


Common Core State Standards and Librarians

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OELMA – Friday, October 19, 2012
11:11:45am



On your exit slip, please write two questions or concerns about CCSS.

Agenda

• Introduction
• 5 Things a Librarian Can Focus On
• Following a Single Research Standard K-12

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





Image: "The Graduate" by Chris Wedel. www.chriswedel.com

The Standards Are Meant to Be

"As specified by CCSSO and NGA, the standards are


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

Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, K-12

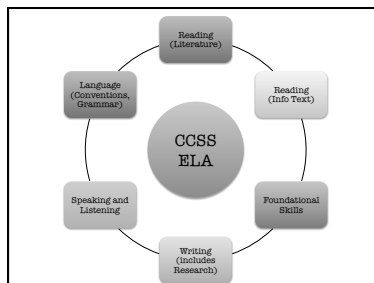


The Common Core State Standards (CCSS) are ...

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



What Common Core Is: corestandards.org

Five Big Things Libraries Should Know About CCSS

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



**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.

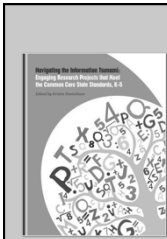
Go on a detective hunt!



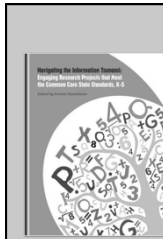
So ... everyone is now responsible for teaching research skills.

That's awesome!

But ...



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



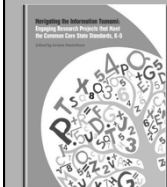
Remember: These standards should represent *exit skills*, not how to reach them.



We'll look across K-8 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 _____

when 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

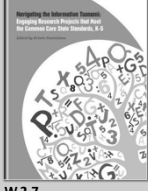
3. Model a collaborative discussion for them using some of these guidelines:

- 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.



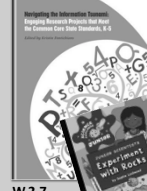
W.1.7



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 information on the charts. 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.

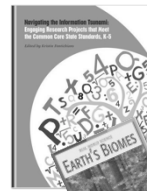
W.2.7



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

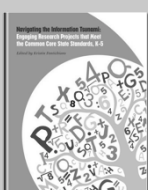
DAY FIVE (60 minutes): Imagining Their Animal in A Different Biome
Launching the Lesson: Activating Prior Knowledge

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?
 7. What story ideas are you getting?


W.3.7



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.

W.4.7

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

W.4.7

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

W.5.7

Grade 6

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

W.6.7

Writing Standard 7: Grade 6

Refocusing inquiry involves rethinking questions.

We suggest this!

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

TRY THIS!

INTERVIEW QUESTION RULES

1. No more than two closed-ended questions. For example: "How long have you been taking questions apart?"
2. Ask to address a few, fact-based questions about the activity, for example: "Can you describe what happens at no average opportunity question?"
3. Start, and questions that will use discovery to get what is on the mind about opportunity?
4. Start, and questions that will use discovery to get what is on the mind about opportunity?

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.”

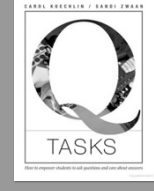
W.8.7

We Suggest ...



Grade 8

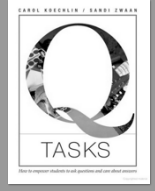
W.8.7



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



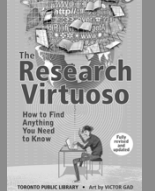
Grade 9-10

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!}



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Take your research skills beyond googling-for school and for life. Armed with this book's practical, students will be ready to face the often daunting process of conducting serious research in the information age. Fully revised, THE RESEARCH VIRTUOSO covers all...

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Bottom Line: Research Projects Within CCSS:

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

<http://bit.ly/lib-ccss>




The <<schoolname>> Library's Plan to Support Student Success
Common Core State Standards in English Language Arts

Based on the high school exit standards (p. 11-12)

<<<yourname>>>>
<<<date>>>>

<http://bit.ly/lib-ccss>



Introduction

<<<date>>>>

Dear Administration/Principal/Curriculum Supervisor:

The <<schoolname>> Library is continuing to bring tradition of supporting student growth in information literacy and research skills, as well as providing ongoing support, materials, and technology integration to all subject areas.

In this document, I review the standards for 11th and 12th grade and identify those standards for which the library can leverage resources and instructional expertise in support of the student outcomes.

<<<lib, identify some major existing practices of the library/librarians that demand with major show you provide>>>>

I look forward to talking further with you about our work together.

Sincerely,

<<<your signature>>>>

<<<yourname>>>>
<<<title>>>>
<<<email address>>>>
<<<phone number>>>>

<http://bit.ly/lib-ccss>

Reading Standards for Literature, grades 11-12				
For use with all texts, including non-literary ones	Anchor 1: Craft and Structure	Anchor 2: Analyze and Interpret	Anchor 3: Evaluate	Anchor 4: Compare, Contrast, and Synthesize
<p>11-12.1 Cite strong and relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>11-12.2 Analyze how an author builds an argument to persuade particular audiences; assess how that argument uses specific choices (e.g., diction, tone, logic, choice of evidence) to create a specific effect on the reader and analyze how that rhetoric shapes the author's claims.</p> <p>11-12.3 Analyze the impact of the author's choices regarding how to develop and relate different parts of a text (e.g., how that choice affects the order and complexity of the ideas and supports). 11-12.4 Analyze the relationship between a text's main ideas and supporting ideas; evaluate how those relationships develop and clarify the text's central ideas or issues. 11-12.5 Analyze the main ideas and supporting ideas presented in diverse media and formats, including visually and quantitatively, as well as in increasingly complex multimedial formats; evaluate how these media and formats contribute to particular purposes, audiences, or issues; analyze the main ideas and supporting ideas presented in diverse media and formats, including visually and quantitatively, as well as in increasingly complex multimedial formats; evaluate how these media and formats contribute to particular purposes, audiences, or issues.</p>				

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