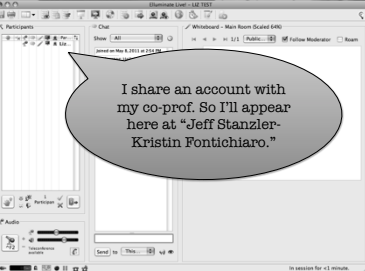
Kristin Fontichiaro
MSLA
September 22, 2012

“Why does this display look so ... weird?”

Only one per table can log on:
<http://bit.ly/MSLAwebinar>

If you are f2f for this session, please turn off your computer’s volume!

Online chat will be monitored so questions get answered at a stopping point

I share an account with my co-prof. So I'll appear here at "Jeff Stanzler-Kristin Fontichiaro."



How Much Do You Already Know About CCSS in MA?

Nothing. Why do you think I'm here? ←

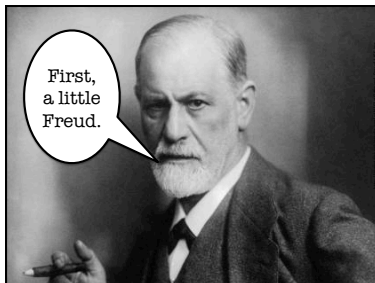
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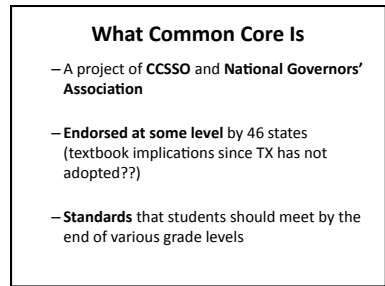
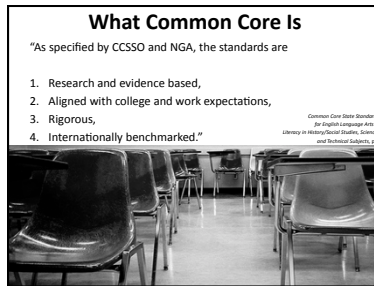
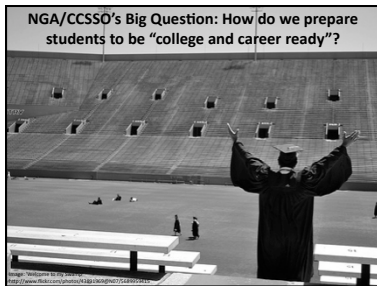
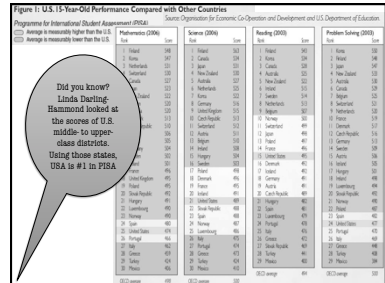
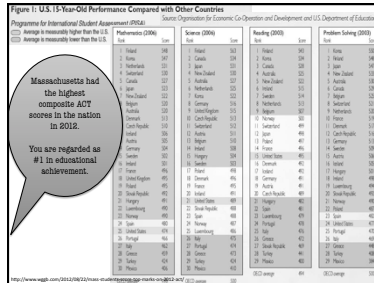
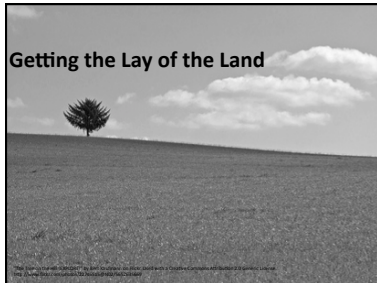
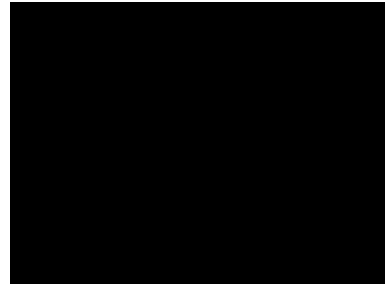
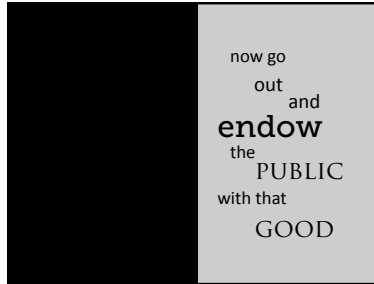
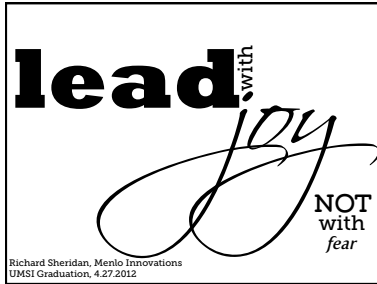
Some

Quite a bit

→ Tons!

- Agenda for Today**
Times are approximate!
- **Morning (9am – noon)**
 - Assumption: Librarians are Leaders
 - An Overview of the CCSS and Q&A
 - Taking Your Building's Pulse: Exit Standards
 - **Lunch (noon – 1pm)**
 - **Afternoon (1-3:30pm)**
 - Following a research standard across K-12
 - Unpacking a Standard
 - Plans for Future
 - Q&A





What Common Core Is

- 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 Is: corestandards.org

The screenshot shows the corestandards.org website. At the top, it says 'What Common Core Is: corestandards.org'. Below that is a navigation bar with links like 'Home', 'About the Standards', 'Vision of Reform', 'News', 'Get Involved', and 'FAQ'. The main content area features a map of the United States with the text 'Adoption by State' and a list of states that have adopted the standards. There is also a 'Mission Statement' and a 'Common Core State Standards Webinar' link.

What Common Core Isn't

- NOT a USDOE project
- NOT nationwide (but close)
- 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

What Common Core Standards AREN'T (commoncore.org)

The screenshot shows the commoncore.org website. The main heading is 'The Common Core Curriculum Magazine Project'. Below this, it says 'WRITTEN BY TEACHERS, FOR TEACHERS'. There is a section for 'Social Edition of the ELA Maps Now Available' and a 'Become a Member' button.

<http://www.doe.mass.edu/candi/commoncore/>

The screenshot shows the Massachusetts Department of Education website. The main heading is 'Common Core State Standards Initiative'. Below this, there are several links and news items, including 'New Implementation Resources for 2012', 'Using Design: Implementing the 2012 Massachusetts Curriculum Framework for English Language Arts and Literacy', and '2011 Massachusetts Frameworks for English Language Arts & Literacy in History/Social Studies, Science, & Technical Subjects'.

Masteryconnect.com

The screenshot shows the MasteryConnect website. The main heading is 'MasteryConnect.com'. Below this, there is a navigation menu with options for 'Common Core Standards' and 'Language Arts'. Under 'Common Core Standards', there are links for 'Math - Traditional', 'Math - Integrated', and 'Language Arts'. Under 'Language Arts', there are links for 'Kindergarten', '1st Grade', '2nd Grade', '3rd Grade', '4th Grade', '5th Grade', '6th Grade', '7th Grade', and '8th Grade'.

Today's Focus: Common Core Standards: ELA

The image shows a LEGO minifigure standing on a sandy surface, holding a sign that says 'Today's Focus: Common Core Standards: ELA'. The background is a bright, hazy sky.

Read the Common Core State Standards

The screenshot shows the Common Core State Standards website. The main heading is 'Read the Common Core State Standards'. Below this, there is a list of downloadable documents, including '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 Studies, Science, & Technical Subjects', 'English Language Arts Appendix A', 'English Language Arts Appendix B', 'English Language Arts Appendix C', 'Common Core State Standards for Mathematics', and 'Mathematics Appendix A'.

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

ELA intro, page 6

What is Not Covered by the Standards

The Standards should be recognized for what they are not as well as what they are. The most important intentional design limitations are as follows:

1. The Standards define what all students are expected to know and do in the field of English language arts. They do not define the content of any particular course or program. The Standards are not intended to be used as a checklist for curriculum development. The Standards make references to some particular forms of content, including mythology, Shakespeare, US documents, and Shakespeare. This is not intended to be a list of content that all students must learn. The Standards do not require the use of any particular anthology or core texts.
2. While the Standards focus on what is most essential, they do not address all of the skills or content that might be taught. The Standards are intended to be used as a guide for the selection of content and program developers. The goal of the Standards is to define the fundamental skills and content that all students should know and do in the field of English language arts.
3. The Standards do not define the specific content that all students should learn. The Standards are intended to be used as a guide for the selection of content and program developers. The goal of the Standards is to define the fundamental skills and content that all students should know and do in the field of English language arts.
4. The Standards set grade-specific standards but do not define the content of any particular course or program. The Standards are not intended to be used as a checklist for curriculum development. The Standards make references to some particular forms of content, including mythology, Shakespeare, US documents, and Shakespeare. This is not intended to be a list of content that all students must learn. The Standards do not require the use of any particular anthology or core texts.
5. It is also beyond the scope of the Standards to define the full range of content that all students should learn. The Standards are not intended to be used as a checklist for curriculum development. The Standards make references to some particular forms of content, including mythology, Shakespeare, US documents, and Shakespeare. This is not intended to be a list of content that all students must learn. The Standards do not require the use of any particular anthology or core texts.
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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>

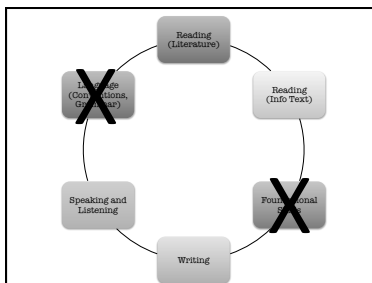
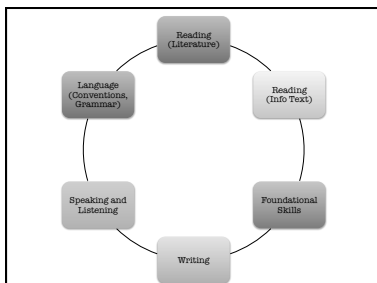
English Language Arts

CC → AASL
Crosswalk
bit.ly/commoncorecrosswalk

Common Core Standard	AASL Standard(s)
Kindergarten	
CC.K.1.1 Demonstrate confidence in the conventions of standard English by using correct capitalization, punctuation, and spelling.	AASL 1.1.1
CC.K.1.2 Demonstrate confidence in the conventions of standard English by using correct capitalization, punctuation, and spelling.	AASL 1.1.2
CC.K.1.3 Demonstrate confidence in the conventions of standard English by using correct capitalization, punctuation, and spelling.	AASL 1.1.3
CC.K.1.4 Demonstrate confidence in the conventions of standard English by using correct capitalization, punctuation, and spelling.	AASL 1.1.4
CC.K.1.5 Demonstrate confidence in the conventions of standard English by using correct capitalization, punctuation, and spelling.	AASL 1.1.5
CC.K.1.6 Demonstrate confidence in the conventions of standard English by using correct capitalization, punctuation, and spelling.	AASL 1.1.6
CC.K.1.7 Demonstrate confidence in the conventions of standard English by using correct capitalization, punctuation, and spelling.	AASL 1.1.7
CC.K.1.8 Demonstrate confidence in the conventions of standard English by using correct capitalization, punctuation, and spelling.	AASL 1.1.8
CC.K.1.9 Demonstrate confidence in the conventions of standard English by using correct capitalization, punctuation, and spelling.	AASL 1.1.9
CC.K.1.10 Demonstrate confidence in the conventions of standard English by using correct capitalization, punctuation, and spelling.	AASL 1.1.10

AASL → CC
Crosswalk
bit.ly/commoncorecrosswalk

AASL Learning Standards	Common Core Crosswalk
1.1.1 Follow an inquiry-based process to access knowledge in a variety of formats and media and use the information to solve a problem or answer a question.	CC.1.1.1
1.1.2 Follow an inquiry-based process to access knowledge in a variety of formats and media and use the information to solve a problem or answer a question.	CC.1.1.2
1.1.3 Follow an inquiry-based process to access knowledge in a variety of formats and media and use the information to solve a problem or answer a question.	CC.1.1.3
1.1.4 Follow an inquiry-based process to access knowledge in a variety of formats and media and use the information to solve a problem or answer a question.	CC.1.1.4
1.1.5 Follow an inquiry-based process to access knowledge in a variety of formats and media and use the information to solve a problem or answer a question.	CC.1.1.5
1.1.6 Follow an inquiry-based process to access knowledge in a variety of formats and media and use the information to solve a problem or answer a question.	CC.1.1.6
1.1.7 Follow an inquiry-based process to access knowledge in a variety of formats and media and use the information to solve a problem or answer a question.	CC.1.1.7
1.1.8 Follow an inquiry-based process to access knowledge in a variety of formats and media and use the information to solve a problem or answer a question.	CC.1.1.8
1.1.9 Follow an inquiry-based process to access knowledge in a variety of formats and media and use the information to solve a problem or answer a question.	CC.1.1.9
1.1.10 Follow an inquiry-based process to access knowledge in a variety of formats and media and use the information to solve a problem or answer a question.	CC.1.1.10



Massachusetts-Specific Information

- Starts in pre-K (CCSS starts in K)
- Check out the Word doc on the Mass. DOE web site that shows where Mass. has added a few pieces to the CCSS

Reading (Literature)

<p>K-5</p> <ul style="list-style-type: none"> • Key ideas and details • Craft and structure • Relationships between elements/texts • Group reading • Retelling and description • Point of view • Elements of genres 	<p>6-12</p> <ul style="list-style-type: none"> • Evidence to support ideas/analysis • Figurative meaning • How form impacts meaning • Point of view • How format impacts story (e.g., movie vs. book) • Multiple interpretations
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Reading (Informational Text)

<p>K-5</p> <ul style="list-style-type: none"> • Main idea/details • Elements of print • Relationships between illustrations and text • Compare and contrast between texts, characters, etc. • Pull together information from several texts • Interpret charts, graphs, etc. • Who/What/When/Where/Why/How 	<p>6-12</p> <ul style="list-style-type: none"> • Evidence to support analysis • Multiple word meanings in context • Point of view / purpose • Comparing multiple formats of a text • Text complexity
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Reading: Foundational Skills

<p>K-5</p> <ul style="list-style-type: none"> • Decoding • Word recognition • Fluency 	<p>6-12</p> <ul style="list-style-type: none"> • n/a
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Writing

<p>K-5</p> <ul style="list-style-type: none"> • Informative/explanatory texts • Editing/revision • Research projects (beginning in K) • Opinion pieces • Narratives • Short and long pieces 	<p>6-12</p> <ul style="list-style-type: none"> • Arguments w/supporting claims • Informative/explanatory texts of increasing complexity • Narratives of increasing complexity • Production and distribution, including digital publishing • Short research projects • Extended and short projects
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Speaking and Listening

<p>K-5</p> <ul style="list-style-type: none"> • "Collaborative conversations" • Ask questions • Share ideas • Create audio recordings • Present reports 	<p>6-12</p> <ul style="list-style-type: none"> • "Collaborative conversations" • Present knowledge and ideas
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Language

<p>K-5</p> <ul style="list-style-type: none"> • Increasing complexity • Capitalization • Punctuation • Pronouns • Vocabulary • "Standard English grammar" • Spelling 	<p>6-12</p> <ul style="list-style-type: none"> • Increasingly complex sentence structure, word use, nuance • Increasing consistency in tone • Less redundancy and wordiness • Use of domain- and age-appropriate vocabulary • Figurative language
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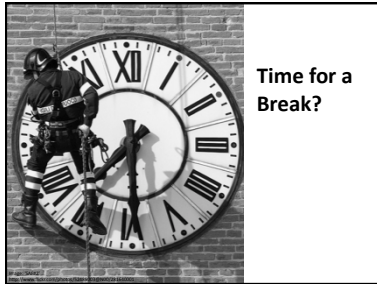
Literary Text Types

<p>K-5</p> <ul style="list-style-type: none"> • Stories <ul style="list-style-type: none"> – Adventure, folktales, legends, fables, fantasy, realistic fiction, myth • Drama <ul style="list-style-type: none"> – Staged dialogue and "brief familiar scenes" • Poetry <ul style="list-style-type: none"> – Nursery rhymes, narrative poems, limerick, free verse 	<p>6-12</p> <ul style="list-style-type: none"> • Stories <ul style="list-style-type: none"> – "Subgenres" of stories from K-5 – Science fiction – Allegories, parodies, satire – Graphic novels (hmmm) • Drama <ul style="list-style-type: none"> – One-acts, multi-acts – Written and in film (hmm) • Poetry <ul style="list-style-type: none"> – "Subgenres of narrative poems" – Lyrical poems – Free verse poems – Sonnets, odes, ballads, epics
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Info Text Types

<p>K-5</p> <ul style="list-style-type: none"> • Biographies • Autobiographies (ummm) • Books about content areas: <ul style="list-style-type: none"> – History/social studies – Science – Arts – Technical text, including: <ul style="list-style-type: none"> • Directions • Forms • Graphs, charts, maps – Includes digital resources 	<p>6-12</p> <ul style="list-style-type: none"> • 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
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Time for a Break?

**The Three Appendices:
Key Ideas for Librarians**

- **Appendix A: Key Reads for Librarians**
 - Text Complexity explanation
 - 3 Writing type priorities (Argument, Informational/Explanatory, Narrative)

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?)

Redefining Text Complexity in 3 Ways

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What implications do you see in your building? Library?

**The Three Appendices:
Key Ideas for Librarians**

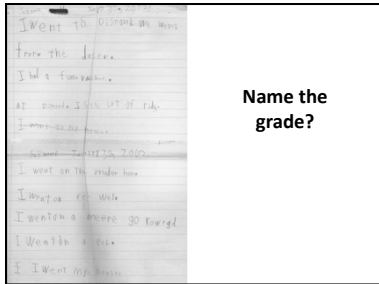
- **Appendix B: Key Reads for Librarians**
 - Text Exemplars (check your collection?)
 - Sample Performance Tasks

**The Three Appendices:
Key Ideas for Librarians**

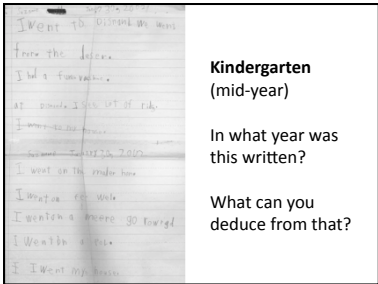
- **Appendix C: Student Writing Samples**
 - By really, really, unbelievably good writers
 - Suspicion: low urban/rural representation
 - Going to Disneyland
 - Horseback riding lessons

**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**



Name the grade?



Kindergarten (mid-year)

In what year was this written?

What can you deduce from that?

1-23-02
My Big Book About Spain

Spain is in Europe. Spain is located 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. Spain has bull fights and I would want to see one. I think Spain looks like a upside-down hat. In some of the fiestas the people are loud. Some of the fiestas are even beautiful and colorful. Spain has alot of different people. In the bull fights they make the bull tired and make them fall out. Spain is very colorful even if you there you will see it's right. Spain has 5 neighbors and write about it!

Appendix C, Page 11

Student Sample: Grade 3 Informative/Expository

Grade 1

Thoughts?

What grade?

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).

I also interviewed several authorities in the field: the district representative for the U.S. Army Corps of Engineers, the federal agency responsible for the protection of wetlands; a senior environment planner with the City of San Diego, who wrote the City's Resource Protection Ordinance (RPO); the Station botanist at Miramar Naval Air Station, who is in charge of their vernal pool management plan on the land that has the largest number of pools remaining in the City of San Diego; a biologist working for RECON (Regional Environmental Consultants), a firm which is mapping the vernal pools for the City of Hemet, [another city in San Diego County facing the same issues]; and

finally a geographer working for SANDAG (San Diego Association of Governments), a regional organization that gathers, records, and analyzes data associated with regional planning and environmental issues. They answered many questions and offered their own ideas and information, including additional articles on my subject. I looked at several maps and photos of vernal pools locations, and charts of changing land use. To decide how much education may be needed about vernal pools, I made a questionnaire, and surveyed two classrooms of elementary students, and a group of forty-two adults, trying to cover most age groups.

Grade 7

Heralded for, among other things, introducing topic clearly, formal language, organization, transitions, concrete details

Noted as exceptional work for a seventh grader, even though the appendix says all students should be able to write to these levels

Thoughts?

- Appendix C, Page 42

What Grade?

Characterization is very important to a story and influences how a person interprets the novel or movie, and one important way that the book differs from the movie is how Bruno's mother is characterized. In the movie, she is unrealistically portrayed as an honest woman with good moral values, and is almost as naive as Bruno is about what is going on at Auschwitz. When she discovers what her husband is doing to people at the camp she is deeply disturbed. Mortified by her husband's cruelty, their relationship declines. In contrast, she is a far more sinister character in the book. Though Bruno is too young to understand what his mother is doing, one of the reasons he dislikes Lieutenant Kotler is that, "... he was always in the living room with Mother and making jokes with her, and Mother laughed at his jokes more than she laughed at Father's" (162). Bruno's mother is very unhappy in her new situation away from Berlin, and her discontent leads her to cheat on her husband. This also leads her to unknowingly hurt her son, for Bruno is upset that she is paying more attention to Lieutenant Kotler than she is to his father, and the damage she causes could be magnified if she continues to disrupt their family. Further examples of her abysmal character and unfaithfulness are revealed when Bruno's mother finds the young lieutenant and says, "Oh Kurt, precious, you're still here. ... I have a little free time now—Oh! she said, nothing Bruno standing there. 'Bruno! What are you doing here?' (166). Her disloyalty further allows the reader to see that her character is far from virtuous, contrary to the opinion of a person who viewed the movie. Throughout the story, it also becomes apparent that Bruno's mother is also an alcoholic, and, "Bruno worried for her health because he'd never known anyone to need quite so many medicinal cherries" (188). Unable to come to terms with her new circumstances and strained relationship with her husband, Bruno's mother tries to drink away her problems, further conveying that she is a weak character. Bruno's extreme innocence about his mother and situation at Auschwitz are magnified by the use of irony in both the movie and the book.

Grade 9, Argumentative

Characterization is very important to a story and influences how a person interprets the novel or movie, and one important way that the book differs from the movie is how Bruno's mother is characterized. In the movie, she is unrealistically portrayed as an honest woman with good moral values, and is almost as naive as Bruno is about what is going on at Auschwitz. When she discovers what her husband is doing to people at the camp she is deeply disturbed. Mortified by her husband's cruelty, their relationship declines. In contrast, she is a far more sinister character in the book. Though Bruno is too young to understand what his mother is doing, one of the reasons he dislikes Lieutenant Kotler is that, "... he was always in the living room with Mother and making jokes with her, and Mother laughed at his jokes more than she laughed at Father's" (162). Bruno's mother is very unhappy in her new situation away from Berlin, and her discontent leads her to cheat on her husband. This also leads her to unknowingly hurt her son, for Bruno is upset that she is paying more attention to Lieutenant Kotler than she is to his father, and the damage she causes could be magnified if she continues to disrupt their family. Further examples of her abysmal character and unfaithfulness are revealed when Bruno's mother finds the young lieutenant and says, "Oh Kurt, precious, you're still here. ... I have a little free time now—Oh! she said, nothing Bruno standing there. 'Bruno! What are you doing here?' (166). Her disloyalty further allows the reader to see that her character is far from virtuous, contrary to the opinion of a person who viewed the movie. Throughout the story, it also becomes apparent that Bruno's mother is also an alcoholic, and, "Bruno worried for her health because he'd never known anyone to need quite so many medicinal cherries" (188). Unable to come to terms with her new circumstances and strained relationship with her husband, Bruno's mother tries to drink away her problems, further conveying that she is a weak character. Bruno's extreme innocence about his mother and situation at Auschwitz are magnified by the use of irony in both the movie and the book.

Toodle and Talk (or chat)

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

What Opportunities Do You See for Librarians?

Where Might Teachers Need Your Help?

Toodle and Talk: Report Out

Kristin's Top Five Common Core Implementation Foci for Librarians

1. Importance of Info Text
2. Strategies for decoupling reading comprehension from text analysis
3. Developing arguments with supporting details
4. PD: Instructional strategies for teaching non-fiction in the content area
5. Research – the 4th R

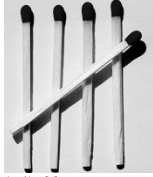


Image: What are four? <http://www.flickr.com/photos/16480461@N00/178856202/>

1

Informational text is extremely important.

Library collections need fresh, differentiated non-fiction content.

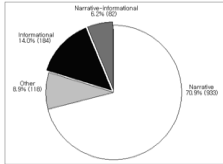
- Books
- Pathfinders
- Databases

Classroom collections need fresh, differentiated non-fiction content.

- Books
- Pathfinders
- Databases

BUT

Percentage of Info Text in a Study of Classrooms, Gr. 2 - 4



Text Type	Percentage
Narrative	70.9%
Informational	14.0%
Other	15.1%

FIGURE 3. Proportion and number of classroom library print by text type
Jeong, Gaffney, and Choi, 2010, p. 445

AND

More Experience = Less Non-Fiction

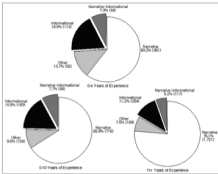



FIGURE 3. Proportion and mean of classroom library print by text type and teacher experience
Jeong, Gaffney, and Choi, 2010, p. 446

SO


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



School and youth librarians can coordinate vendor presentations, give book talks, hold info-text open houses for teachers, and lead collection development seminars for teachers who prefer to curate their own collections

Informational Texts in Content Areas

- Textbooks
- Articles



And also, speaking of collections...

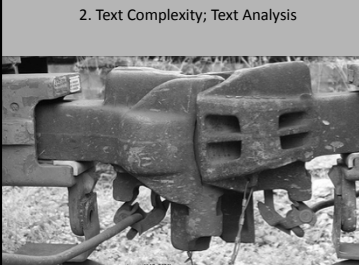
Needs

- Waaaaay more non-fiction
- Drama
- Satire, Allegory, Parody



image: "Albe polyphylla Schumland ex Pillans" <http://www.flickr.com/photos/9345250@N00/18434322/>

2. Text Complexity; Text Analysis



Redefining Text Complexity in 3 Ways

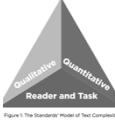


Figure 1: The Standard Model of Text Complexity

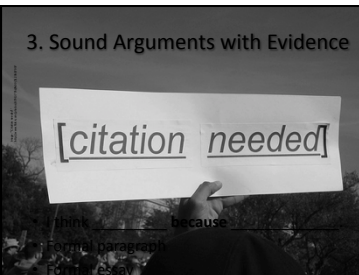
- **Qualitative** – human-measured difficulty: e.g., levels of meaning, purpose, structure, language conventions and clarity
- **Quantitative** – items better measured by computers, e.g., word length, word frequency, sentence length
- **Reader and Task** – factors related to prior knowledge, motivation, complexity of the task assigned, or questions posed (What do I need to do with the task? What do I bring to the task?)

Surprisingly, what chiefly distinguished the performance of those students who had earned the benchmark score or better from those who had not was **not** their relative ability in making inferences while reading or answering questions related to particular cognitive processes, such as determining main ideas or determining the meaning of words and phrases in context. Instead, the **clearest differentiator was students' ability to answer questions associated with complex texts ...**


The most important implication of this study was that a **pedagogy focused only on "higher-order" or "critical" thinking was insufficient** to ensure that students were ready for college and careers: **what students could read, in terms of its complexity, was at least as important as what they could do with what they read.**

ELA Appendix A, Common Core Standards, p. 2


3. Sound Arguments with Evidence



4. 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?



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?



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!

"Research and Media Skills Blended into the Standards as a Whole"

"To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas; to conduct original research in order to answer questions or solve problems; and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. *(continued)*

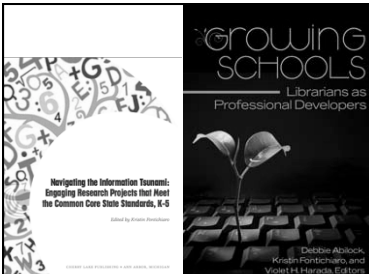

"Research and Media Skills Blended into the Standards as a Whole"

(continued from previous slide)

"In like fashion, research and media skills and understandings are embedded throughout the standards rather than treated in a separate section." (ELA Standards, page 4; reiterated in MA documentation)

Recommendations

- **Elementary Librarians - Fixed:**
 - Focus release time energies on CC-aligned lessons
 - Flesh them out with what you know about AASL *Standards for the 21st-Century Learner*
- **Flex Elementary & Secondary Librarians:**
 - Think about how to make maximum impact via PD so teachers learn what you know about research, info text, etc.

Do we need a break?

During Break: Post Questions in the Chat Window (or raise your hand after the break)



Diving Into Your Questions (with crowdsourced responses)



**Part II:
Take a Look at
Your Standards**

Your Task
(In 30 minutes, I'll check in; we can take more time if needed)

- Go to <http://bit.ly/fontblog>.
- Download the document that *best correlates* to the exit grade for your school.
- This can be both a working document and something you share with admins.
- Work through each standard.
- In the boxes, note:
 - Will you teach alone? Will teacher? Will you co-teach?
 - Notes, ideas, questions, additions needed, resources needed, correlations with AASL Standards, etc.
- Please work *alone* unless you have a partner librarian *in your library*



**Five Minute
Quick-Write Summary**

- **Three AHA moments**
- **Two things you're already doing that meet a standard**
- **One thing you can't wait to share with a teacher**



Anyone Willing to Share?



**Part III:
Unpacking
Writing Standard 7**

Unpacking a Standard

- Everybody has some standards that are vague and others that are specific. Weak, vague research standards are particularly vexsome!
- To prevent the return of the bird unit, we need to practice unpacking what's actually implied within a vague standard.

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We'll look across K-12 through the lens of one standard:

Writing Standard 7, which appears in every grade as a research-oriented standard.

As we go, think about what you are already doing and where you think classroom teachers need support.

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

Name _____

One thing good writers do is _____


Tomie showed us this in his book _____

where he _____

W.K.7

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"



Grade 1


“Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).”

W.1.7


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?”

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



Grade 2:

“Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).”

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.

W.2.7


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 igneous, sedimentary, and metamorphic rocks. 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 chart using the information on the chart. This checklist (below) tells what to include.”
3. Show students how to begin their writing, with a topic sentence such as:
 - If my (sedimentary/igneous/metamorphic) rock could talk, it would say...
 - 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.

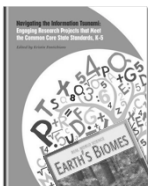
W.2.7



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).

W.3.7


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 driver’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 with 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?


W.3.7



Grade 4

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

W.4.7




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	How is this affected by humans to this animal?
	Natural habitat (ideal ecosystem)	
	Food web (including both predators and prey)	


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.”



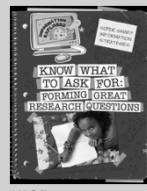
W.5.7

Melissa Johnston of the University of Alabama immersed students in Dust Bowl documentary footage and primary sources before asking students to create an original Dust Bowl narrative based on historic images.



W.5.7

Claim	Background Knowledge	Substantive



W.6.7

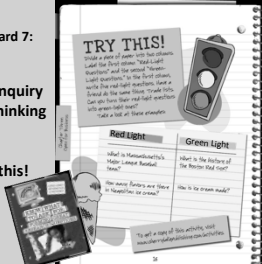
Grade 6

“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!




Red Light	Green Light
What is the main purpose of the text?	What is the author's main purpose?
What is the author's main purpose?	What is the author's main purpose?



W.7.7

Grade 7

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



W.7.7

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

W.7.7

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

Grade 9-10

“Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.”

W.9-10.7

Grade 9-10

The hardest part ...

“synthesize multiple sources on the subject”

How do you get kids there (and how Lady Gaga's meat dress can help)

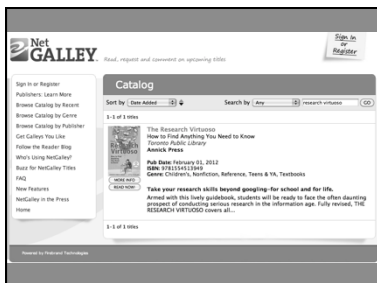
W.9-10.7

Grades 11-12

“Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.”

W.11-12.7

{same as 9-10!}



Your Turn: List the implicit skills needed to fulfill these standards. Work alone to brainstorm.

- Speaking and Listening 4.4:** “Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.” (p. 24)
- Writing 7.6:** “Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.” (p. 43)
- Writing in History/SS, Sci, Tech Subjects 9-10.8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.” (p. 66)

Group Work: Work in grade-like groups – 1 reporter per group will go to the URL and pool ideas. MAX 16 contributors per site ... let's see how this works with our virtual colleagues.

- Speaking and Listening 4.4:** “Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.” (p. 24)
– <http://openetherpad.org/sl44>
- Writing 7.6:** “Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.” (p. 43)
– <http://openetherpad.org/w76>
- Writing in History/SS, Sci, Tech Subjects 9-10.8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.” (p. 66)
– <http://openetherpad.org/wh9108>



So ... What Will You Do Next?

- Think About It.
- Then go back to your exit outcomes document.
- Write it in your letter to your administrator on page two of the document.
- Be ready to share at _____.



Questions?
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A collage of various educational and professional development resources, including book covers, blog posts, and articles. The collage includes titles like "growing schools", "Podcasting 101", "Podcasting at School", "21st Century Learning", and "Know What to Ask: Finding Great Research Questions".