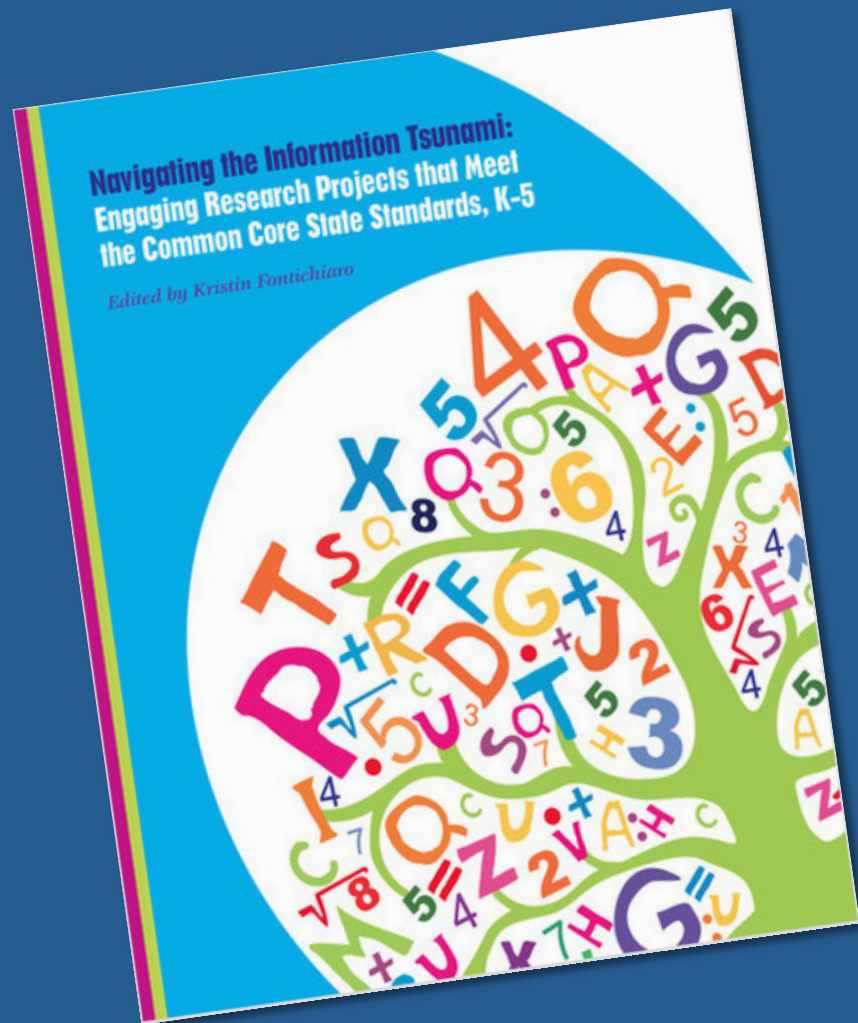


Common Core State Standards and Librarians

Kristin Fontichiaro
University of Michigan
School of Information
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"?

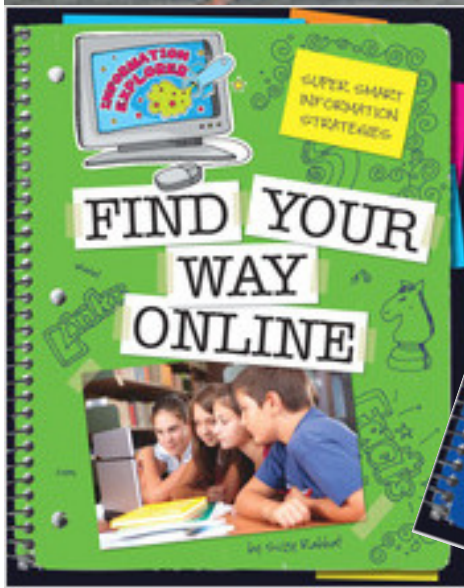


Image: 'Welcome to my Swamp'
<http://www.flickr.com/photos/43891969@N07/5689959415>

The Standards Are Meant to Be

“As specified by CCSSO and NGA, the standards are

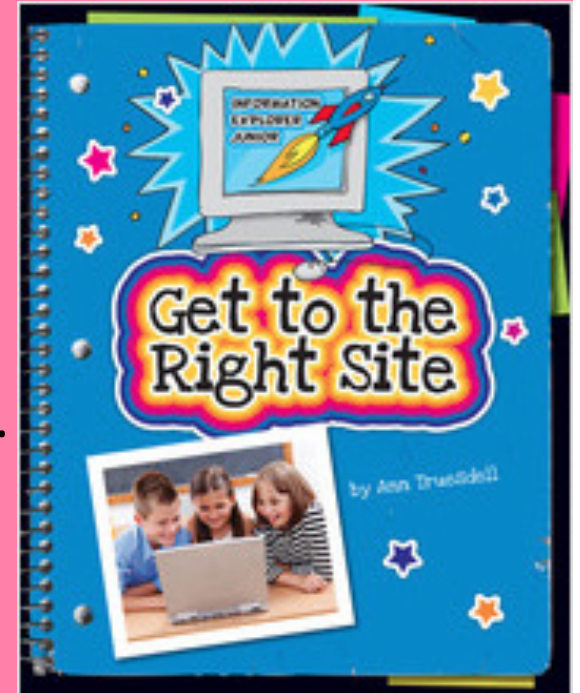
1. Research and evidence based,
2. Aligned with college and work expectations,
3. Rigorous,
4. Internationally benchmarked.”

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



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

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



What Common Core Is: corestandards.org

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

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

CCSSO
Council of Chief State School Officers

NATIONAL GOVERNORS ASSOCIATION

Adoption by State

See which states have adopted the Common Core State Standards.

[Discover More »](#)

Common Standards State Adoption Voices of Support

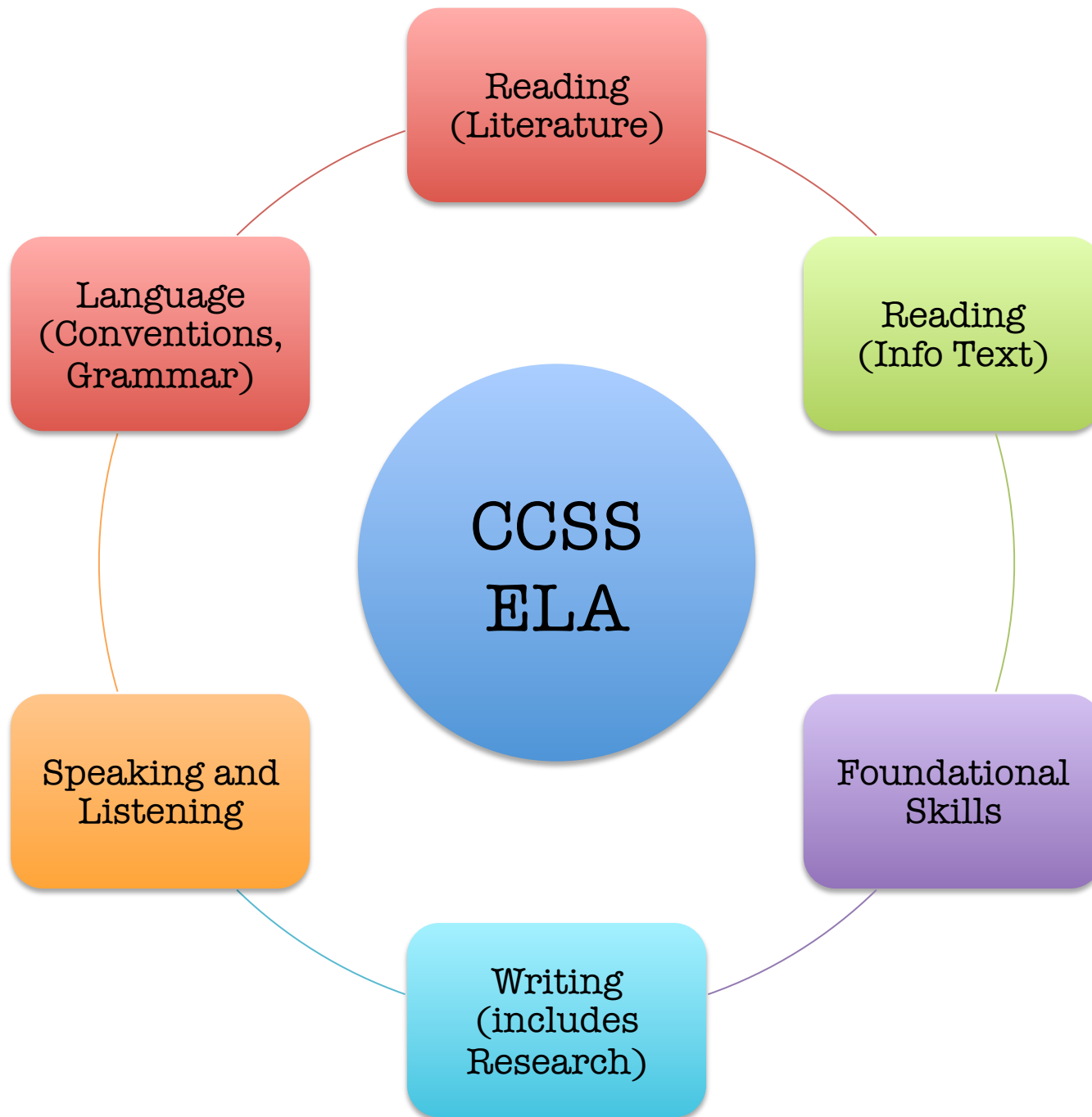
Mission Statement

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

Common Core State Standards Webinar

Recorded Wednesday, June 30, 2010

» DOWNLOAD THE PRESENTATION » WATCH THE WEBINAR



Five Big Things Libraries Should Know About CCSS

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



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

Research: The Fourth “R”

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



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

Research: The Fourth “R”

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

Go on a detective hunt!

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

Edited by Kristin Fontichiano



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

That's awesome!

But ...

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

Edited by Kristin Fontichiaro



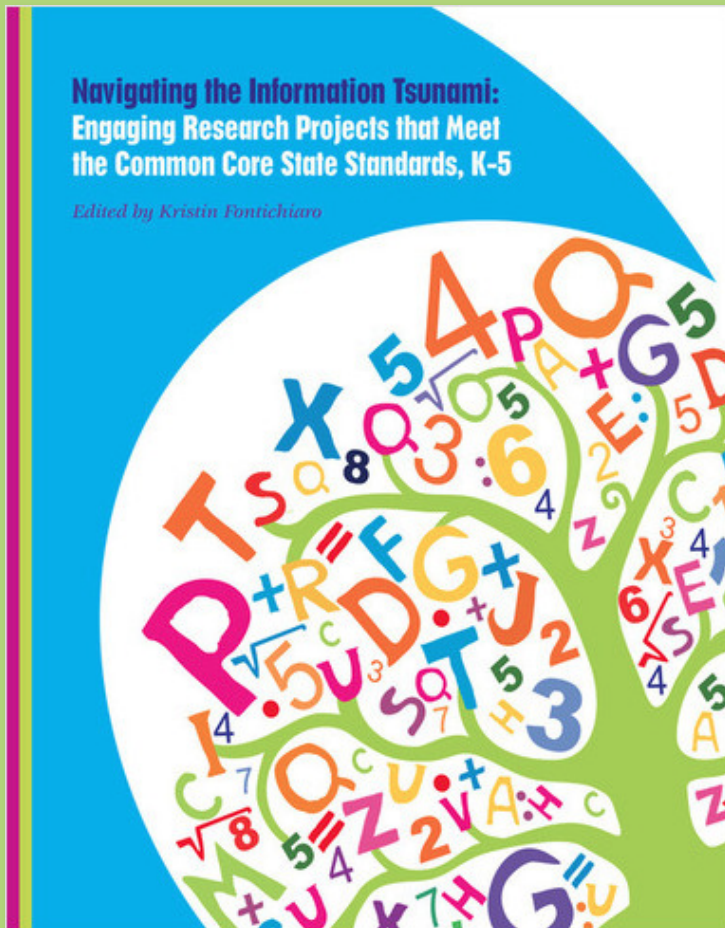
**What does good
research practice look
like in the digital age?**

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

Edited by Kristin Fontichiaro



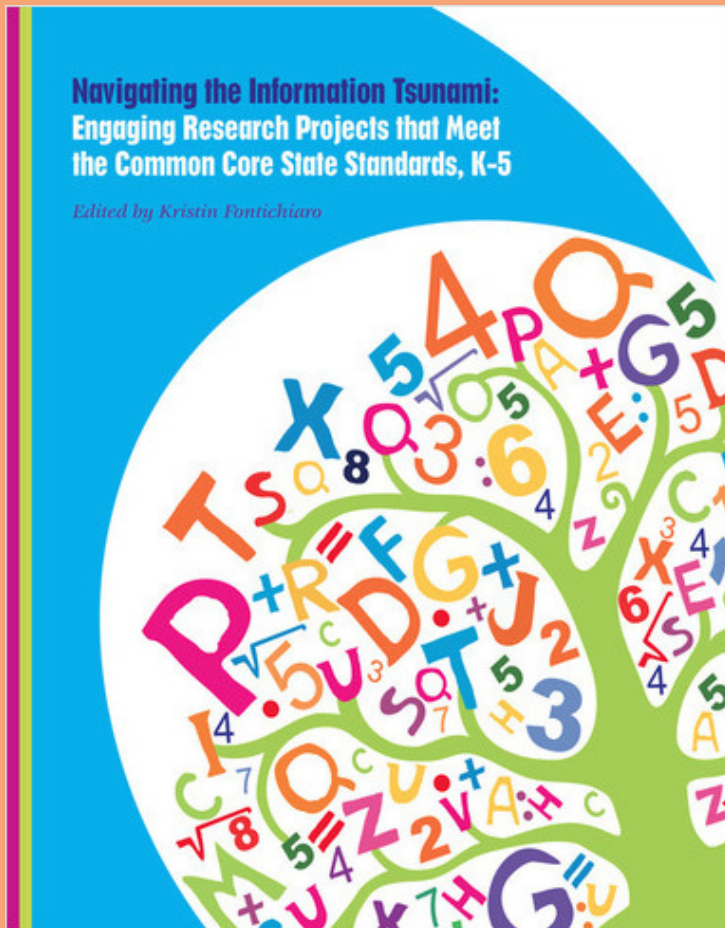
**Remember:
These standards
should represent
exit skills, not
how to reach
them.**



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.



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

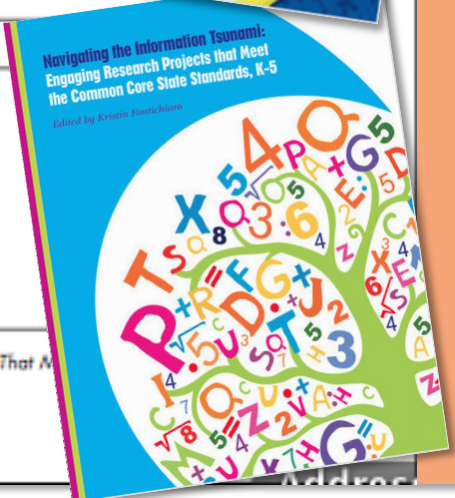
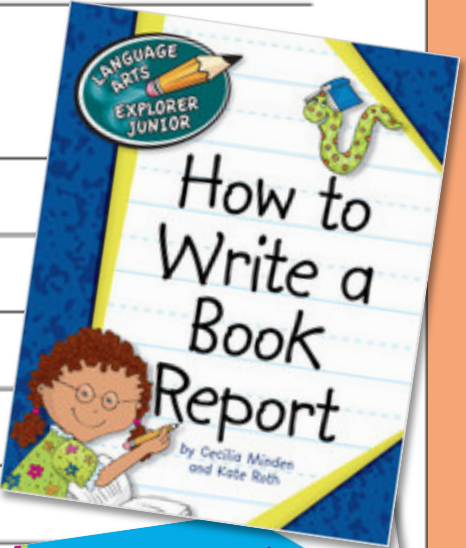
Name _____

One thing good writers do is _____

Tomie showed us this in his book _____

when he _____

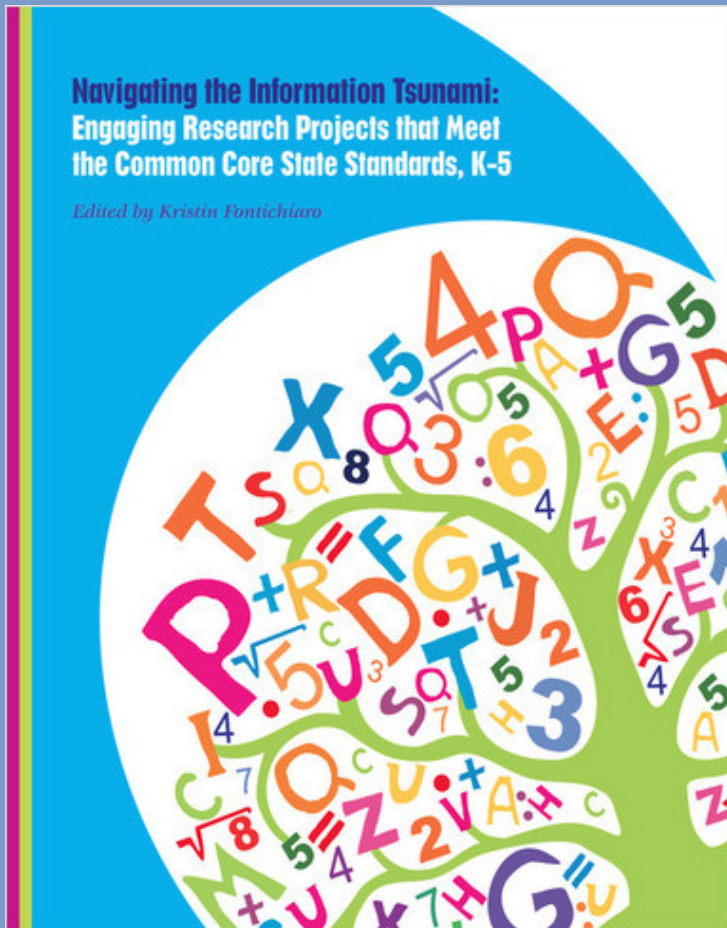
Empty rectangular box for drawing or writing.



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

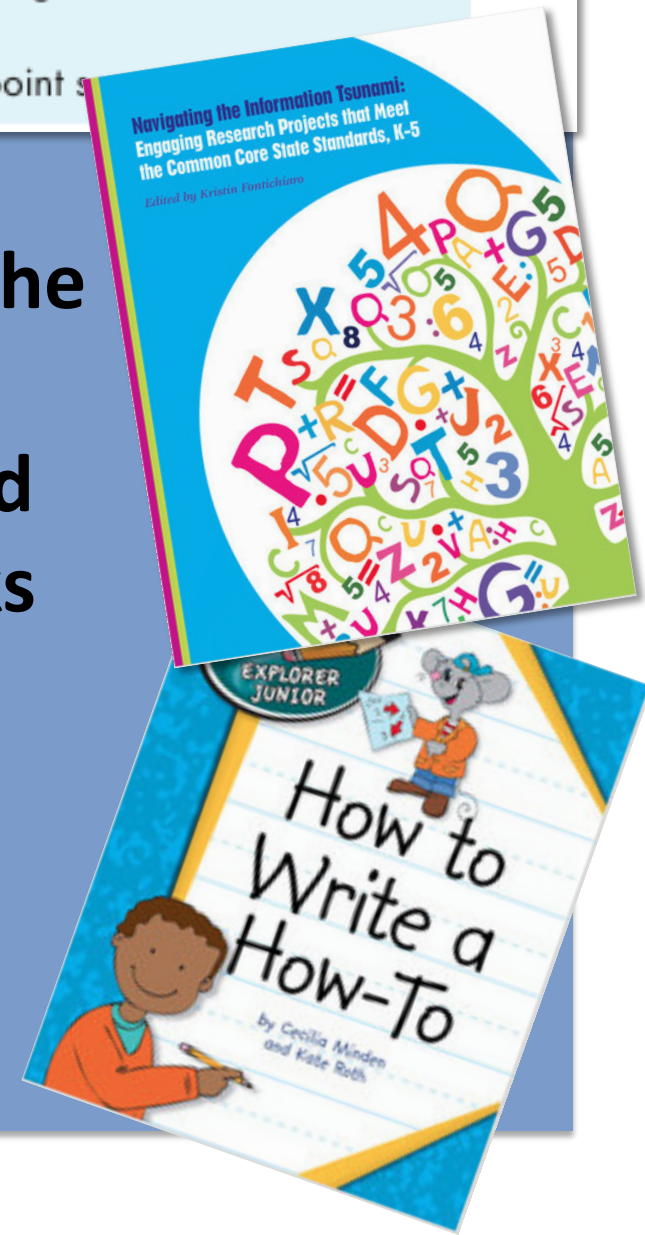
“Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).”

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



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

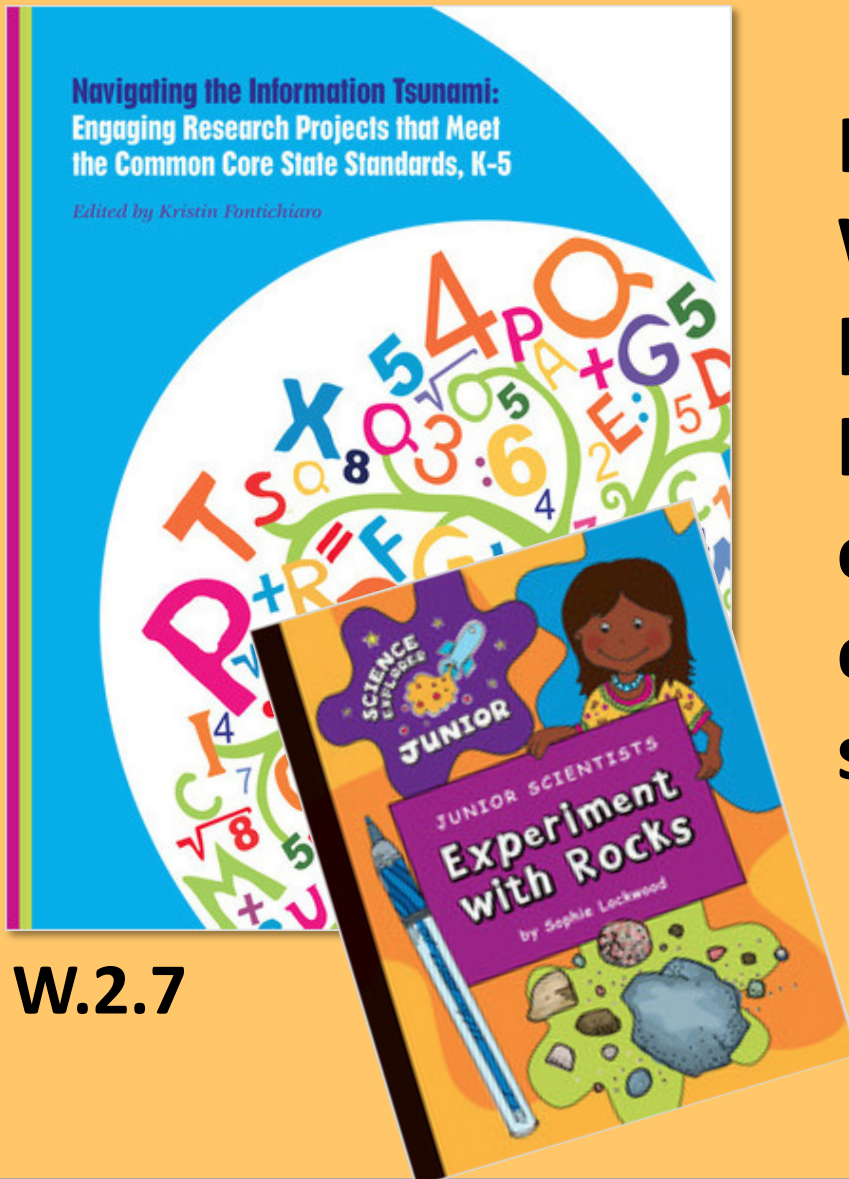
Edited by Kristin Fontichiano



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

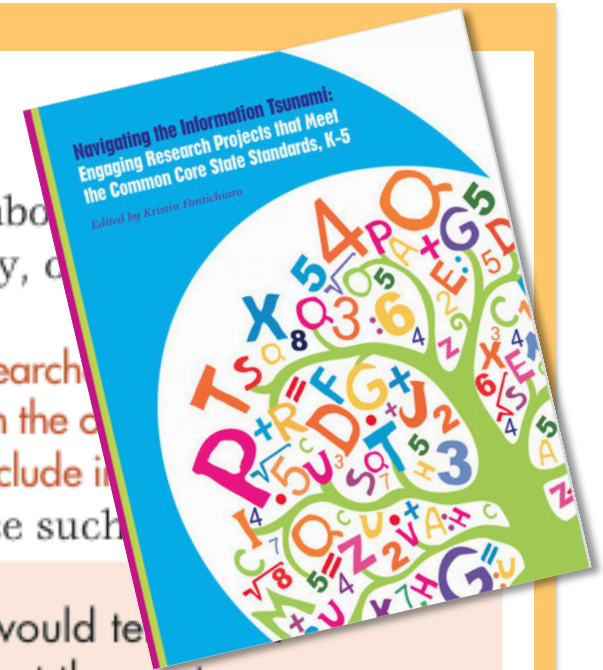
1. Explain to the class that they will share what they've learned about their igneous, sedimentary, or metamorphic rock project. Each student will describe an igneous, sedimentary, or metamorphic rock. Provide two options.
2. Say, "You can choose which kind of rock to write about: the kind you researched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

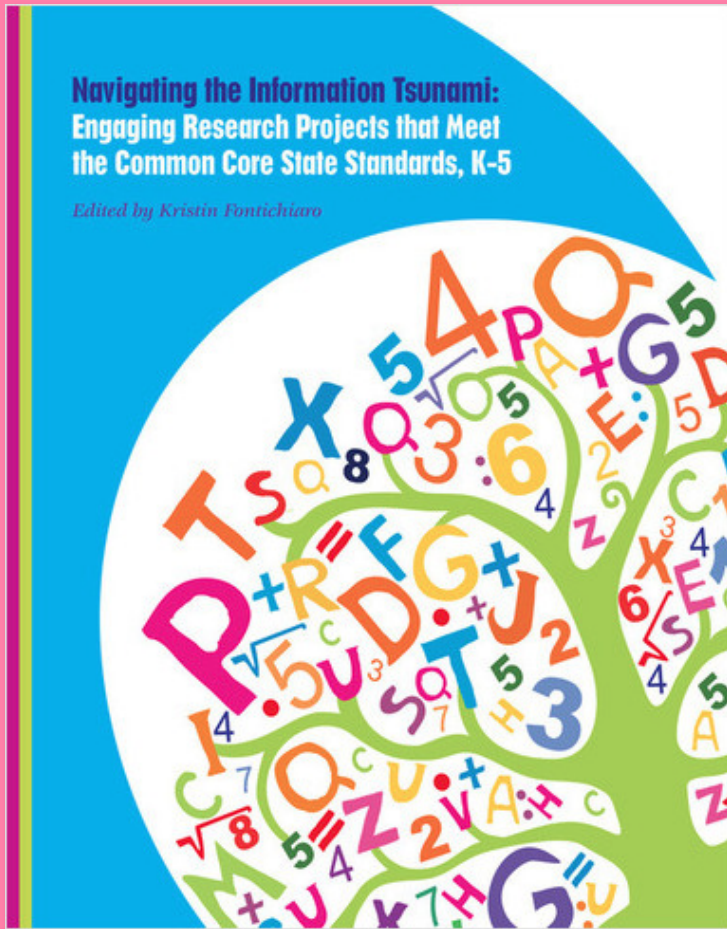
4. Give students a copy of the Writing Checklist so they can track their progress.

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.



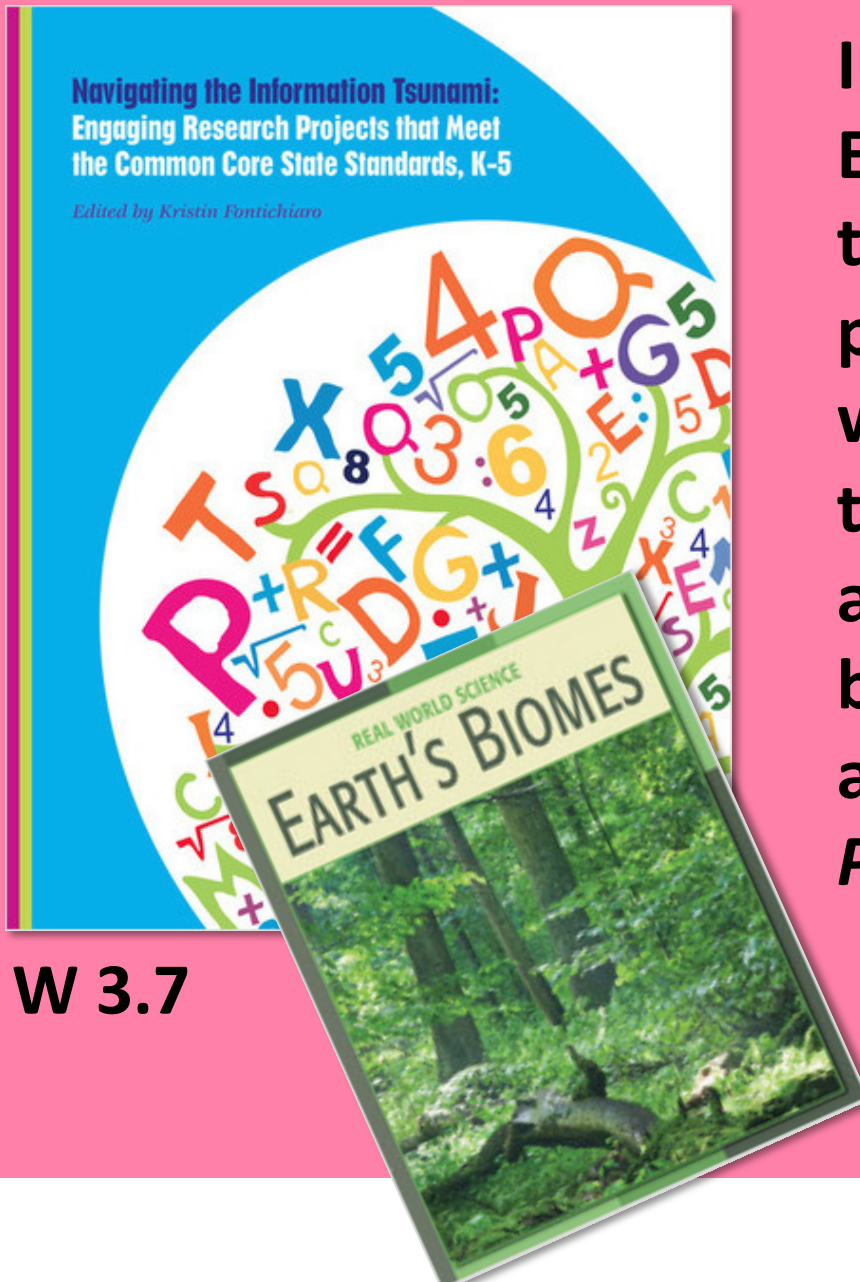
W.2.7



Grade 3

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

W 3.7



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

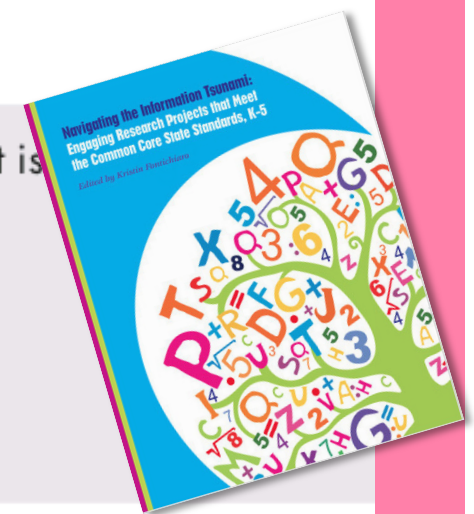
Launching the Lesson: Activating Prior Knowledge

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?



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

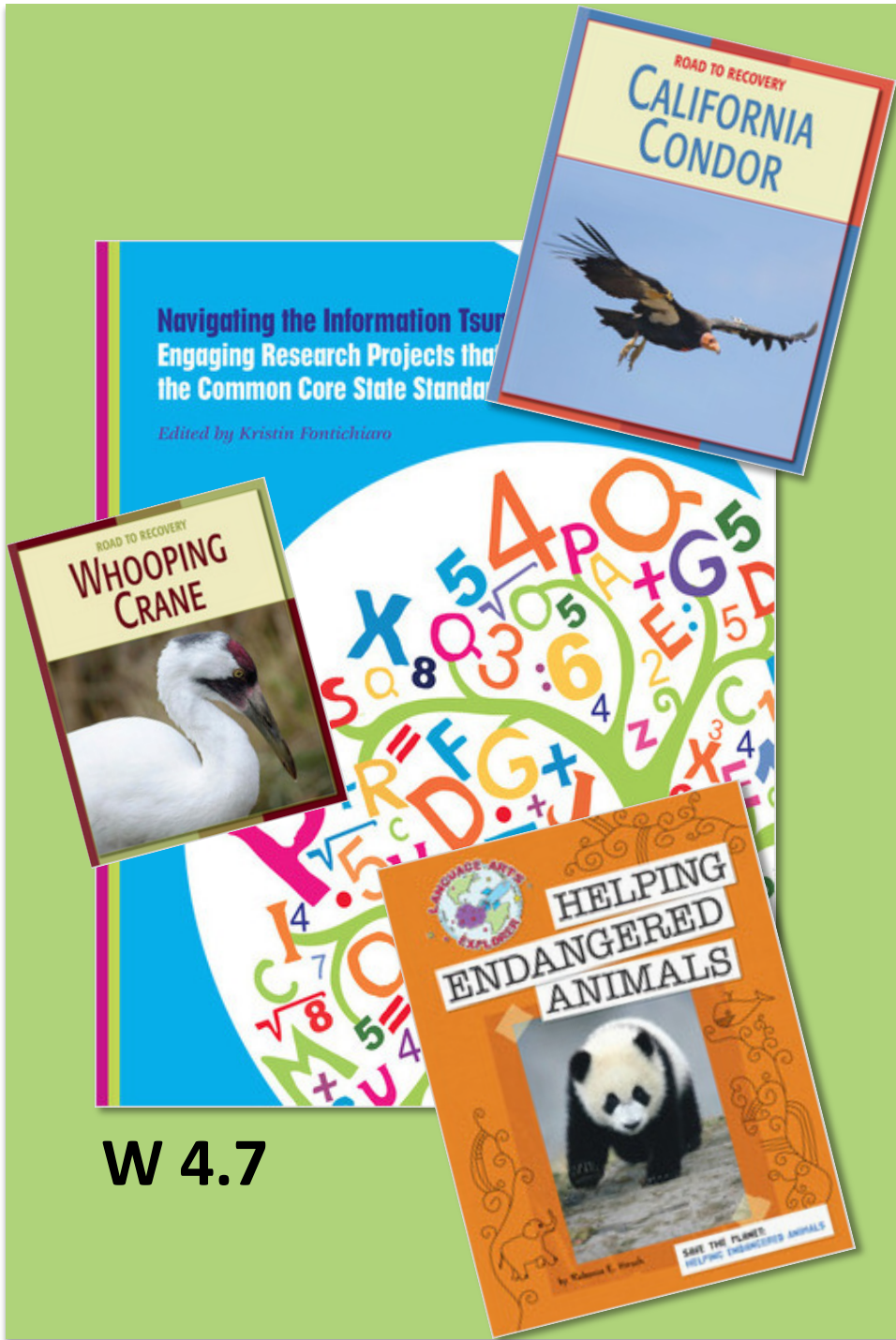
Edited by Kristin Fontichiano



Grade 4

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

W 4.7



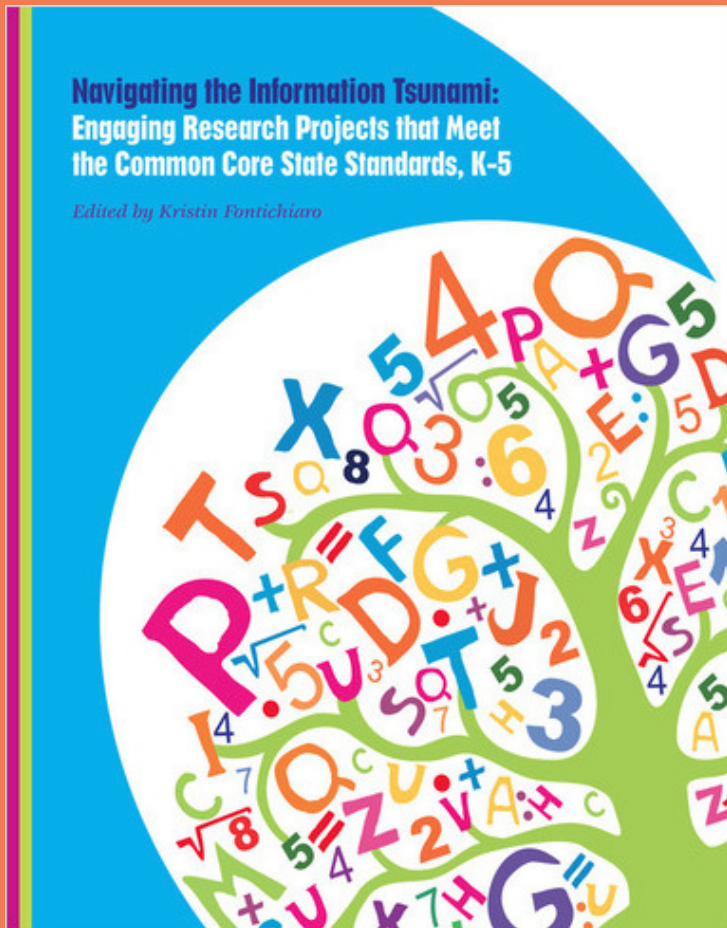
W 4.7

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

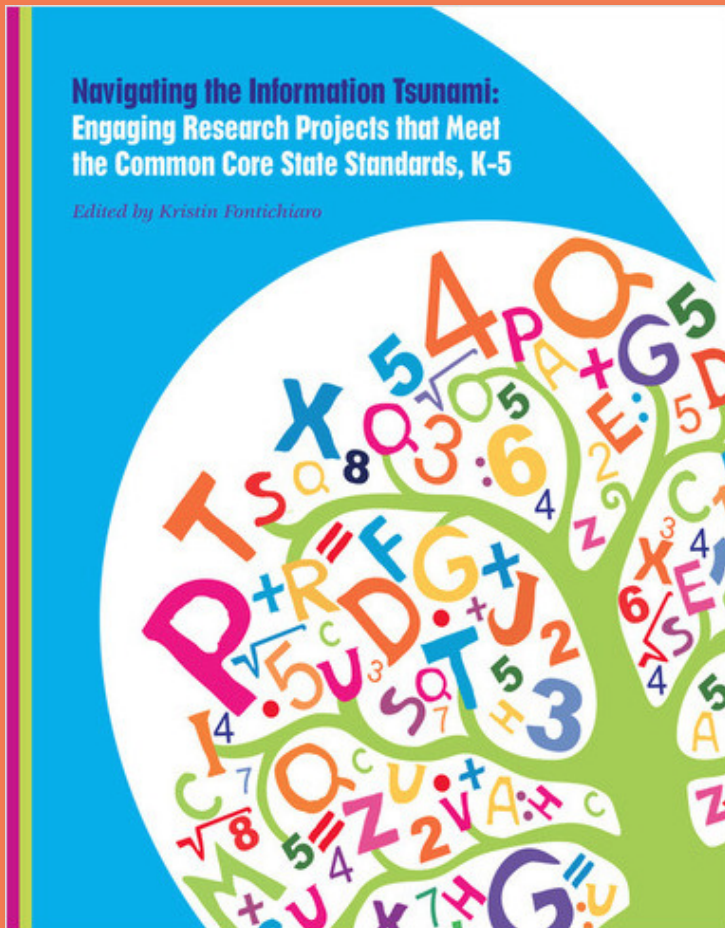
W 4.7



W.5.7

Grade 5

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



W.5.7

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.

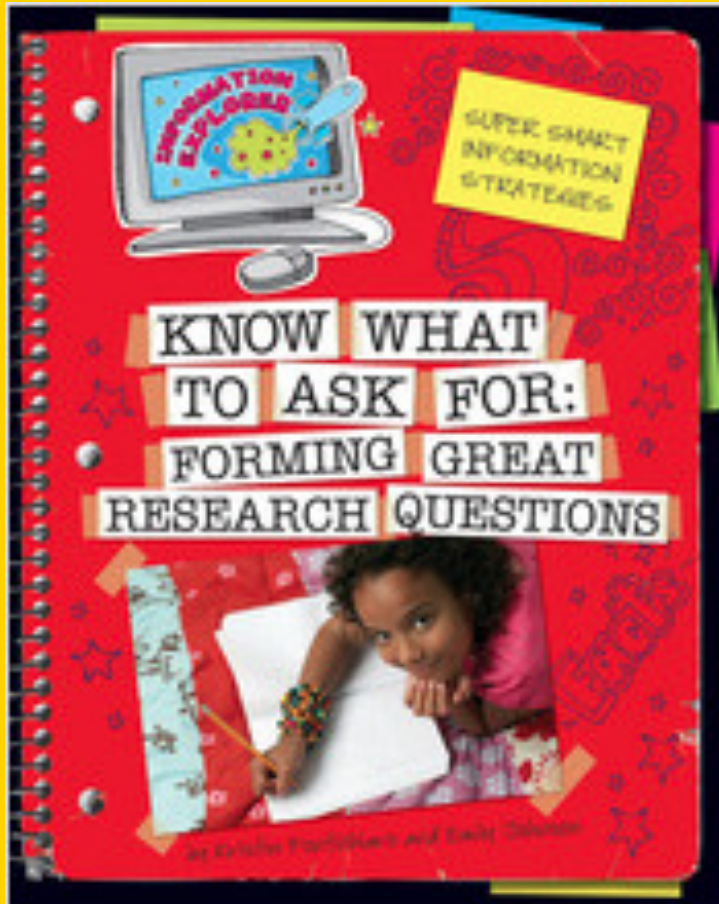
W.5.7



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:

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

Chapter Three: Open for Business

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.”

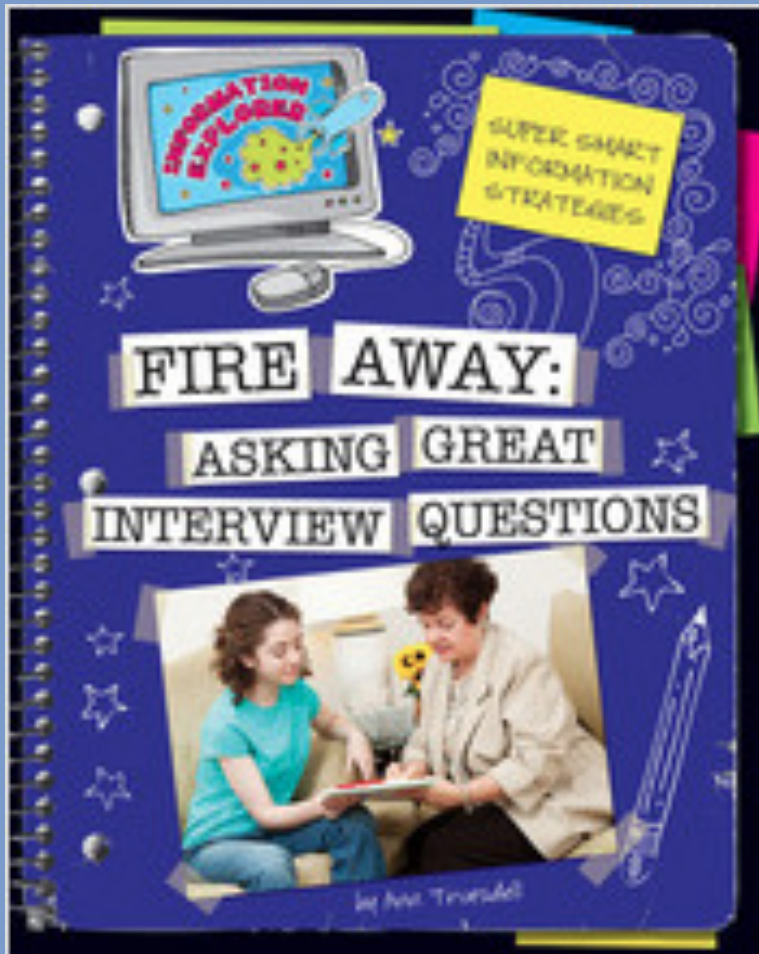


W.7.7



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.

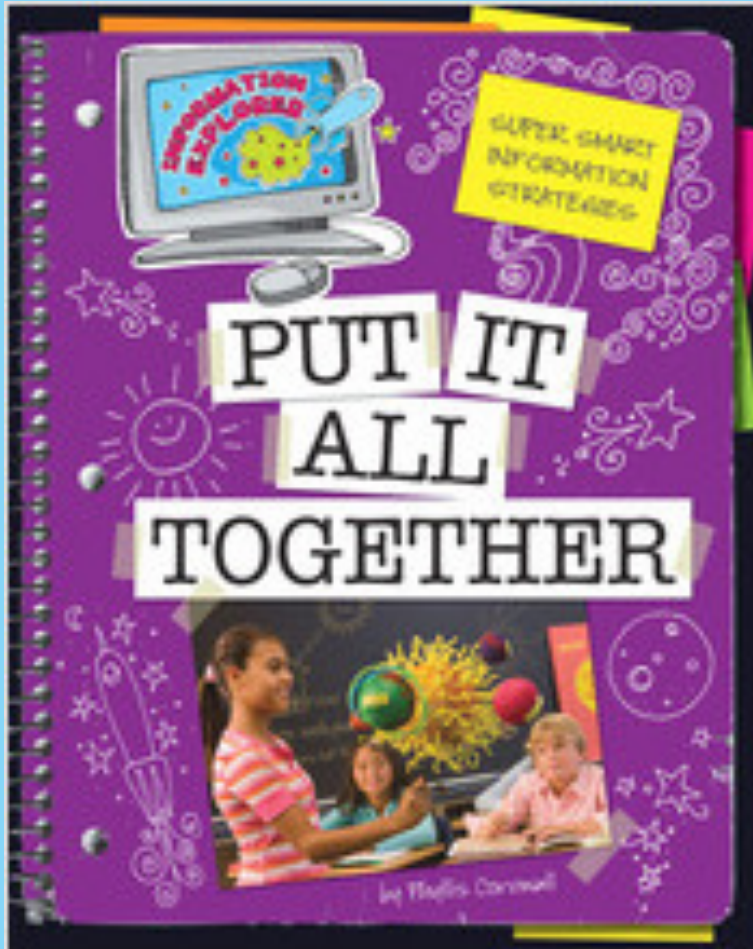
To get a copy of this activity, visit www.cherrylakepublishing.com/activities.

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?

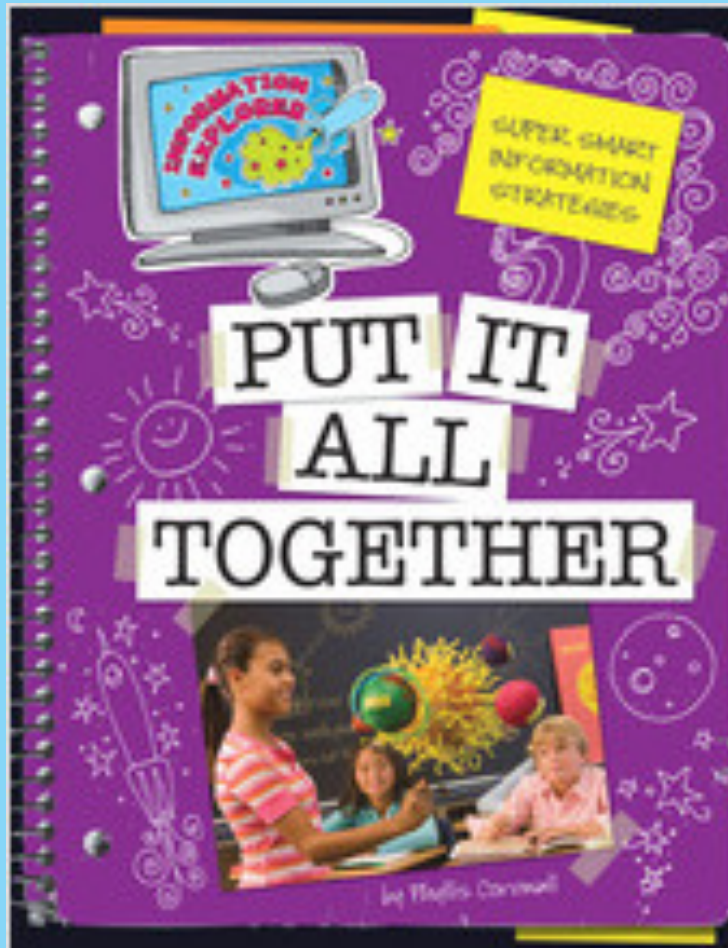
Grade 8



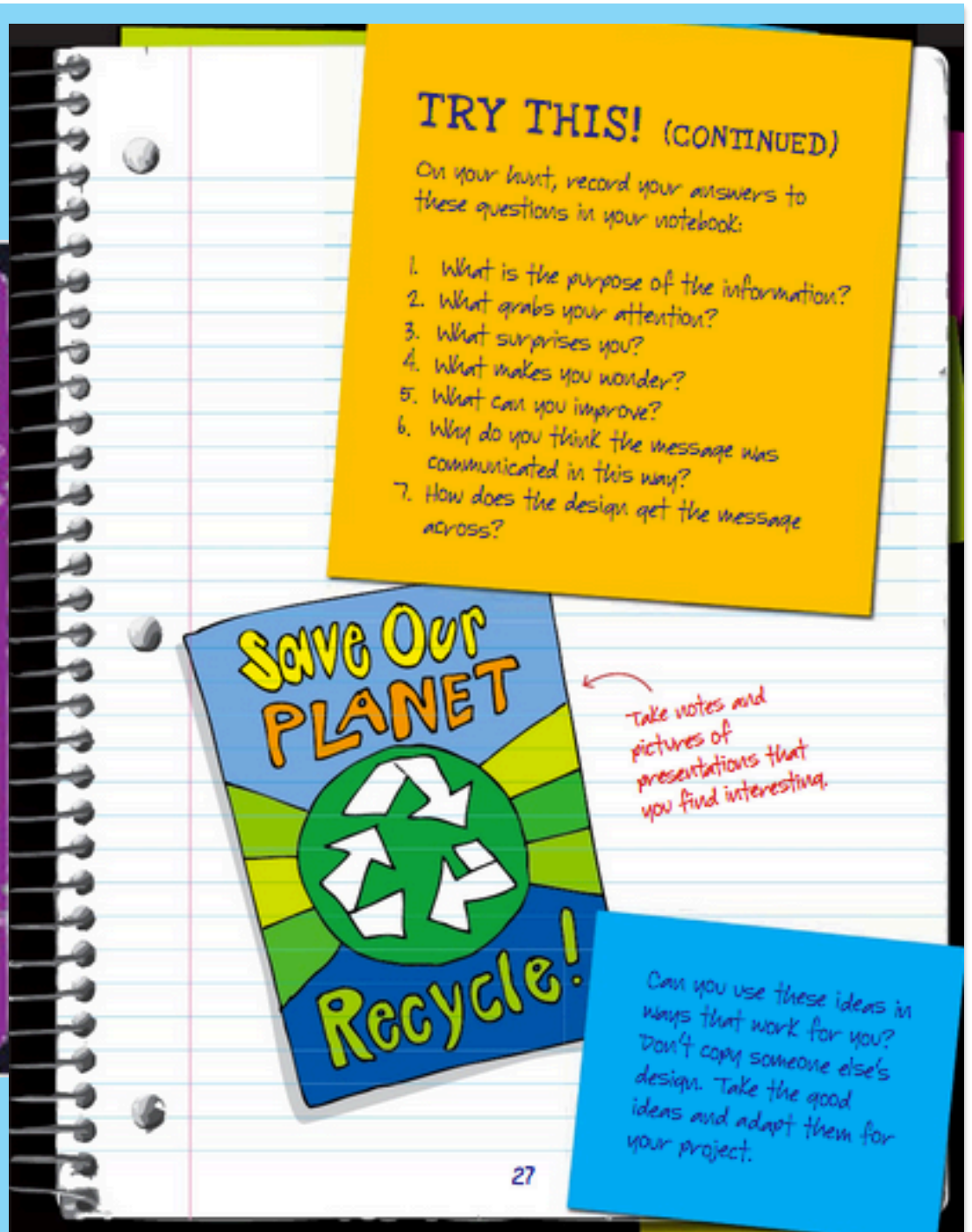
W.8.7

“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.”

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 ...

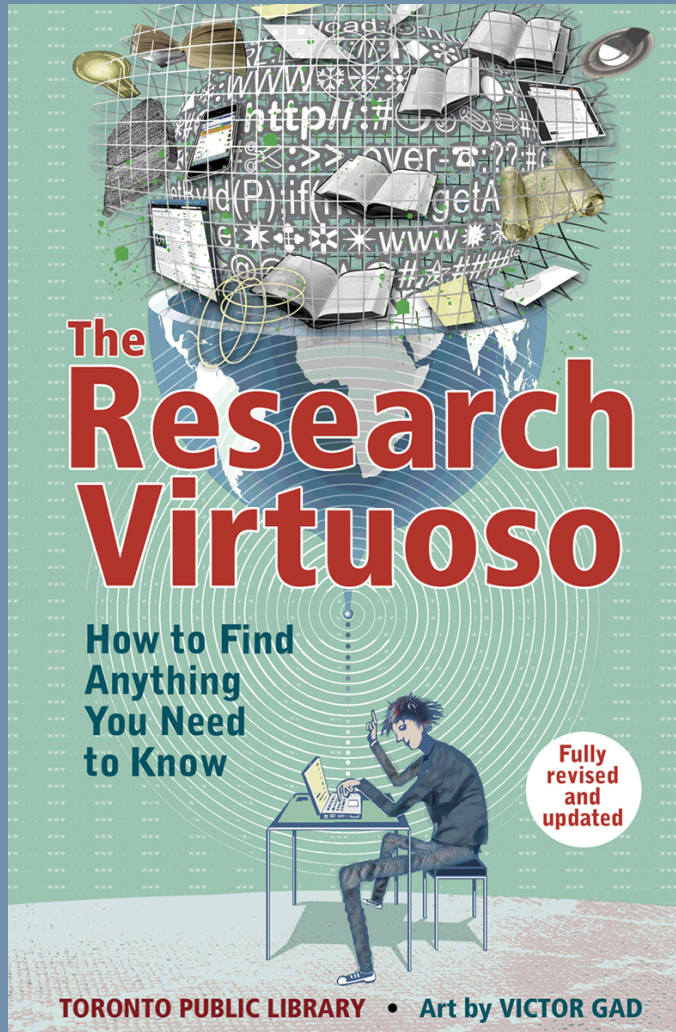
“synthesize multiple sources on the subject”

**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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Sort by Search by

1-1 of 1 titles



The Research Virtuoso

How to Find Anything You Need to Know

Toronto Public Library

Annick Press

Pub Date: February 01, 2012

ISBN: 9781554513949

Genre: Children's, Nonfiction, Reference, Teens & YA, Textbooks

[MORE INFO](#)[READ NOW!](#)**Take your research skills beyond googling—for school and for life.**

Armed with this lively guidebook, students will be ready to face the often daunting prospect of conducting serious research in the information age. Fully revised, THE RESEARCH VIRTUOSO covers all...

1-1 of 1 titles

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 (e.g., 11-12)

<<<yourname>>>

<<<date>>>

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

Introduction

<<date>>>

Dear Administrator/Principal/Curriculum Supervisor:

The <<schoolname>>> Library is continuing its long 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 librarian can leverage resources and instructional expertise in support of this multi-state initiative.

<<<Here, identify some major existing practices of the library/librarian that dovetail with major ideas you provide.>>>

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

Sincerely,

<<<your signature>>>

<<<yourname>>>

School Librarian

<<<nameofschool>>>

<<<email address>>>

<<<phone number>>>

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

Reading Standards for Literature, grades 11-12

By the end of 12th grade, students will ...	Librarian (L) teaches alone	Librarian (L) and classroom teacher (CT) co-teach	CT teaches alone	Notes (may include questions, clarifications, details, materials provided by library, etc.)
RL.11-12.1. Cite strong and thorough 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.				
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.				
3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).				
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific				

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

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