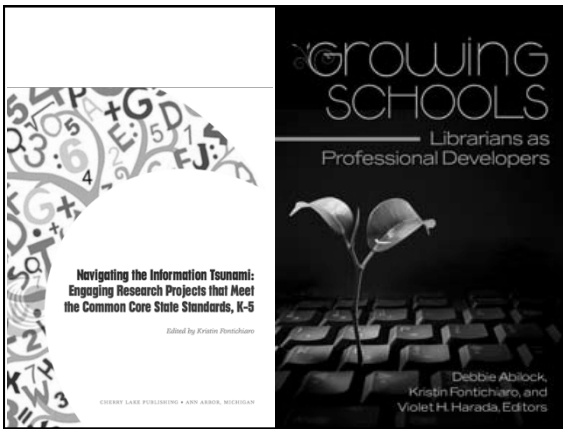


**Preservice School Librarians and the Common Core State Standards**

Kristin Fontichiaro  
Guest Lecture:  
University of Alabama  
October 8, 2012

"red apple core" by roger.karlsson on Flickr. Used with a Creative Commons Attribution 2.0 Generic License.  
<http://www.flickr.com/photos/36291048@N06/2389124067>

**Find tonight's slides here:**  
<http://bit.ly/fontblog>



**Growing SCHOOLS**  
Librarians as Professional Developers

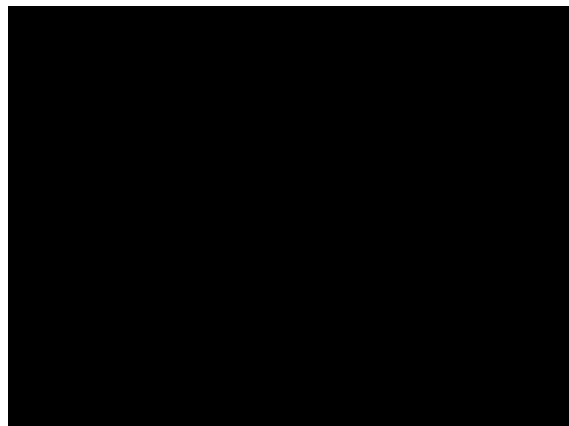

**Navigating the Information Tsunami: Engaging Research Projects that Meet the Common Core State Standards, K-5**  
*Edited by Kristin Fontichiaro*

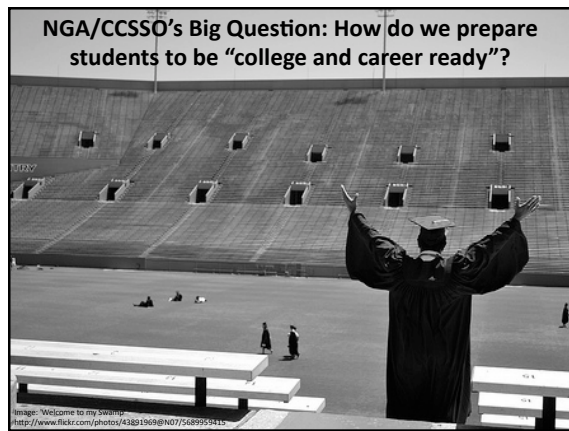
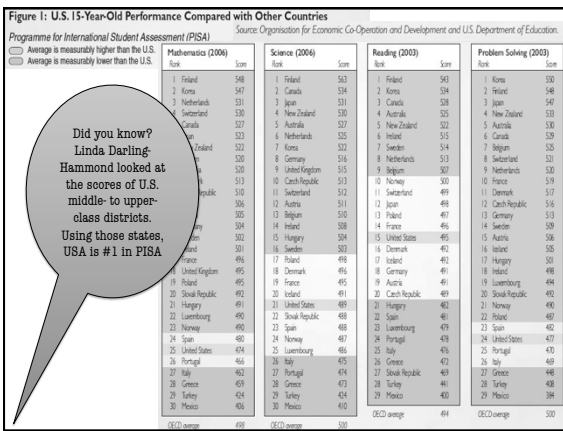
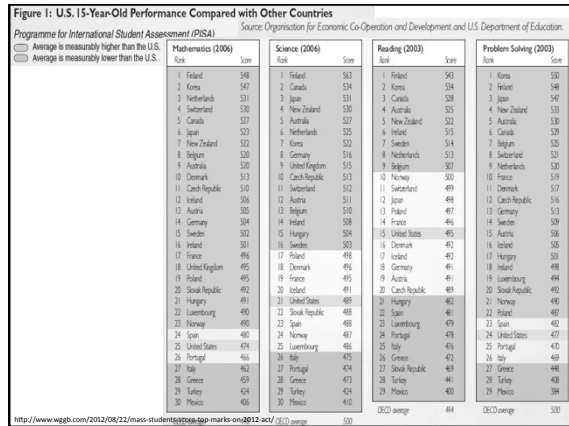
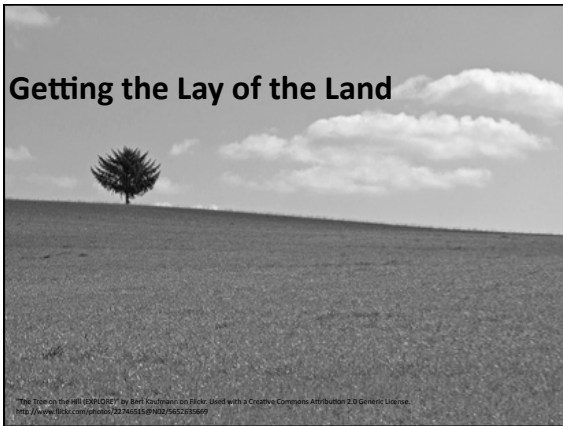
Cherry Lake Publishing • Ann Arbor, Michigan

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

**How Much Do You Already Know About CCSS?**

Nothing. Why do you think I'm here?      A little bit, but please don't call on me!      Some      Quite a bit      Tons!





## 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**
- 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

The screenshot shows the corestandards.org website. At the top, there is a navigation menu with links for Home, About the Standards, Voices of Support, News, Get Involved, and FAQ. Below the menu is a large map of the United States titled 'Adoption by State' with the subtitle 'See which states have adopted the Common Core State Standards'. To the right of the map, there are buttons for 'Common Standards', 'State Adoption', and 'Voices of Support'. Below the map, there is a 'Mission Statement' section and a 'Common Core State Standards Webinar' section with a 'WATCH THE WEBINAR' button.

### 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

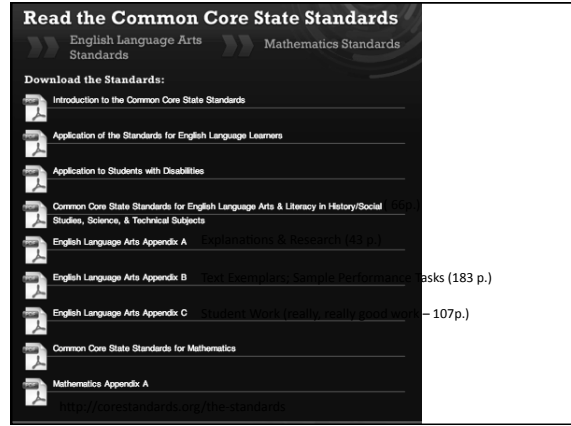
- NOT a prescription for how to teach
- NOT an endorsement of any particular pedagogical style
- NOT a mandate of who must teach the skills
- NOT a national test
- NOT a required reading list

### Common Core is not the same thing as Common Core State Standards (commoncore.org)

The screenshot shows the commoncore.org website. The main heading is 'The Common Core Curriculum Mapping Project' with the sub-heading 'WRITTEN BY TEACHERS, FOR TEACHERS'. Below the heading, there is a paragraph of text and a 'Become a Member' button. To the right, there is a 'Blog' section with a 'View All' link. At the bottom, there is a 'News' section.

### CCSS in your pocket: Masteryconnect.com

The screenshot shows two mobile device screens displaying the Masteryconnect.com app. The left screen is an iPhone showing the 'Common Core Standards' menu with options for Math - Traditional, Math - Integrated, and Language Arts. Below the menu is a 'Vote Now' button. The right screen is an iPad showing the 'Language Arts' menu with options for Kindergarten through 8th Grade. At the bottom of the iPad screen, there is a 'MasteryConnect' logo and the website URL 'www.masteryconnect.com'.

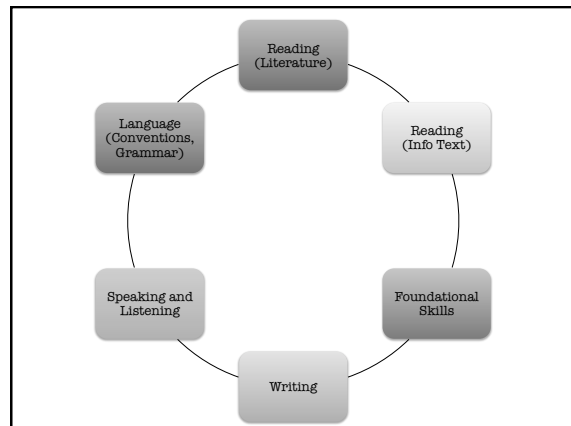


### ELA overview

- **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

### What is NOT covered in the Standards (from ELA intro, page 6)

- How to teach (these are *standards*, not lesson plans or curriculum)
- “Beyond the essentials”
- What advanced work might look like
- Interventions for students below grade level, with special needs, ELL
- This isn't **everything** you need for college readiness



**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 4<sup>th</sup> R

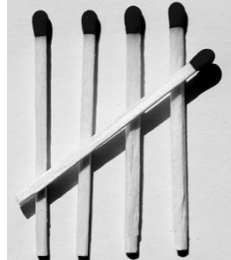



Image: 'give me five!' <http://www.flickr.com/photos/45409431@N00/5780056202>



**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

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

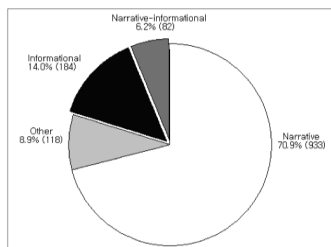


FIGURE 1. Proportion and number of classroom library print by text type

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

**More Experience = Less Non-Fiction**

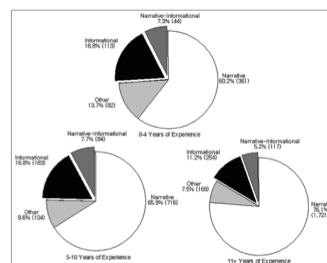



FIGURE 3. Proportion and means of classroom library print by text type and teacher experience

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

SO

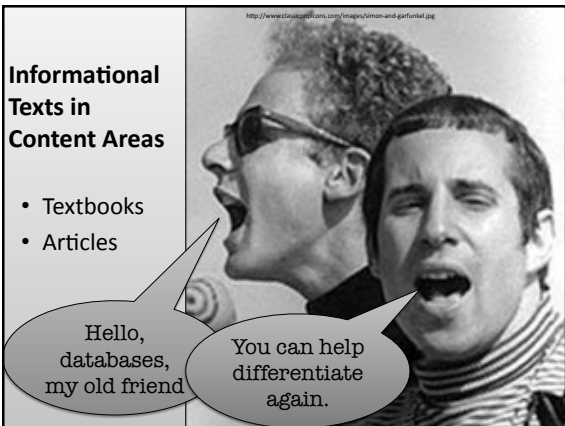

**School librarians can coordinate school/district purchases to update, balance, and supplement classroom collections**



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

**Informational Texts in Content Areas**

- Textbooks
- Articles

**Discussion of "text complexity" at the building level is essential.**

"door No2" by "lightly everything (Kate Nicod)" on Flickr. Used with a Creative Commons Attribution 2.0 Generic license. <http://www.flickr.com/photos/51633081@N04/5103581006>

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

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

ELA Appendix A, Common Core Standards, p. 2

### Redefining Text Complexity in 3 Ways

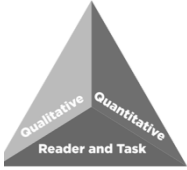



Figure 1: The Standards' Model of Text Complexity

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

### So ...

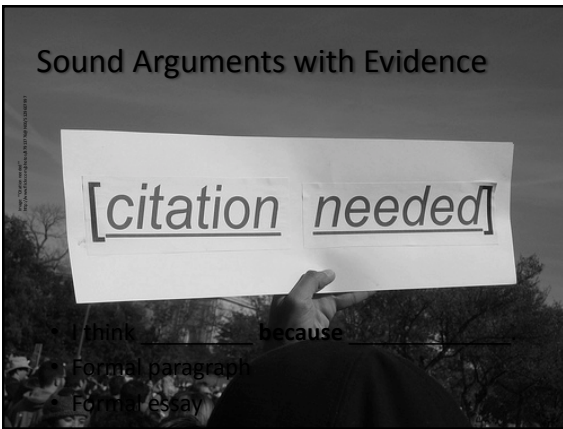
- Do reading (or reading incentive) programs match this definition?
- What the implications for classroom instruction?
- How does this impact ELLs, students with special needs, etc.?
- Do classroom collections reflect this?




### Building arguments with evidence gives us new opportunities to think about how we structure research assignments.

\*numberTHREE" by Budgones66 (Justin Taylor) on Flickr. Used with a Creative Commons Attribution 2.0 Generic License. <http://www.flickr.com/photos/48718829@N00/207301054>

### Sound Arguments with Evidence



think \_\_\_\_\_ because \_\_\_\_\_  
 Formal paragraph  
 Formal essay



### Librarians as Professional Developers is Essential.


\*43 (EXPLORE)" by SeanRogers1 (Sean Rogers) on Flickr. Used with a Creative Commons Attribution 2.0 Generic License. <http://www.flickr.com/photos/27238916@N04/2770968136>

<b>Who</b> will need a brushup on reading comprehension strategies?	<b>What</b> skills need to be taught?
<b>When</b> can you help them with PD?	<b>(From) where</b> will you find the expertise you need?
<b>Why</b> does this matter?	<b>How</b> can you approach your administration for support?



**Research is woven throughout the standards.**


"Dia 116: Solo numeros..."  
http://www.flickr.com/photos/31557656@N06/3290341871



**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!

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

**"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 21<sup>st</sup>-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.





**Part III:  
Unpacking  
Writing Standard 7**

### Unpacking a Standard

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

"[329/365] The Wanderer (Explores)" by pasukaru76 on Flickr. Used with a Creative Commons Attribution 2.0 Generic License. <http://www.flickr.com/photos/38411115@N04/5988795160/>

**Your Turn: List the implicit skills needed to fulfill these standards. Use the chat window.**

- **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)

**Worksheets to Map Your Work to CCSS:**  
<http://bit.ly/lib-ccss>

