



Librarians and the Common Core: Making the Implicit Explicit

Kristin Fontichiaro

MSLA

September 22, 2012

“red apple core” by roger.karlsson on Flickr. Used with a Creative Commons Attribution 2.0 Generic License.
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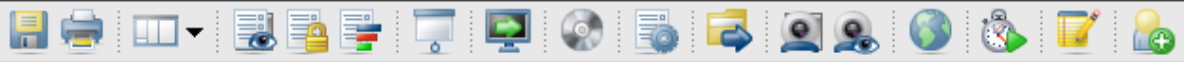
“Why does this display look so ... weird?”

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



Participants

Hand	Close	Microphone	Video	Par...	↑↓
				Liz...	

1 Participant

Chat

Show: All

Joined on May 8, 2011 at 2:54 PM

Moderator: Hello!

Send to: This...

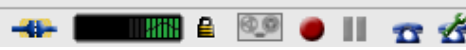
Whiteboard - Main Room (Scaled 64%)

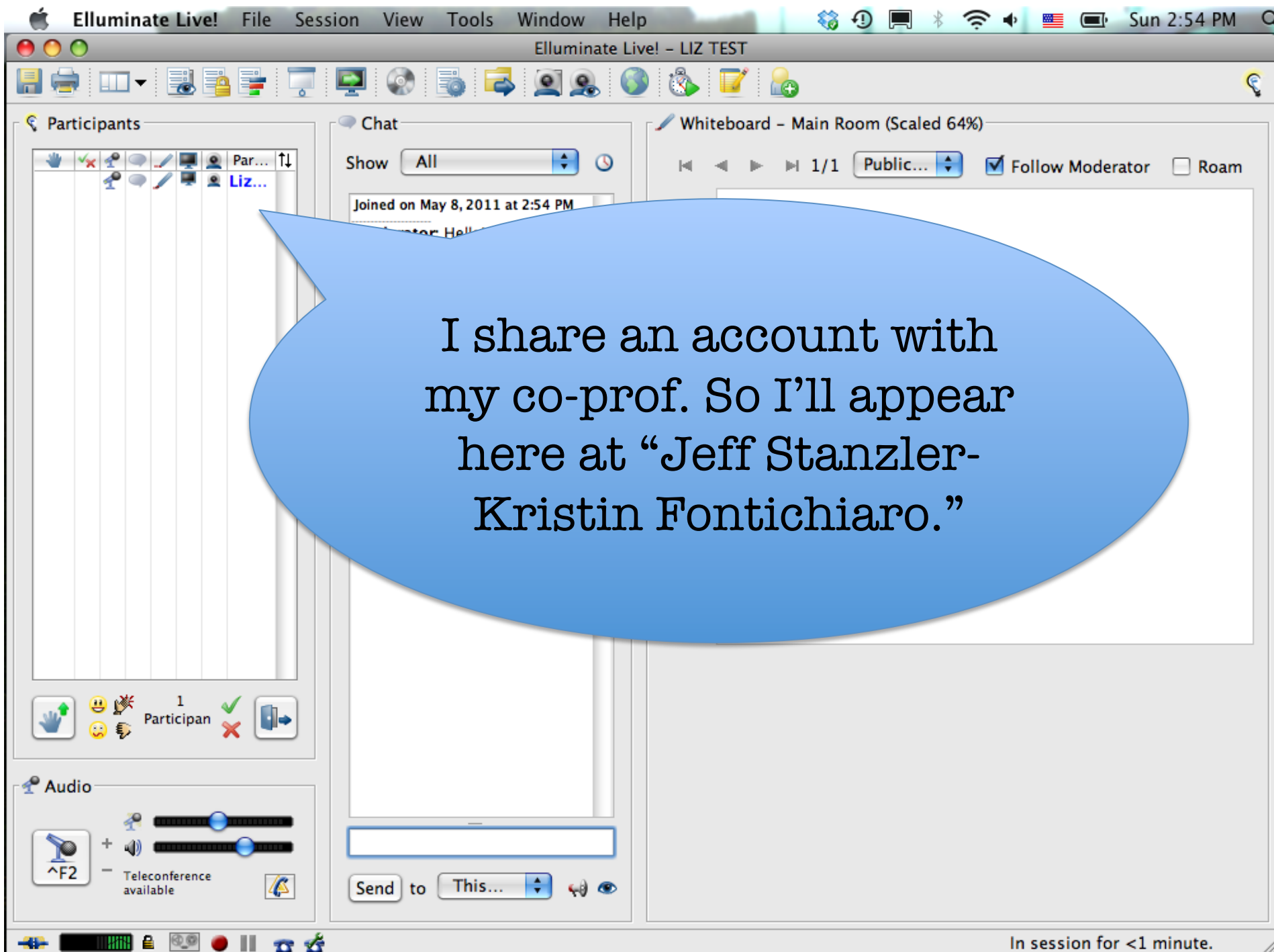
1/1 Public... Follow Moderator Roam

Audio

^F2

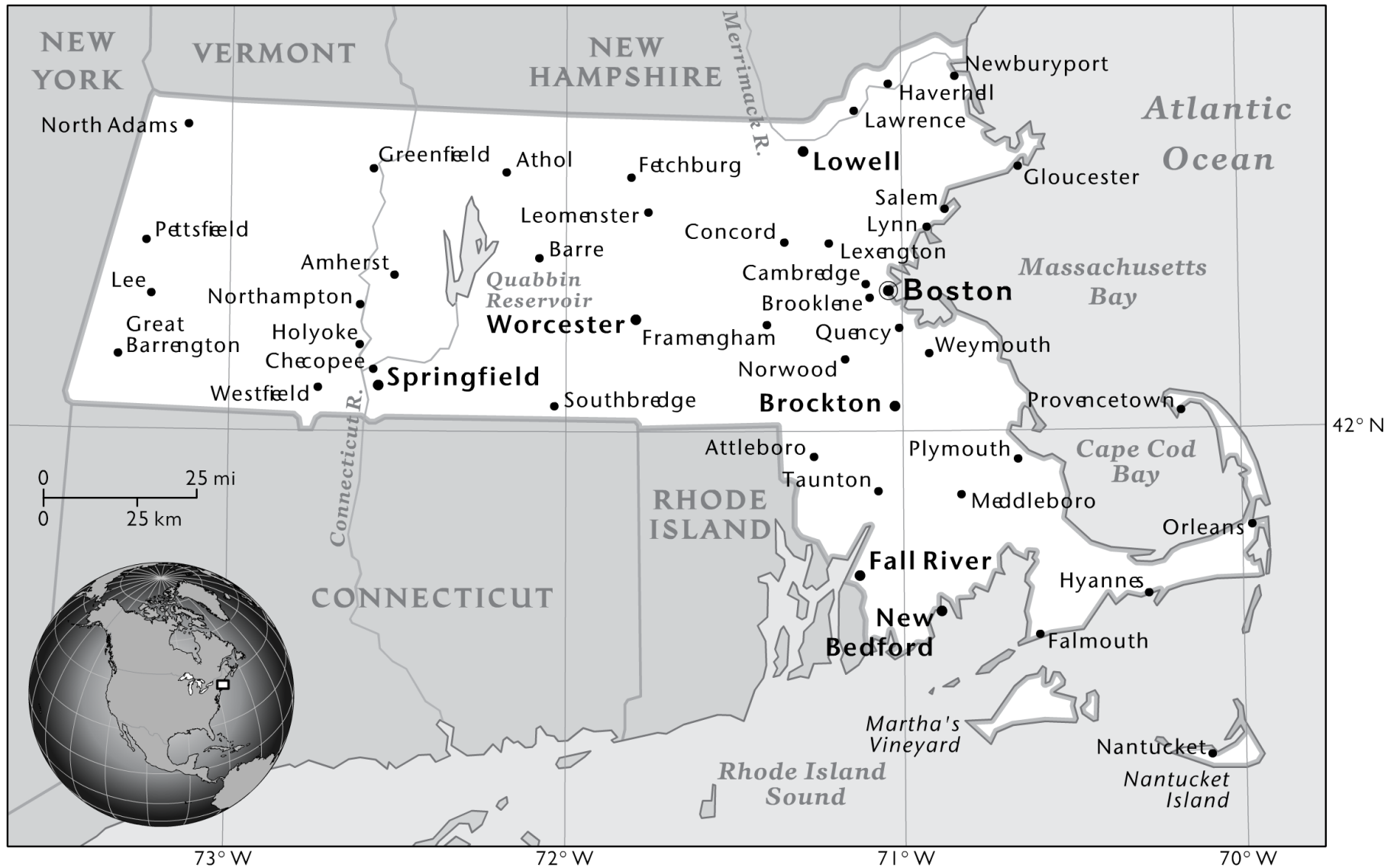
Teleconference available





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

Who's Out There in Cyberspace?



How Much Do You Already Know About CCSS in MA?

Nothing.
Why do you
think I'm
here?

A little bit,
but please
don't call
on me!

Some

Quite
a bit

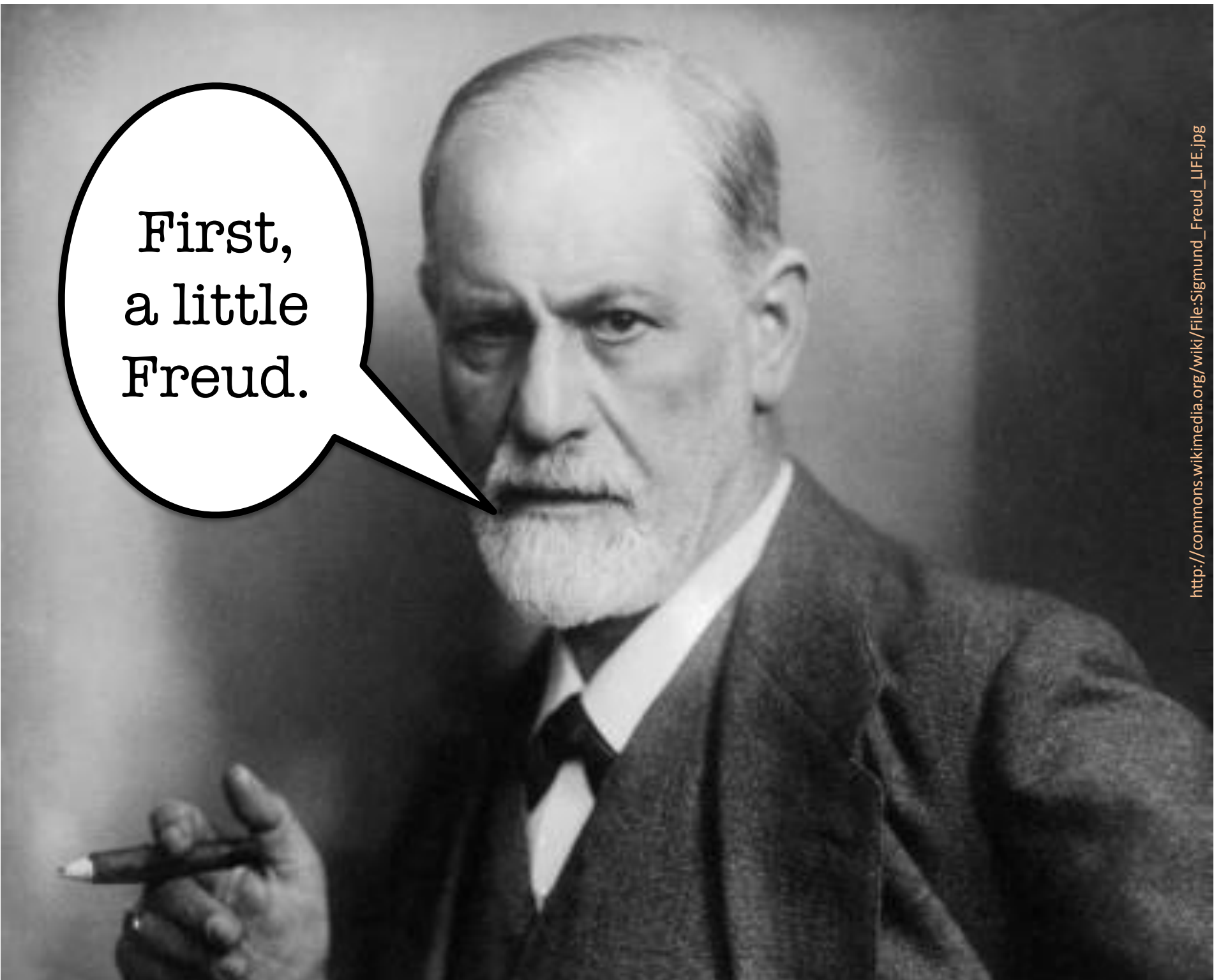
Tons!



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

A black and white portrait of Sigmund Freud, an elderly man with a full white beard and mustache, wearing a dark suit, white shirt, and dark tie. He is holding a cigar in his right hand. A speech bubble with a black outline is positioned to the left of his face, containing the text "First, a little Freud." The background is a plain, light-colored wall.

First,
a little
Freud.

Saint George and the Dragon by Paolo Uccello, ~1470
National Gallery, UK



lead.
with

you

NOT
with
fear

Richard Sheridan, Menlo Innovations
UMSI Graduation, 4.27.2012

the

public

endowed

your

education

for the

PUBLIC

GOOD

now go

out

and

endow

the

PUBLIC

with that

GOOD

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

Judy Lawson, UM School of Information

Getting the Lay of the Land



“The Tree on the Hill (EXPLORE)” by Bert Kaufmann on Flickr. Used with a Creative Commons Attribution 2.0 Generic License.
<http://www.flickr.com/photos/22746515@N02/5652635669>

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

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

Programme for International Student Assessment (PISA)

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

Massachusetts had the highest composite ACT scores in the nation in 2012.

You are regarded as #1 in educational achievement.

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		490

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
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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
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27	Greece	448
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Did you know?
Linda Darling-Hammond looked at the scores of U.S. middle- to upper-class districts. Using those states, USA is #1 in PISA

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



Image: 'Welcome to my Swamp'
<http://www.flickr.com/photos/43891969@N07/5689959415>

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 46 states
(textbook implications since TX has not adopted??)
- **Standards** that students should meet by the end of various grade levels

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

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

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)



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The Maps

2nd Edition!

[→ Visit Site](#)

The Common Core™ Curriculum Mapping Project

WRITTEN BY TEACHERS, FOR TEACHERS

Common Core has released a new, Second Edition of the K-12 Curriculum Maps in English Language Arts. The Maps are designed to help educators meet the expectations of the Common Core State Standards, which call for the standards to be “complemented by a well-developed, content-rich curriculum.”

Our draft ELA Maps have received more than three million views since last August. We’ve listened to your advice and have added many new features, including:

- Nearly 200 new writing, grammar, and research activities
- Guidance for differentiated instruction
- Library of seventy digital resources

[Second Edition of the ELA Maps Now Available!](#)

Join to access the enhanced Second Edition and shape the future of the project.

 [Become a Member](#)

Blog

NAEP RESULTS: FLAT AGAIN

sporowski
Jul 20, 2011

Yesterday, the National Assessment of Education Progress (NAEP) released the Nation’s Report Card: Geography 2010, the last of the social studies “triumvirate.” We’ve blogged on the others (history and civics). And, unfortunately, we’re bound to repeat past analysis: Scores are flat, again. Only a quarter of students performed at the Proficient...

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

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Educator Services > Teaching & Learning > Curriculum Resources >

Curriculum and Instruction

Common Core State Standards Initiative

New Implementation Resources for 2012

- [Diving Deeper: Implementing the 2011 Massachusetts Curriculum Framework for Mathematics](#)
- [Diving Deeper: Implementing the 2011 Massachusetts Curriculum Framework for English Language Arts and Literacy](#)
 - [Updated Interactive PARCC Model Content Frameworks for Mathematics \(Revised Version 2.0 August 31, 2012\) and English Language Arts/Literacy \(Version 2.0\), grades 3-11](#)
 - [Common Core State Standards Implementation Workbook](#)
 - [National Parent-Teacher Association Guides to Student Success](#)

2011 Massachusetts Curriculum Frameworks for English Language Arts & Literacy and Mathematics

- [Massachusetts Curriculum Framework for English Language Arts and Literacy](#)
- [Massachusetts Curriculum Framework for Mathematics](#)

- [2011 Frameworks: MCAS Assessment Transition Plan](#)
- [PARCC Releases Initial Set of Item and Task Prototypes](#)

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
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Carrier 5:37 PM

[Back](#) **Language Arts**

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

Today's Focus: Common Core Standards: ELA



Image: 'Explore'

<http://www.flickr.com/photos/99472898@N00/3573458354>

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
Studies, Science, & Technical Subjects (66p.)



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>

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 be able to do, not how teachers should teach. For instance, the use of play with young children is not specified by the Standards, but it is welcome as a valuable activity in its own right and as a way to help students meet the expectations in this document. Furthermore, while the Standards make references to some particular forms of content, including mythology, foundational U.S. documents, and Shakespeare, they do not—indeed, cannot—enumerate all or even most of the content that students should learn. The Standards must therefore be complemented by a well-developed, content-rich curriculum consistent with the expectations laid out in this document.
2. While the Standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of teachers and curriculum developers. The aim of the Standards is to articulate the fundamentals, not to set out an exhaustive list or a set of restrictions that limits what can be taught beyond what is specified herein.
3. The Standards do not define the nature of advanced work for students who meet the Standards prior to the end of high school. For those students, advanced work in such areas as literature, composition, language, and journalism should be available. This work should provide the next logical step up from the college and career readiness baseline established here.
4. The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.
5. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post-high school lives.

Each grade will include students who are still acquiring English. For those students, it is possible to meet the standards in reading, writing, speaking, and listening without displaying native-like control of conventions and vocabulary.

The Standards should also be read as allowing for the widest possible range of students to participate fully from the outset and as permitting appropriate accommodations to ensure maximum participation of students with special education needs. For example, for students with disabilities *reading* should allow for the use of Braille, screen-reader technology, or other assistive devices, while *writing* should include the use of a scribe, computer, or speech-to-text technology. In a similar vein, *speaking* and *listening* should be interpreted broadly to include sign language.
6. While the ELA and content area literacy components described herein are critical to college and career readiness, they do not define the whole of such readiness. Students require a wide-ranging, rigorous academic preparation and, particularly in the early grades, attention to such matters as social, emotional, and physical development and approaches to learning. Similarly, the Standards define literacy expectations in history/social studies, science, and technical subjects, but literacy standards in other areas, such as mathematics and health education, modeled on those in this document are strongly encouraged to facilitate a comprehensive, schoolwide literacy program.

A green starburst shape with multiple points, containing text. The text is centered and reads: "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!"

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>



Image: 'A crossing in Shibuya...'
<http://www.flickr.com/photos/14922818@N00/214368780>

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.	

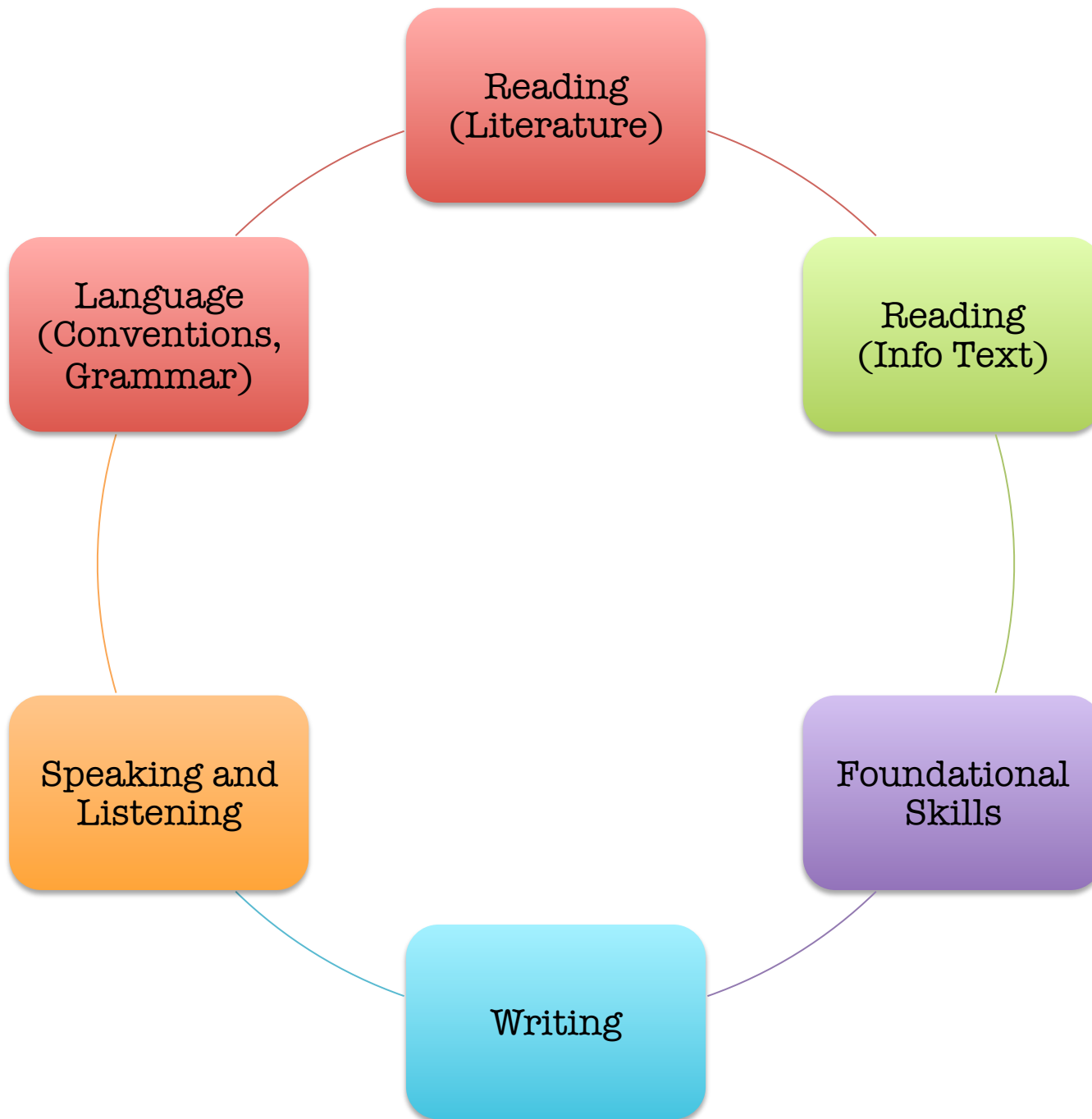
AASL → CC

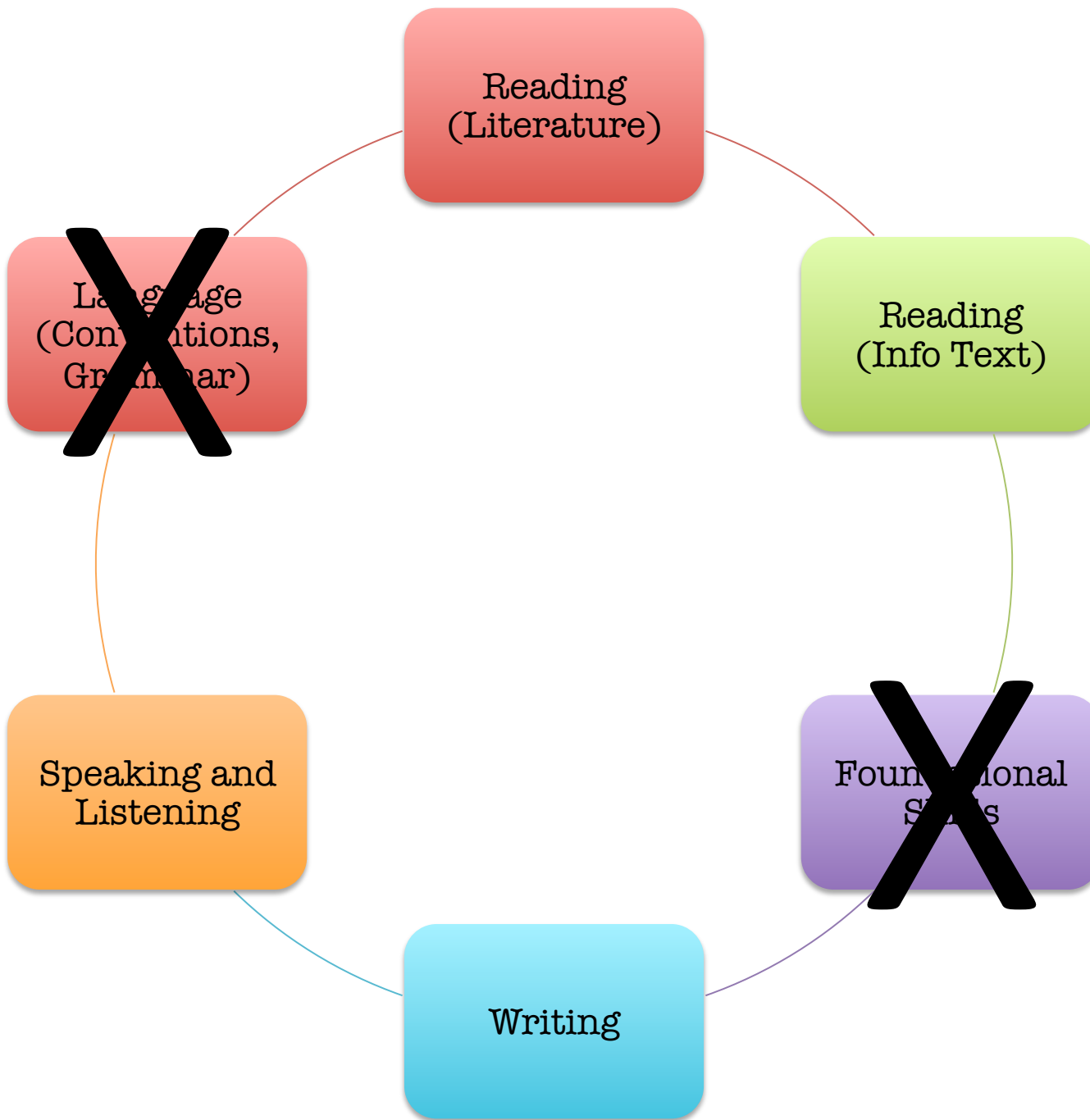
Crosswalk

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.	<p>CC.3.SL.1.d Comprehension and Collaboration: Explain their own ideas and understanding in light of the discussion.</p> <p>CC.3.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge about a topic.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>





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)

K-5

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

6-12

- 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

Reading (Informational Text)

K-5

- 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

6-12

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

Reading: Foundational Skills

K-5

- Decoding
- Word recognition
- Fluency

6-12

- n/a

Writing

K-5

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

6-12

- 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

Speaking and Listening

K-5

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

6-12

- “Collaborative conversations”
- Present knowledge and ideas

Language

K-5

- Increasing complexity
- Capitalization
- Punctuation
- Pronouns
- Vocabulary
- “Standard English grammar”
- Spelling

6-12

- Increasingly complex sentence structure, word use, nuance
- Increasing consistency in tone
- Less redundancy and wordiness
- Use of domain- and age-appropriate vocabulary
- Figurative language

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

**“too many students
reading at
too low
a level”**

- ELA Appendix A,
Common Core Standards
- p. 3

**ELA Appendix A,
Common Core Standards**
- p. 3



DANGER
НЕБЕЗПЕКА



**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

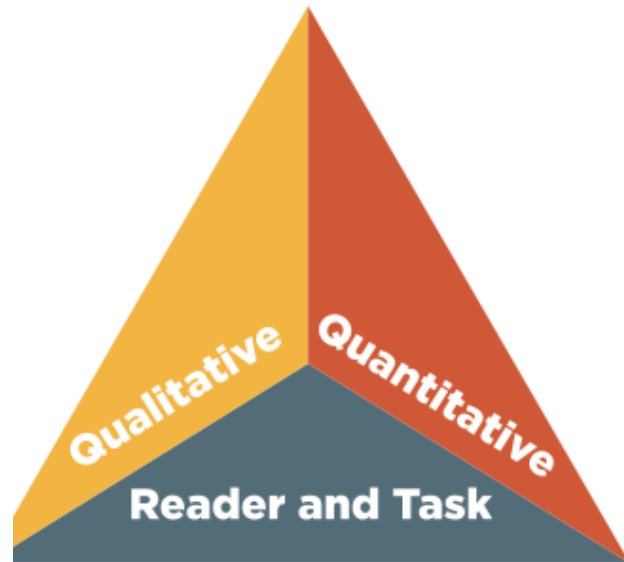


Figure 1: The Standards' Model of Text Complexity

- **Qualitative** – human-measured difficulty: e.g., levels of meaning, purpose, structure, language conventions and clarity
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Redefining Text Complexity in 3 Ways

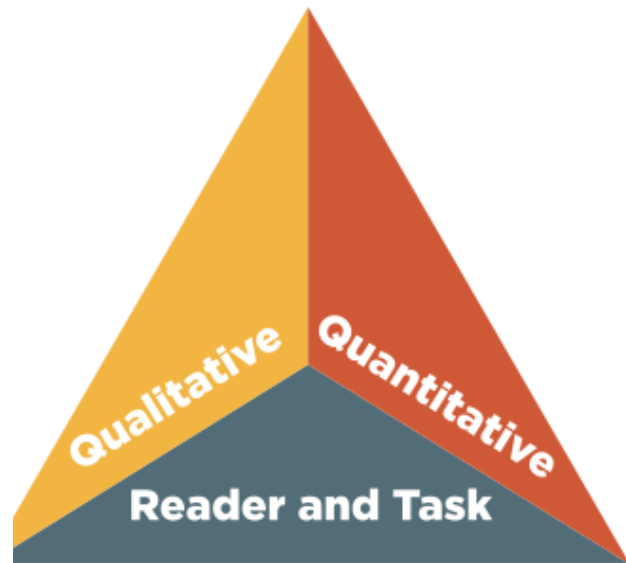


Figure 1: The Standards' Model of Text Complexity

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- **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?)

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**

Suzanne ~~with~~ January 30, 2002
I went to Disneyland we went
from the desert.
I had a fun vacation.
at Disneyland I see lot of rides.
~~I went to my house.~~

Suzanne January 30, 2002
I went on the matter home
I went on fer wels
I went on a meere go rowrd
I went on a pol.
I I went my house.

**Name the
grade?**

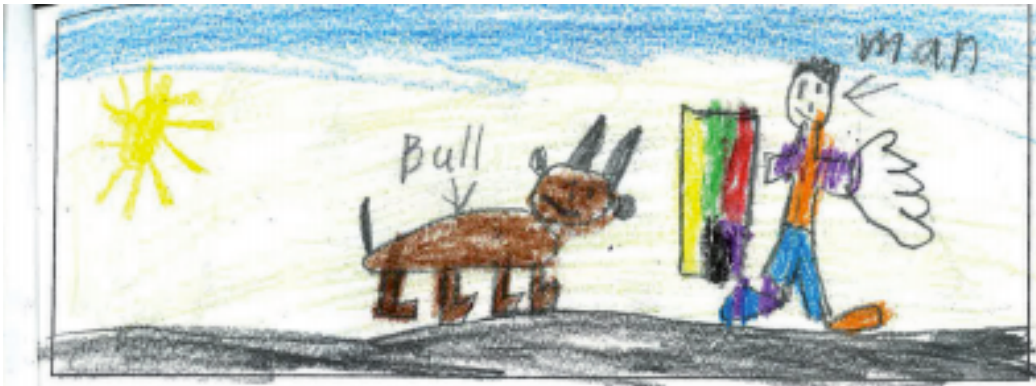
Suzanne [redacted] January 30, 2002
I went to Disney and we went
from the desert.
I had a fun vacation.
at Disney I see lot of rides.
~~I went to my house.~~

Suzanne January 30, 2002
I went on the water horse
I went on fer wheel
I went on a merry go round
I went on a pole.
I I went my house.

**Kindergarten
(mid-year)**

**In what year was
this written?**

**What can you
deduce from that?**



1-23-02

My Big Book About Spain


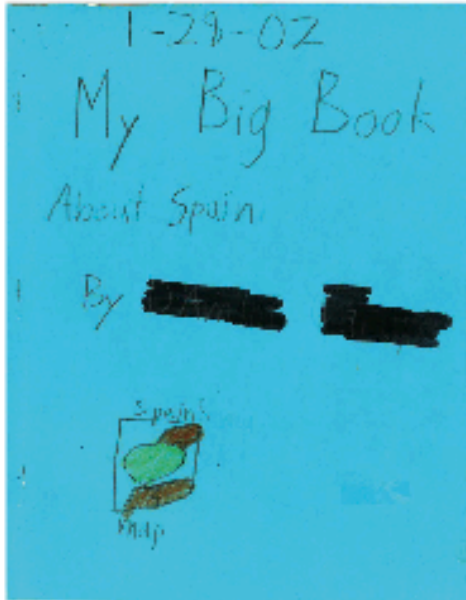
Spain is in Europe. Spain is located in the South western tip of Europe. Europe is a far away place from here. Spain has alot of fiestas. In some of the fiestas they make mask and make special food too. Spain has bull fights and I would want to see one. I think Spain looks like a upside down hat. In some of the fiestas the people are loud. Some of the fiestas are even beautiful and colorful. Spain has alot of diffrent people. In the bull fights they make the bulls tired and make them fall out. Spain is very colorful even if you go there you will see I'm right. Spain has 5 neighbors. Spain's neighbors are France, Andorra, Algeria, Portugal, and Moracco. One day when I am a resercher I am going to go to Spain and write about it!

some of the fiestas the people are loud. Some of the fiestas are even beautiful and colorful. Spain has alot of diffrent people. In the bull fights they make the bulls tired and make them fall out. Spain is very colorful even if you go there you will see I'm right. Spain has 5 neighbors


- Appendix C, Page 11

Student Sample: Grade 1, Informative/Explanatory


This informative report was produced in class.



Spain is in Europe. Spain is located in the south western part of Europe. Europe is a big windy place from the coast. Spain has a lot of fiestas. In some of the fiestas they make and make special food from Spain. I like bull fights and I would want to see one. I think Superheroes like a upside down hat. In



Some of the fiestas the people are loud. Some of the fiestas are very beautiful and colorful. Spain has a lot of different people. In the bull fights they make the bulls tired and make them fall out. Spain is very colorful even if you go there you will see. In fact, Spain has 5 neighbors



Spain's neighbors are France, Andorra, Algeria, Portugal and Morocco. One day when I was a researcher I was going to go to Spain and write about it.

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 if—Oh! she said, noticing 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 sherries" (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 if—Oh! she said, noticing 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 sherries" (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

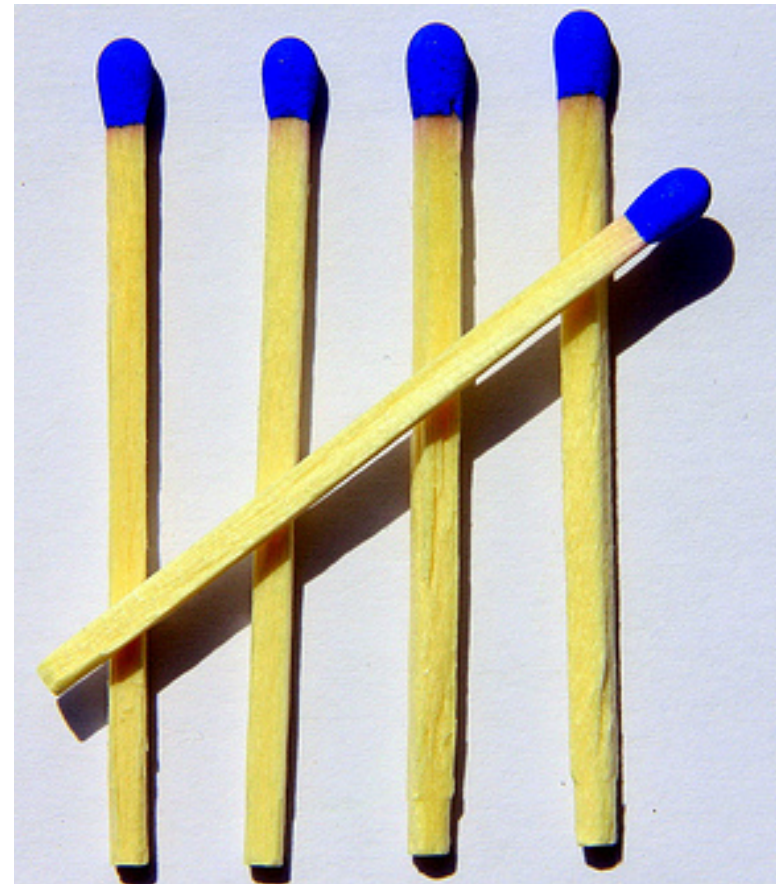


Image: 'give me five!'

<http://www.flickr.com/photos/45409431@N00/5780056202>

**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

BUUT

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

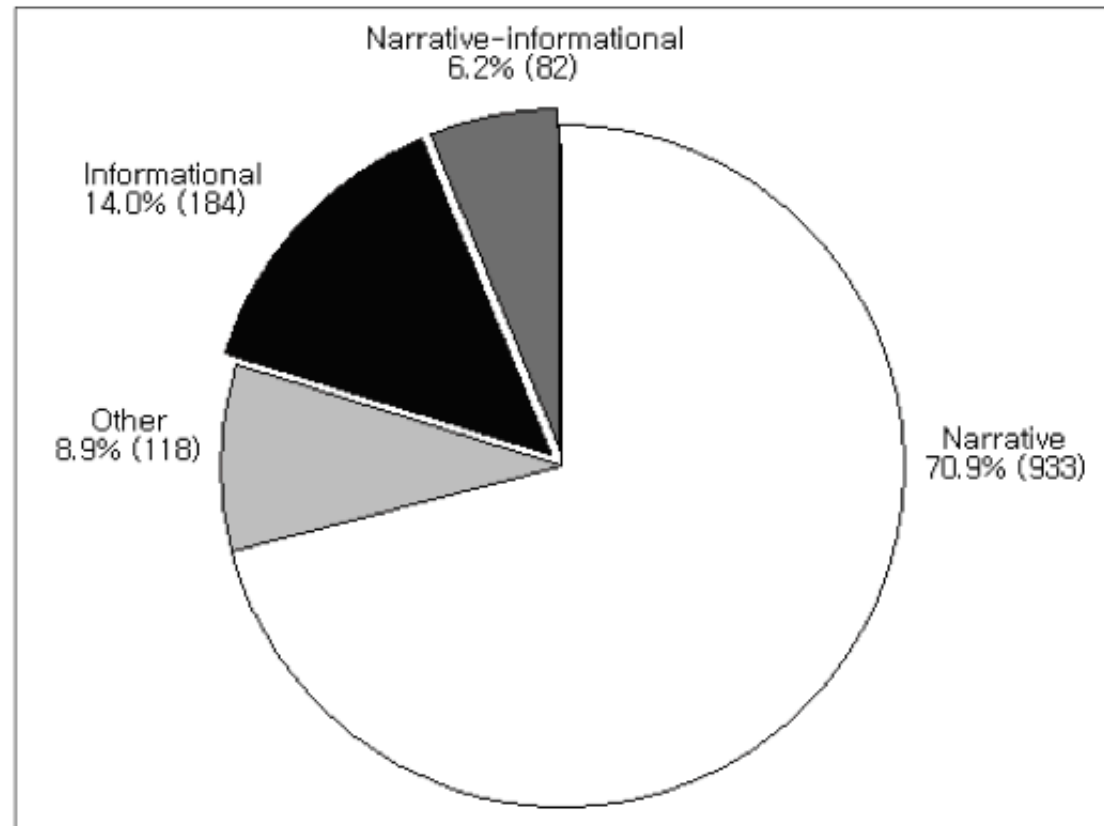


FIGURE 1. *Proportion and number of classroom library print by text type*

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

AND

More Experience = Less Non-Fiction

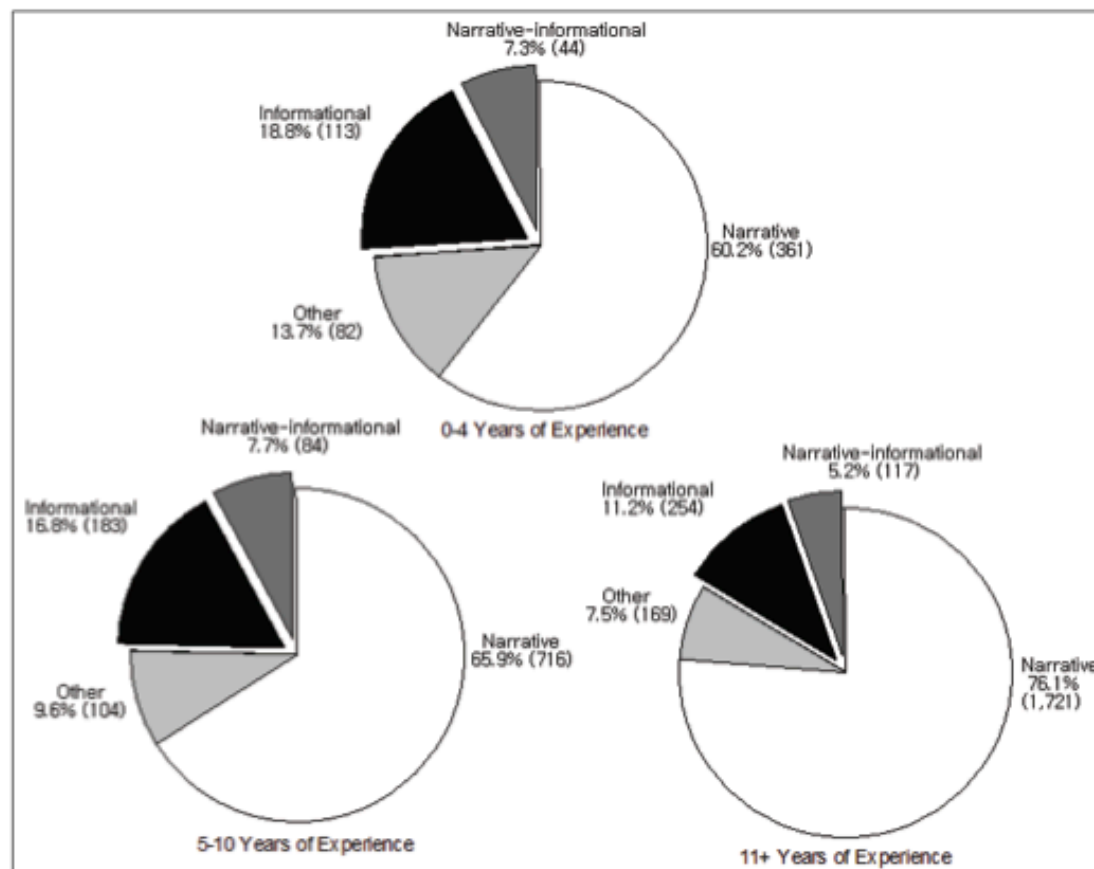



FIGURE 3. *Proportion and mean of classroom library print by text type and teacher experience*

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

so

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



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

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

Informational Texts in Content Areas

- Textbooks
- Articles

Hello,
databases,
my old friend

You can help
differentiate
again.





And also, speaking of collections...

Needs

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

Image: 'Aloe polyphylla Schum. & Thonn. ex Pillans'

<http://www.flickr.com/photos/93452909@N00/184343329>

2. Text Complexity; Text Analysis



Image: 'IMG_3420'

<http://www.flickr.com/photos/12938199@N00/185956247>

Redefining Text Complexity in 3 Ways

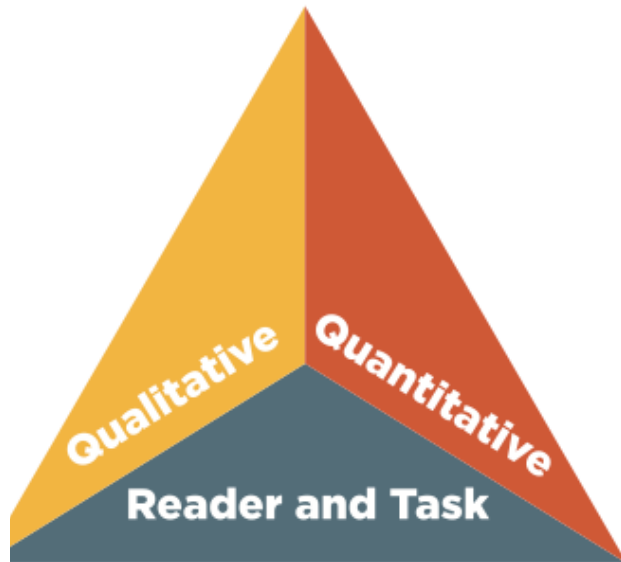


Figure 1: The Standards' Model of Text Complexity

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- **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.**

3. Sound Arguments with Evidence



Image: "Citation needed"
<http://www.flickr.com/photos/87913776@N00/5129607997>

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

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?



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!

“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)*”

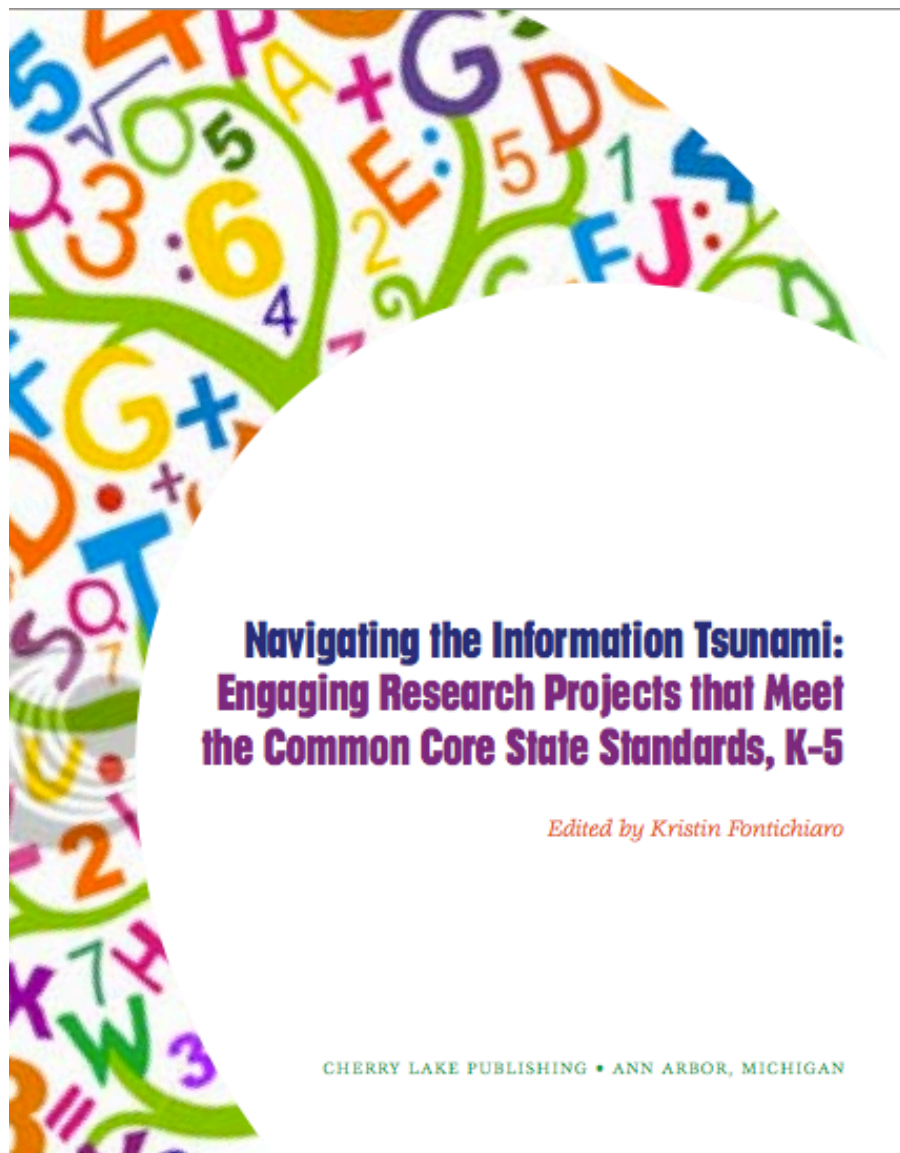
“Research and Media Skills Blended into the Standards as a Whole”

(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

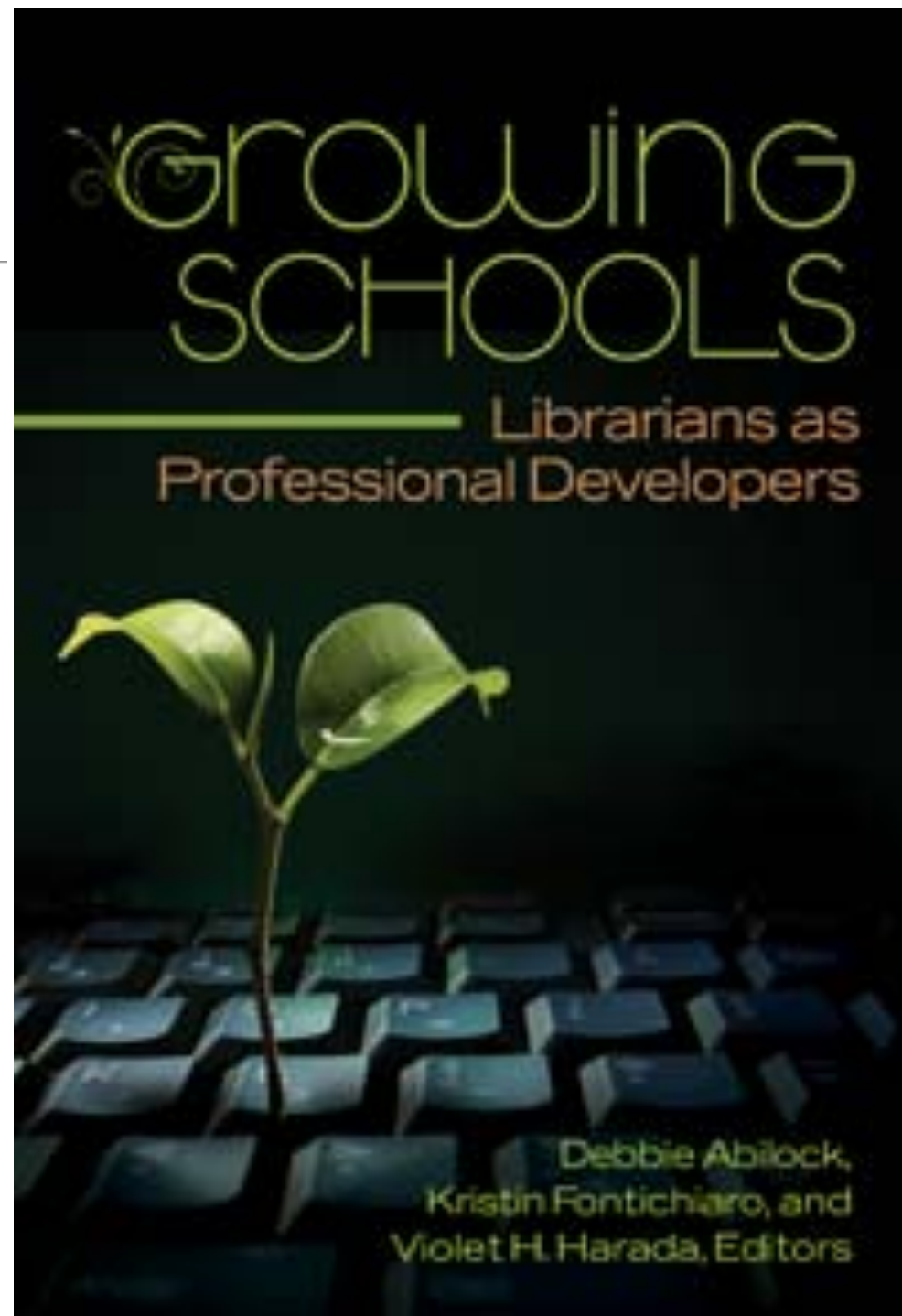
- **Elementary Librarians - Fixed:**
 - Focus release time energies on CC-aligned lessons
 - Flesh them out with what you know about AASL *Standards for the 21st-Century Learner*
- **Flex Elementary & Secondary Librarians:**
 - Think about how to make maximum impact via PD so teachers learn what you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



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

Edited by Kristin Fontichiaro

CHERRY LAKE PUBLISHING • ANN ARBOR, MICHIGAN



**Growing
SCHOOLS**

— Librarians as
Professional Developers

Debbie Abilock,
Kristin Fontichiaro, and
Violet H. Harada, Editors



**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

"Viewfinder" by brdonovan on Flickr. Used with a Creative Commons Attribution-ShareAlike 2.0 Generic (CC BY-SA 2.0) License.
<http://www.flickr.com/photos/58621196@N05/6450216939>

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?



"Chit chat" by Dano on Flickr. Used with a Creative Commons Attribution 2.0 Generic (CC BY 2.0) License.
<http://www.flickr.com/photos/36101697408@N01/256889331>



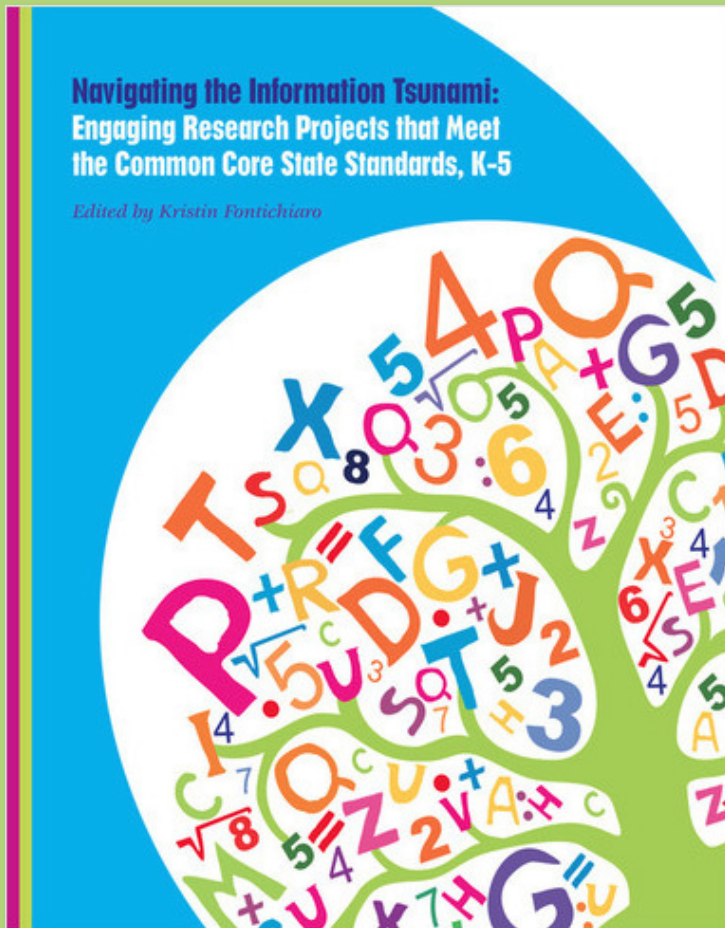
Part III: Unpacking Writing Standard 7

"Mystery Bag" by ID Hartlock on Flickr. Used with a Creative Commons Attribution 2.0 Generic (CC BY 2.0) License.
<http://www.flickr.com/photos/83346641@N00/4348024444>

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.

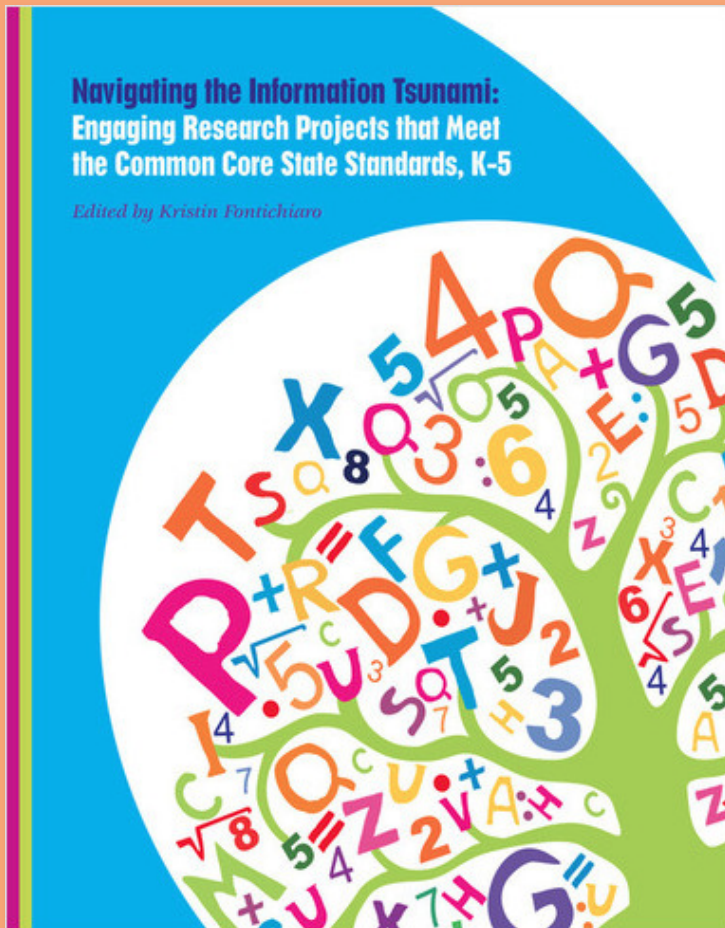




We'll look across K-12 through the lens of one standard:

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.



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

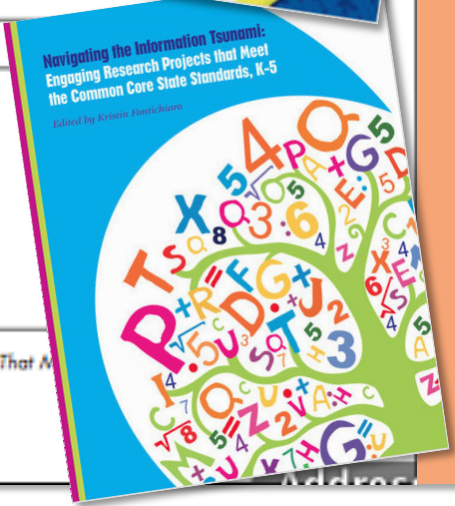
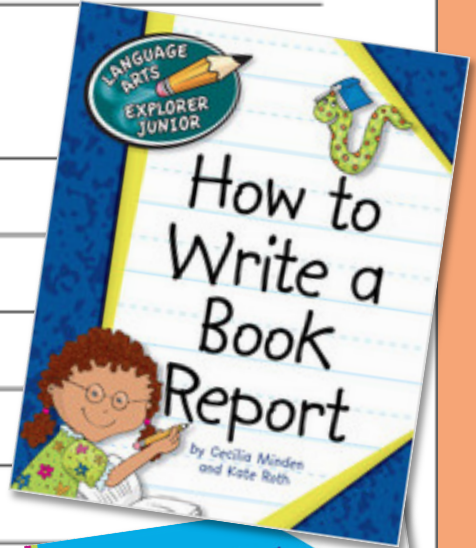
Name _____

One thing good writers do is _____

Tomie showed us this in his book _____

when he _____

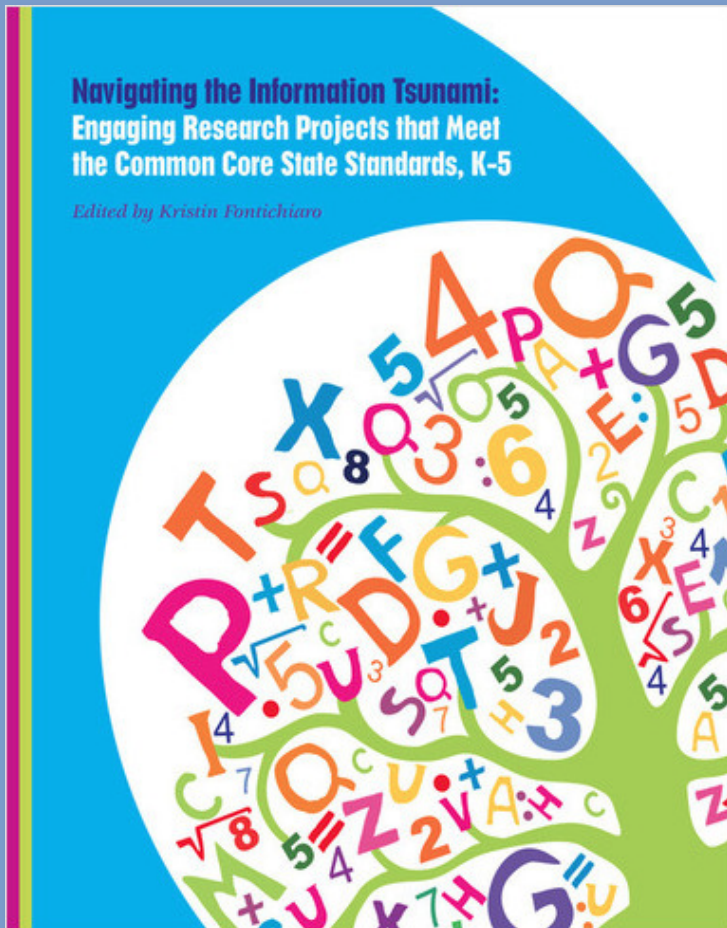
Empty rectangular box for drawing or writing.



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”



W.1.7

Grade 1

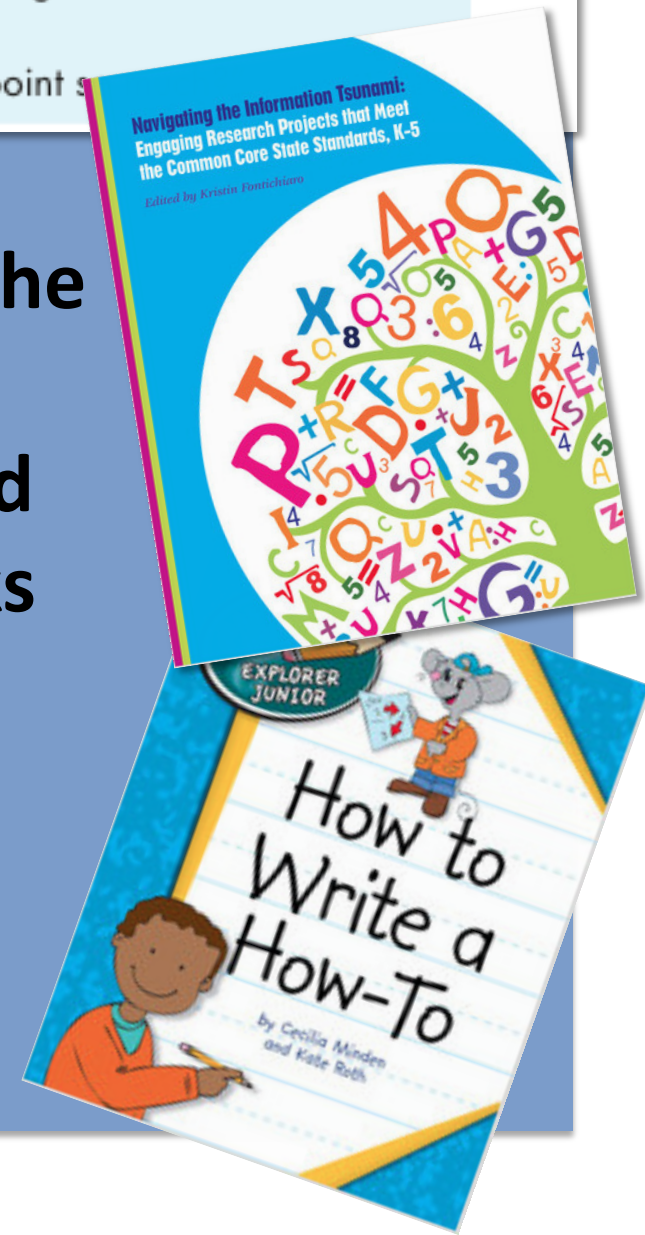
“Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).”

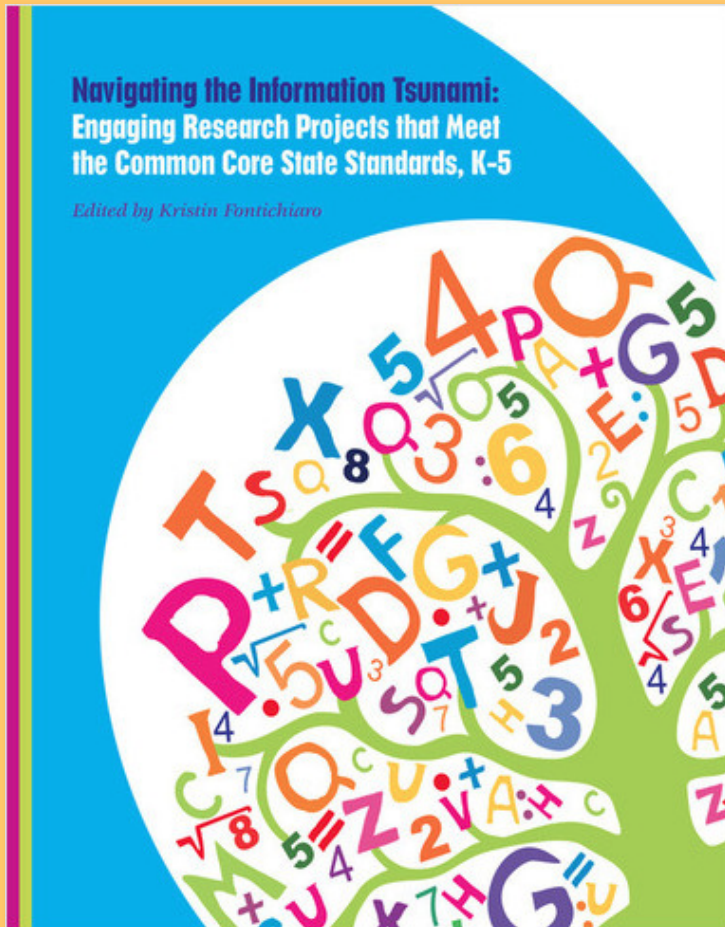
3. Model a collaborative discussion for them using some of these guidelines:

- 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

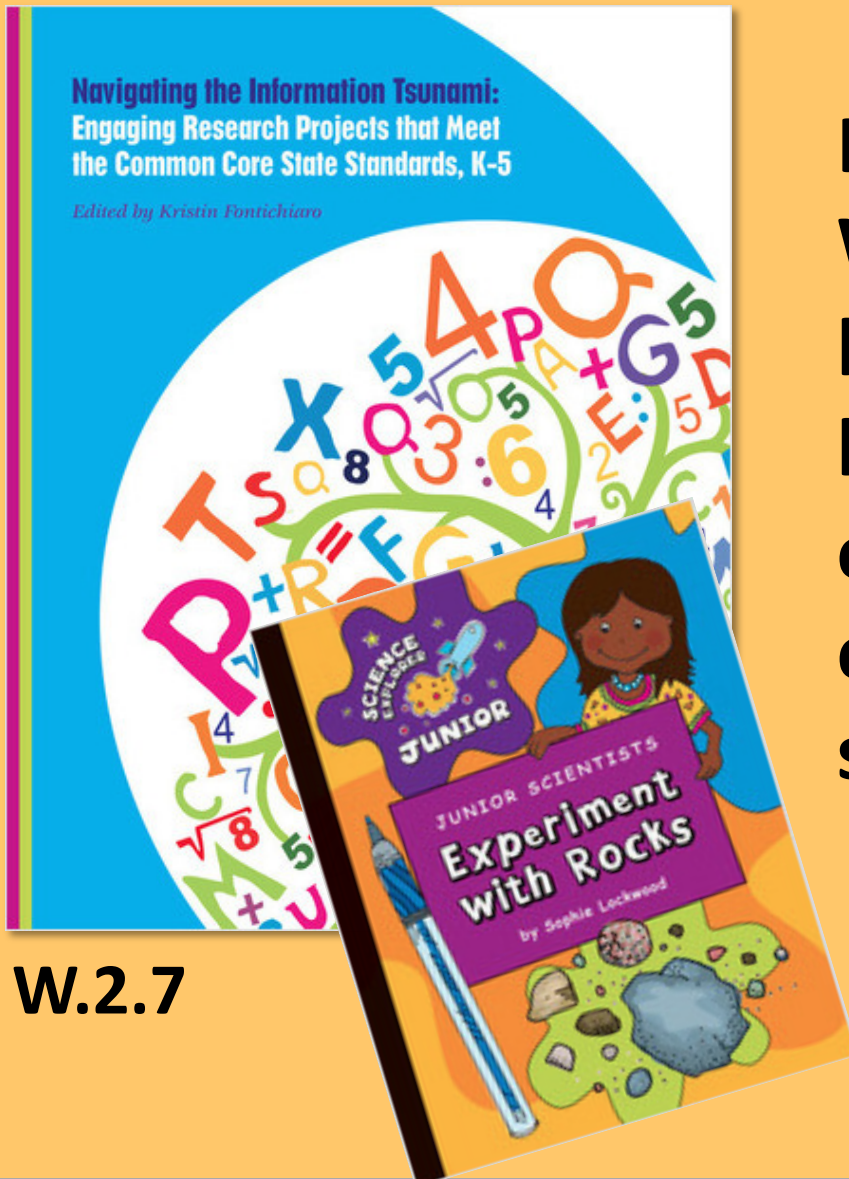




W.2.7

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.

DAY THREE (45 minutes): Writing

Launching the Lesson: Activating Prior Knowledge

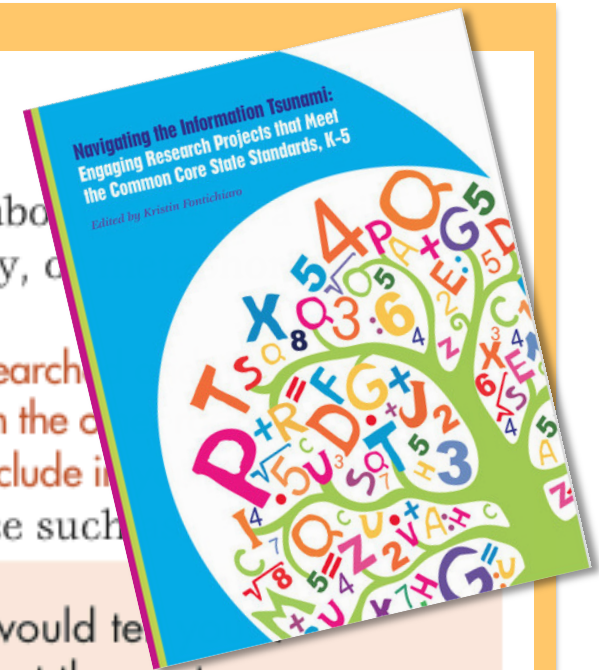
1. Explain to the class that they will share what they've learned about their research project. Each student will describe an igneous, sedimentary, or metamorphic rock. Provide two options.
2. Say, "You can choose which kind of rock to write about: the kind you researched in the Rock Detective Guide, 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...

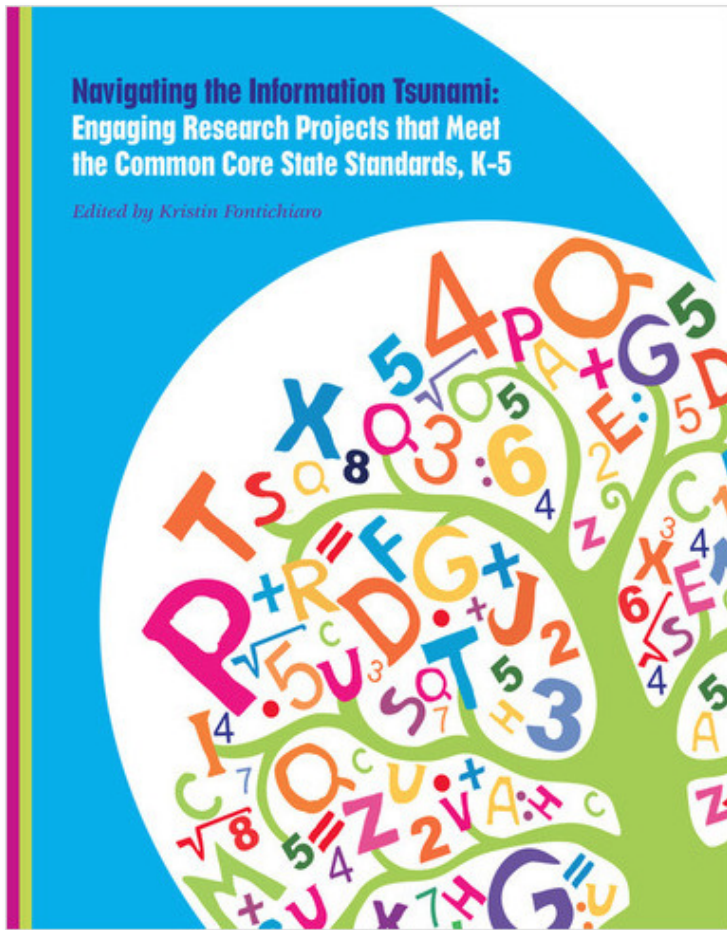
4. Give students a copy of the Writing Checklist so they can track their progress.

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.



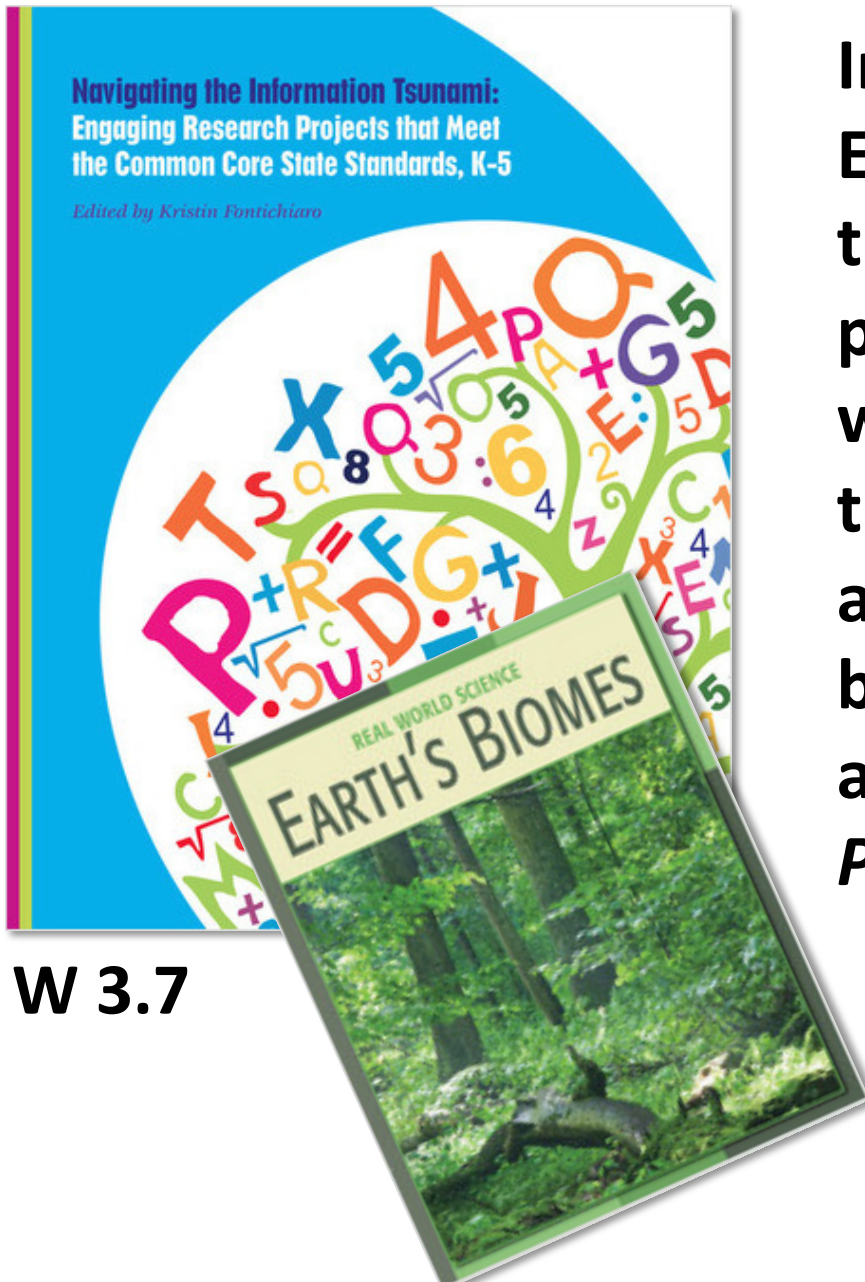
W.2.7



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

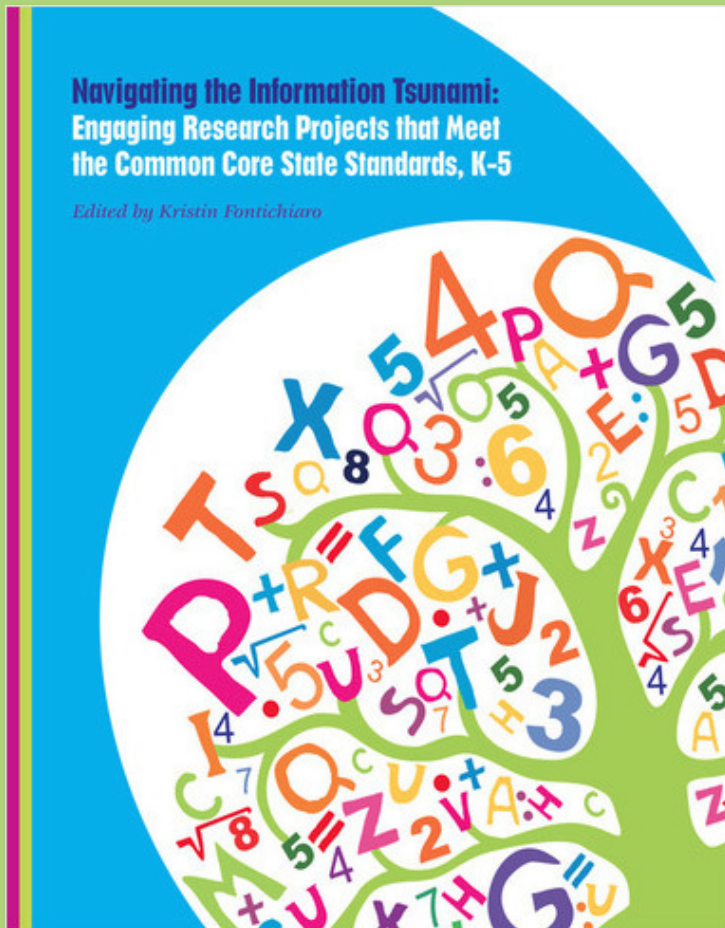
1. Before class, write the name of each group's biome on four scraps of paper. Place them in a hat or box.
2. As students enter the room, ask them to draw a biome from the hat. (Select again if they receive their own biome.)
3. Remind students that yesterday, they learned a lot about their animal at 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?

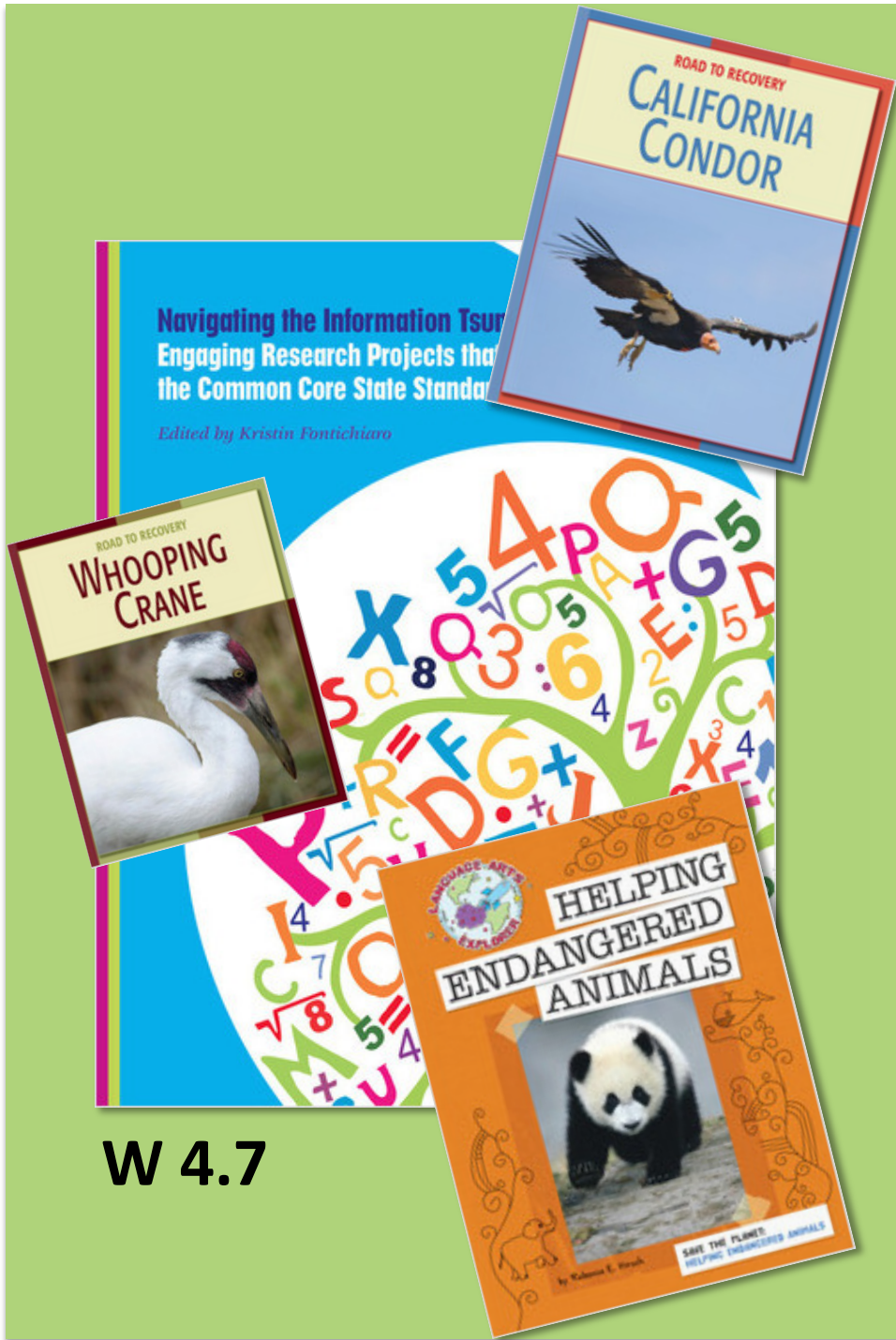




W 4.7

Grade 4

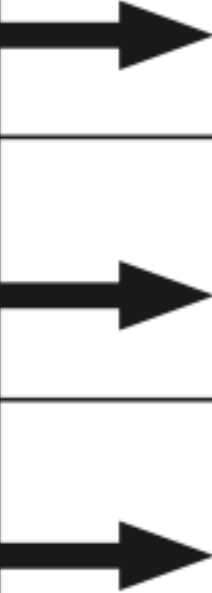
“Conduct short research projects that build knowledge through investigation of different aspects of a topic.”



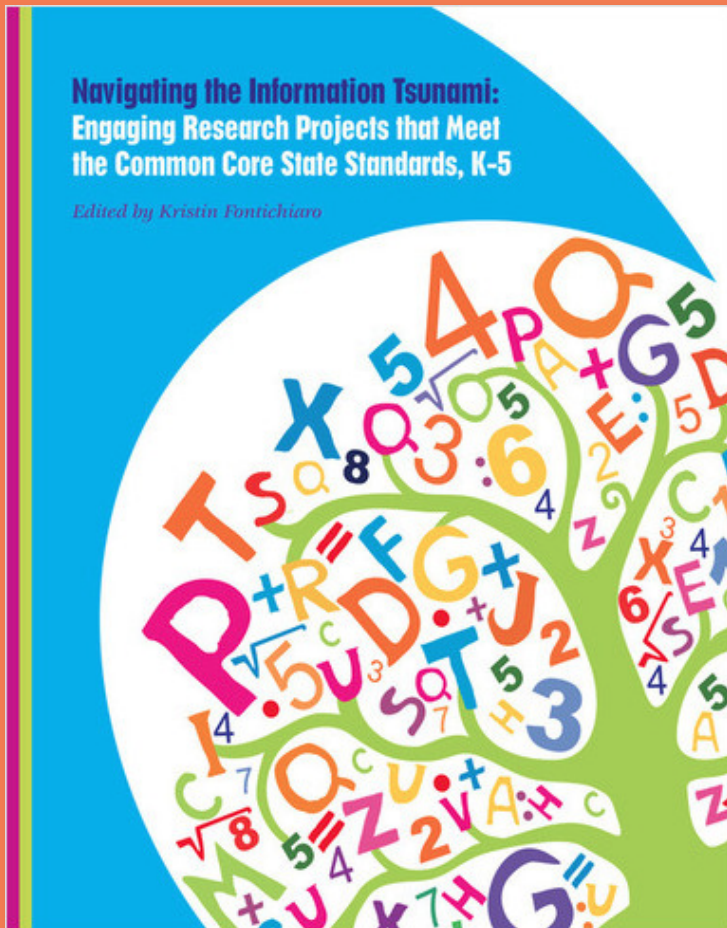
W 4.7

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?		<div style="text-align: center;">  </div>

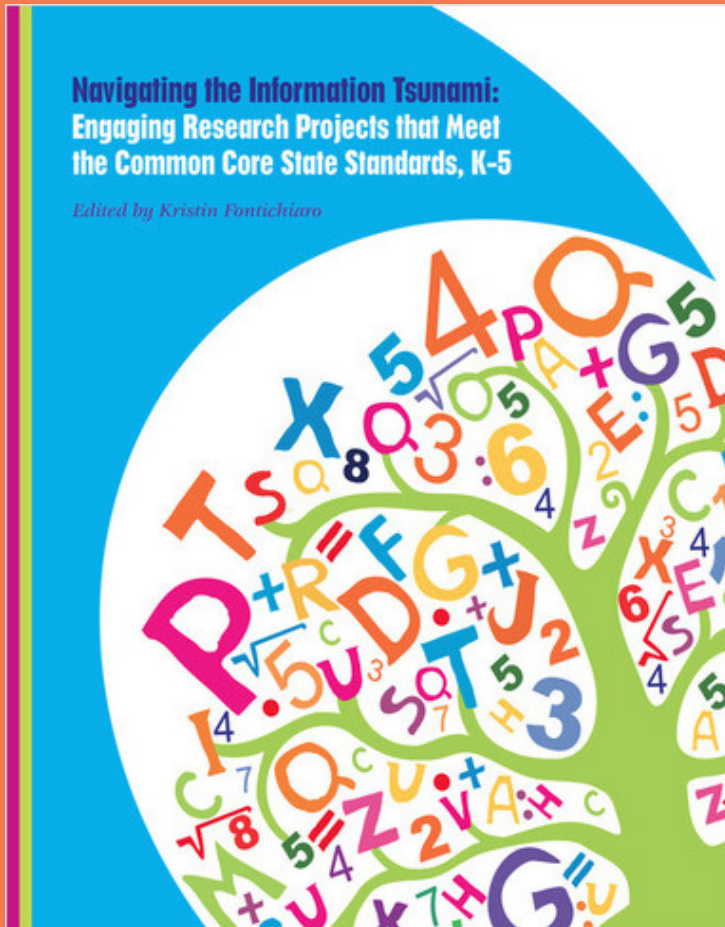
W 4.7



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.

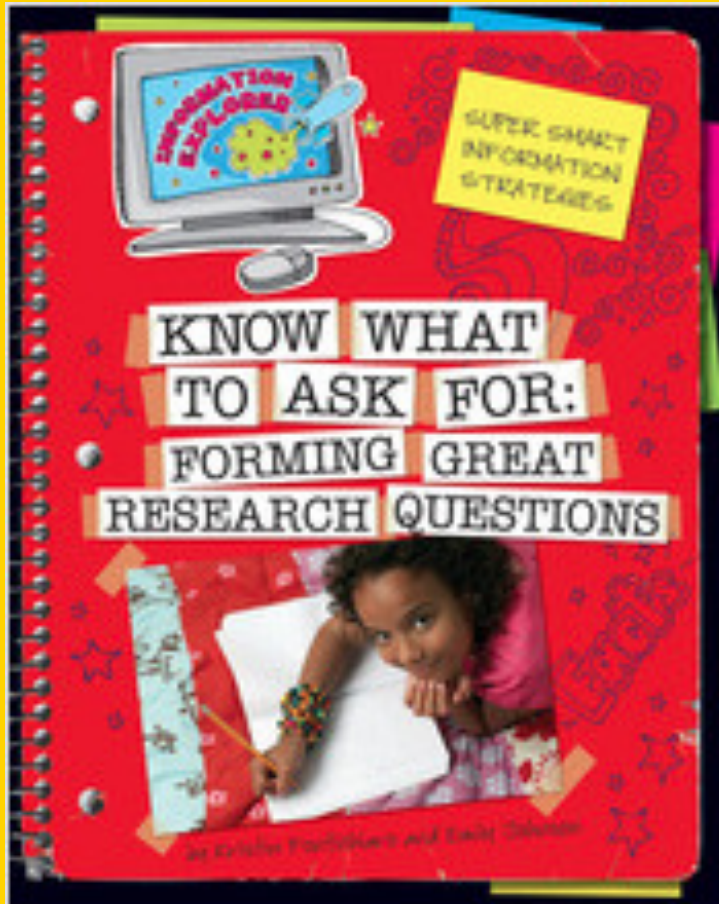
W.5.7



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:

Chapter Three: Open for Business

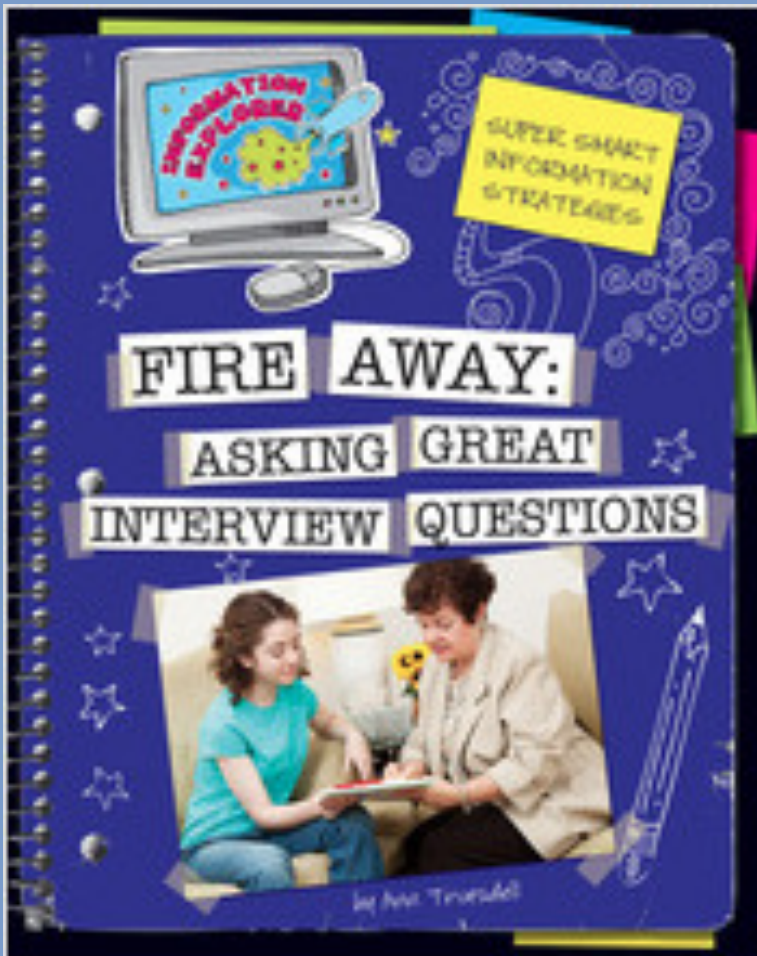
Red Light	Green Light
What is Massachusetts's Major League Baseball team?	What is the history of the Boston Red Sox?
How many flavors are there in Neapolitan ice cream?	How is ice cream made?

To get a copy of this activity, visit www.cherrylakepublishing.com/activities

16

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.”

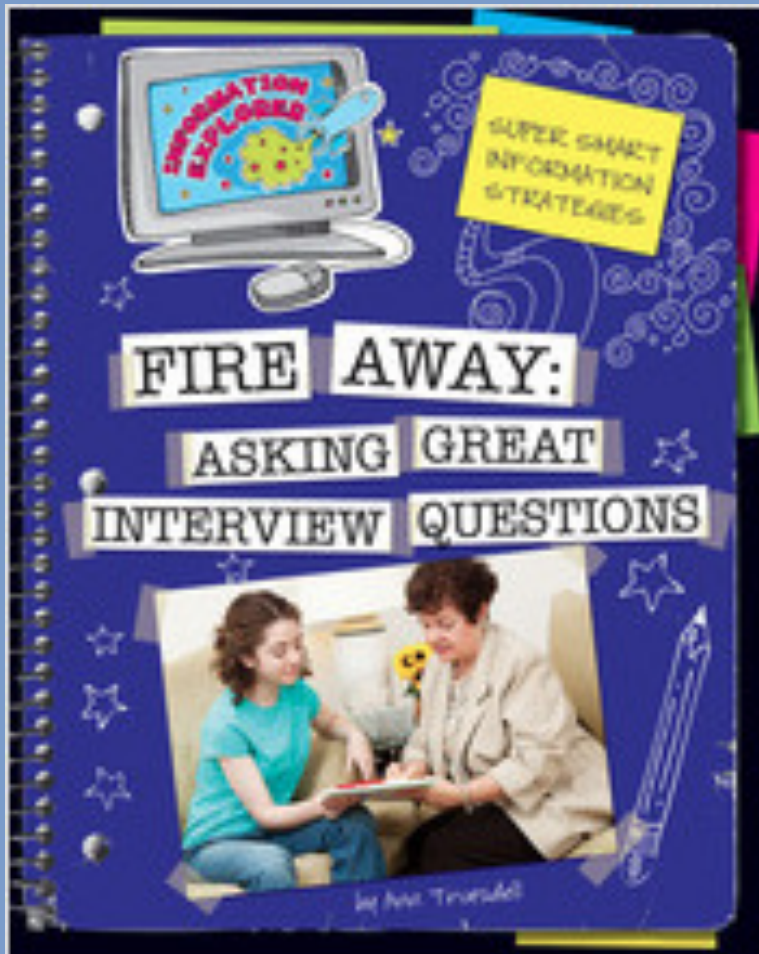


W.7.7



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

W.7.7



W.7.7

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.

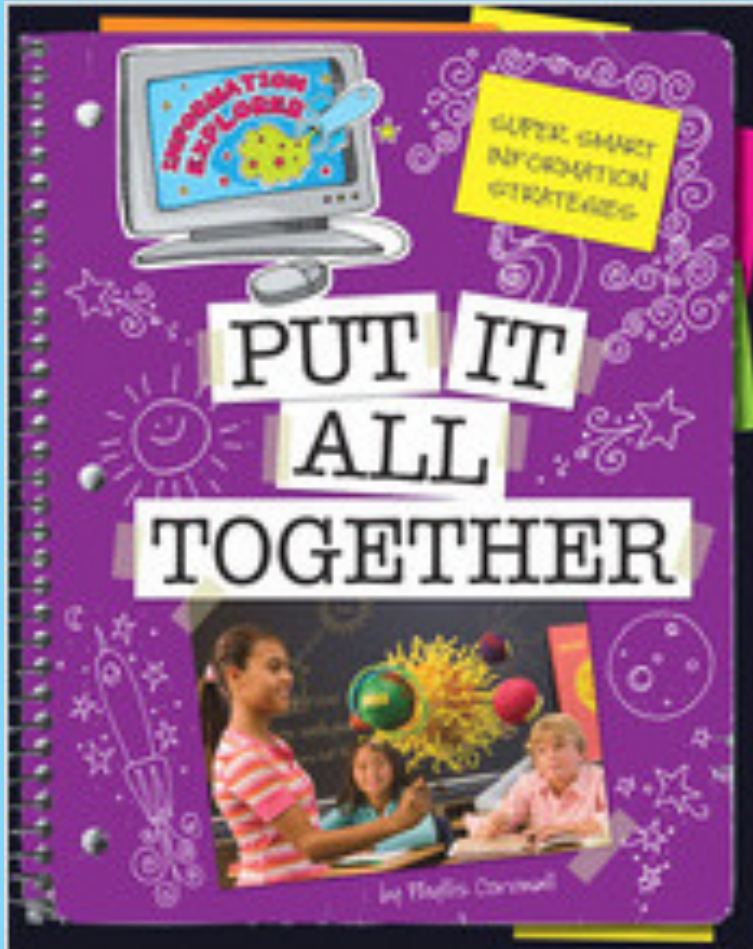
INTERVIEW QUESTION RULES:

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?

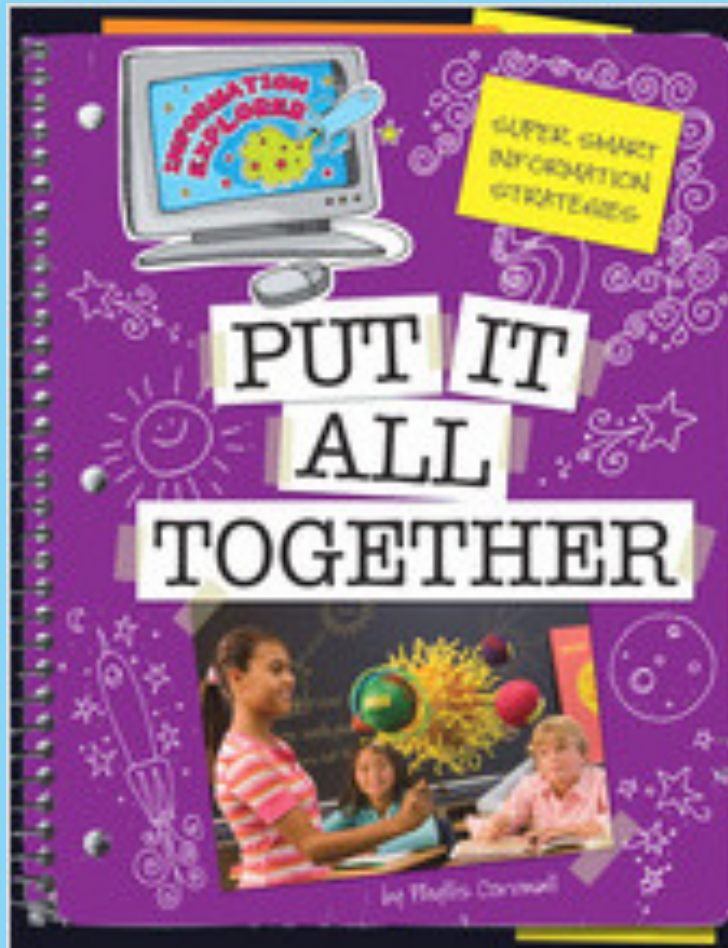
Grade 8

“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.”

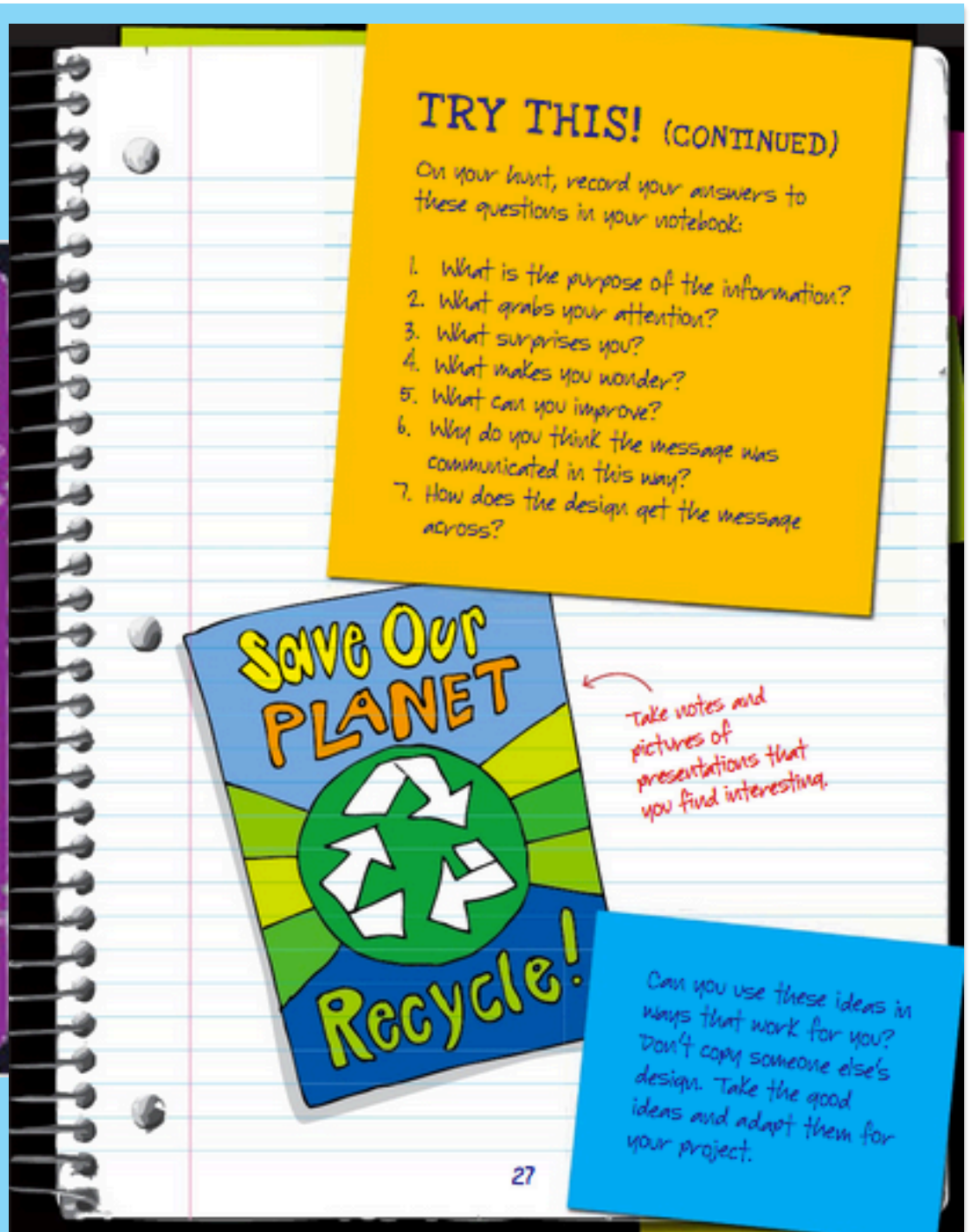


W.8.7

We Suggest ...



W.8.7



Grade 9-10



W.9-10.7

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



Grade 9-10

The hardest part ...

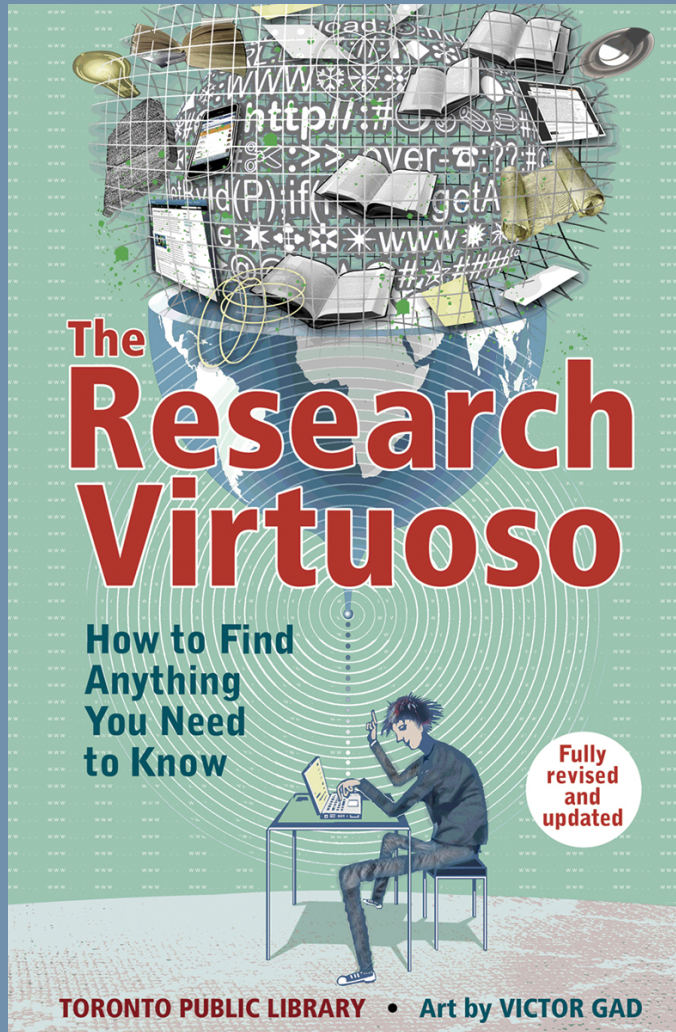
“synthesize multiple sources on the subject”

**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!}

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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)

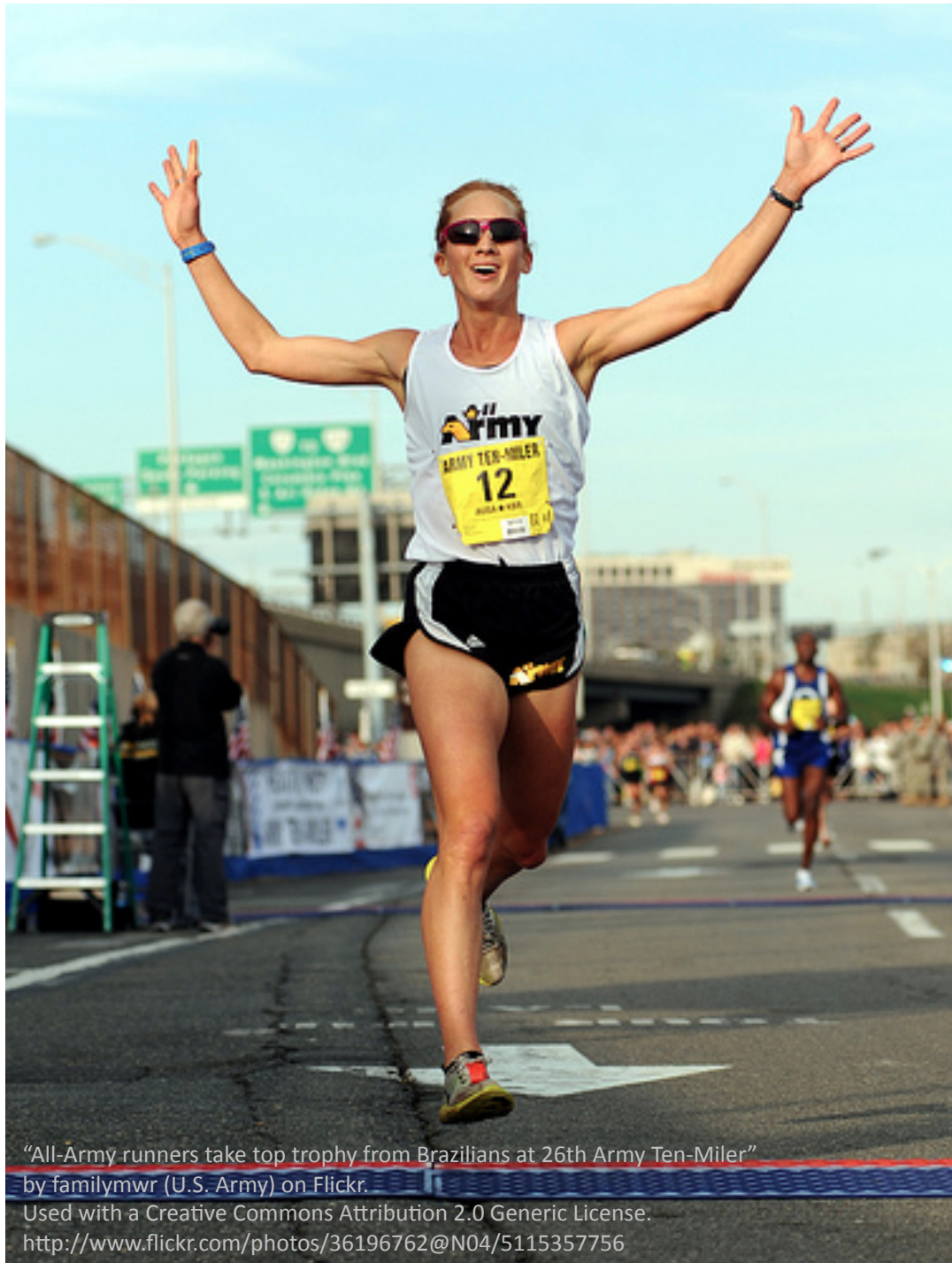
Group Work: Work in grade-alike groups – 1 reporter per group will go to the URL and pool ideas. MAX 16 contributors per site ... let's see how this works with our virtual colleagues.

- **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>
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 - <http://openetherpad.org/wh9108>

Eureka Moments?



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Approaching the Finish Line

"All-Army runners take top trophy from Brazilians at 26th Army Ten-Miler"

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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 _____.

Saint George and the Dragon by Paolo Uccello, ~1470
National Gallery, UK





Door Prizes!



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