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Common Core State Standards 101: Beyond the Starburst

Kristin Fontichiaro
University of Michigan School of Information
Author, Cherry Lake Publishing

Baker & Taylor
March 6, 2013, 10am

Find today's slides here:
http://bit.ly/fontblog

lead with joy

NOT with *fear*

Richard Sheridan, Menlo Innovations
UMSI Graduation, 4.27.2012

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.
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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.

Mathematics (2006)		Science (2006)		Reading (2003)		Problem Solving (2003)	
Rank	Score	Rank	Score	Rank	Score	Rank	Score
1 Finland	548	1 Finland	563	1 Finland	543	1 Korea	550
2 Korea	547	2 Canada	534	2 Korea	534	2 Finland	548
3 Netherlands	531	3 Japan	531	3 Canada	528	3 Japan	547
4 Switzerland	530	4 New Zealand	530	4 Australia	525	4 New Zealand	533
5 Canada	527	5 Australia	527	5 New Zealand	522	5 Australia	530
6 Japan	523	6 Netherlands	525	6 Ireland	515	6 Canada	529
7 New Zealand	522	7 Korea	522	7 Sweden	514	7 Belgium	525
8 Belgium	520	8 Germany	516	8 Netherlands	513	8 Switzerland	521
9 Australia	520	9 United Kingdom	515	9 Belgium	507	9 Netherlands	520
10 Denmark	513	10 Czech Republic	513	10 Norway	500	10 France	519
11 Czech Republic	510	11 Switzerland	512	11 Switzerland	499	11 Denmark	517
12 Iceland	506	12 Austria	511	12 Japan	498	12 Czech Republic	516
13 Austria	505	13 Belgium	510	13 Poland	497	13 Germany	513
14 Germany	504	14 Ireland	508	14 France	496	14 Sweden	509
15 Sweden	502	15 Hungary	504	15 United States	495	15 Austria	506
16 Ireland	501	16 Sweden	503	16 Denmark	492	16 Iceland	505
17 France	496	17 Poland	498	17 Iceland	492	17 Hungary	501
18 United Kingdom	495	18 Denmark	496	18 Germany	491	18 Ireland	498
19 Poland	495	19 France	495	19 Austria	491	19 Luxembourg	494
20 Slovak Republic	492	20 Iceland	491	20 Czech Republic	489	20 Slovak Republic	492
21 Hungary	491	21 United States	489	21 Hungary	482	21 Norway	490
22 Luxembourg	490	22 Slovak Republic	488	22 Spain	481	22 Poland	487
23 Norway	490	23 Spain	488	23 Luxembourg	479	23 Spain	482
24 Spain	480	24 Norway	487	24 Portugal	478	24 United States	477
25 United States	474	25 Luxembourg	486	25 Italy	476	25 Portugal	470
26 Portugal	466	26 Italy	475	26 Greece	472	26 Italy	469
27 Italy	462	27 Portugal	474	27 Slovak Republic	469	27 Greece	448
28 Greece	459	28 Greece	473	28 Turkey	441	28 Turkey	408
29 Turkey	424	29 Turkey	424	29 Mexico	400	29 Mexico	384
30 Mexico	406	30 Mexico	410				
OECD average	498	OECD average	500	OECD average	494	OECD average	500

http://www.wggb.com/2012/08/22/mass-students-score-top-marks-on-2012-act/

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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

Mathematics (2006)			Science (2006)			Reading (2003)			Problem Solving (2003)		
Rank		Score	Rank		Score	Rank		Score	Rank		Score
1	Finland	548	1	Finland	563	1	Finland	543	1	Korea	550
2	Korea	547	2	Canada	534	2	Korea	534	2	Finland	548
3	Netherlands	531	3	Japan	531	3	Canada	528	3	Japan	547
4	Switzerland	530	4	New Zealand	530	4	Australia	525	4	New Zealand	533
	Canada	527	5	Australia	527	5	New Zealand	522	5	Australia	530
	an	523	6	Netherlands	525	6	Ireland	515	6	Canada	529
	Zealand	522	7	Korea	522	7	Sweden	514	7	Belgium	525
	m	520	8	Germany	516	8	Netherlands	513	8	Switzerland	521
	a	520	9	United Kingdom	515	9	Belgium	507	9	Netherlands	520
	k	513	10	Czech Republic	513	10	Norway	500	10	France	519
	epublic	510	11	Switzerland	512	11	Switzerland	499	11	Denmark	517
		506	12	Austria	511	12	Japan	498	12	Czech Republic	516
		505	13	Belgium	510	13	Poland	497	13	Germany	513
	any	504	14	Ireland	508	14	France	496	14	Sweden	509
	den	502	15	Hungary	504	15	United States	495	15	Austria	506
	eland	501	16	Sweden	503	16	Denmark	492	16	Iceland	505
	France	496	17	Poland	498	17	Iceland	492	17	Hungary	501
18	United Kingdom	495	18	Denmark	496	18	Germany	491	18	Ireland	498
19	Poland	495	19	France	495	19	Austria	491	19	Luxembourg	494
20	Slovak Republic	492	20	Iceland	491	20	Czech Republic	489	20	Slovak Republic	492
21	Hungary	491	21	United States	489	21	Hungary	482	21	Norway	490
22	Luxembourg	490	22	Slovak Republic	488	22	Spain	481	22	Poland	487
23	Norway	490	23	Spain	488	23	Luxembourg	479	23	Spain	482
24	Spain	480	24	Norway	487	24	Portugal	478	24	United States	477
25	United States	474	25	Luxembourg	486	25	Italy	476	25	Portugal	470
26	Portugal	466	26	Italy	475	26	Greece	472	26	Italy	469
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OECD average		498	OECD average		500	OECD average		494	OECD average		500

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

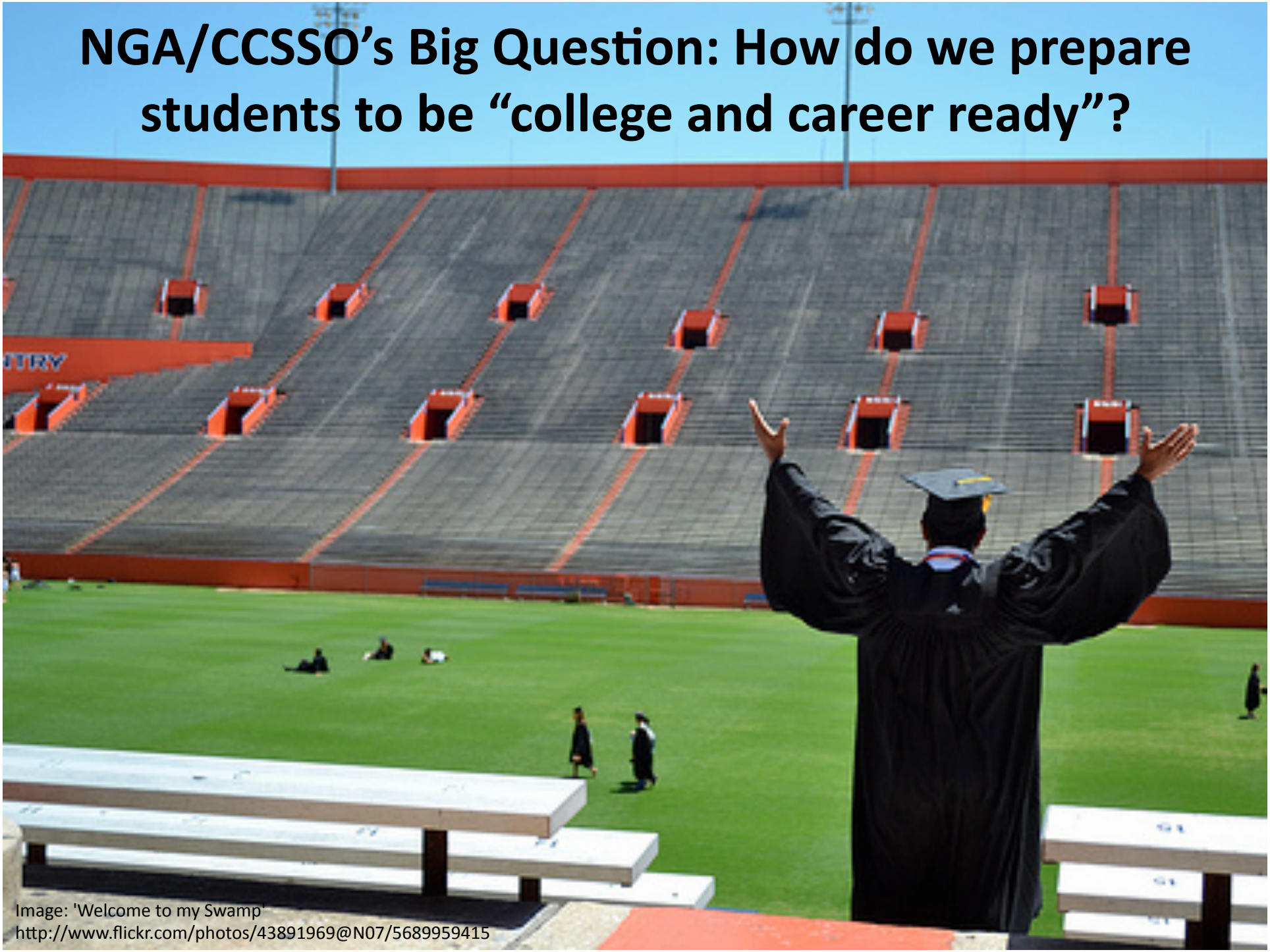


Image: 'Welcome to my Swamp'
http://www.flickr.com/photos/43891969@N07/5689959415

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
- **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 {maybe?}

What Common Core Is:
corestandards.org

What Common Core Isn't

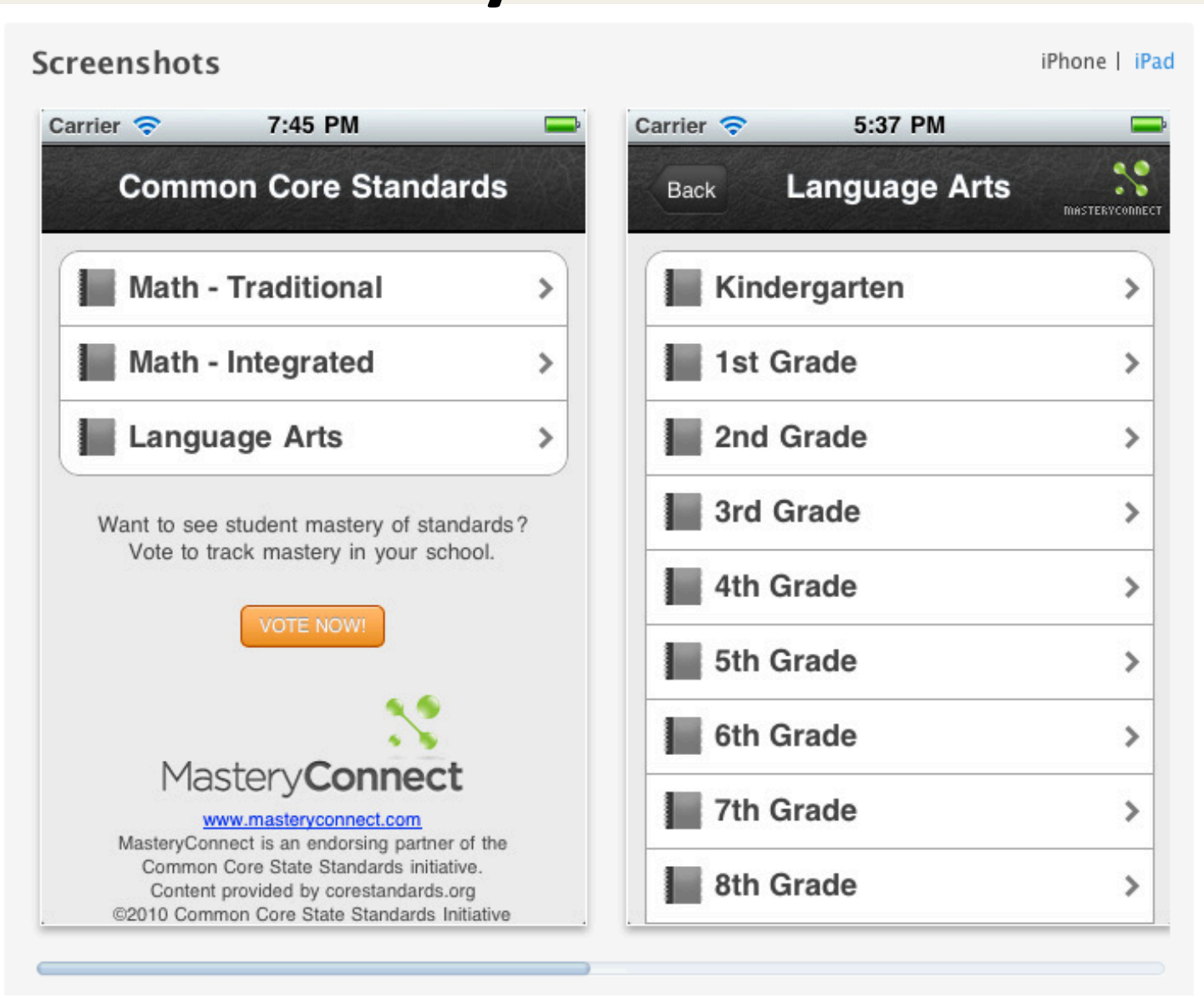
- NOT a USDOE project
- NOT nationwide (but close)
- NOT new national standards
- NOT national curriculum (or any kind of curriculum, for that matter)

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)

CCSS in your pocket: Masteryconnect.com



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

What is NOT covered in the Standards

(from ELA intro, page 6)

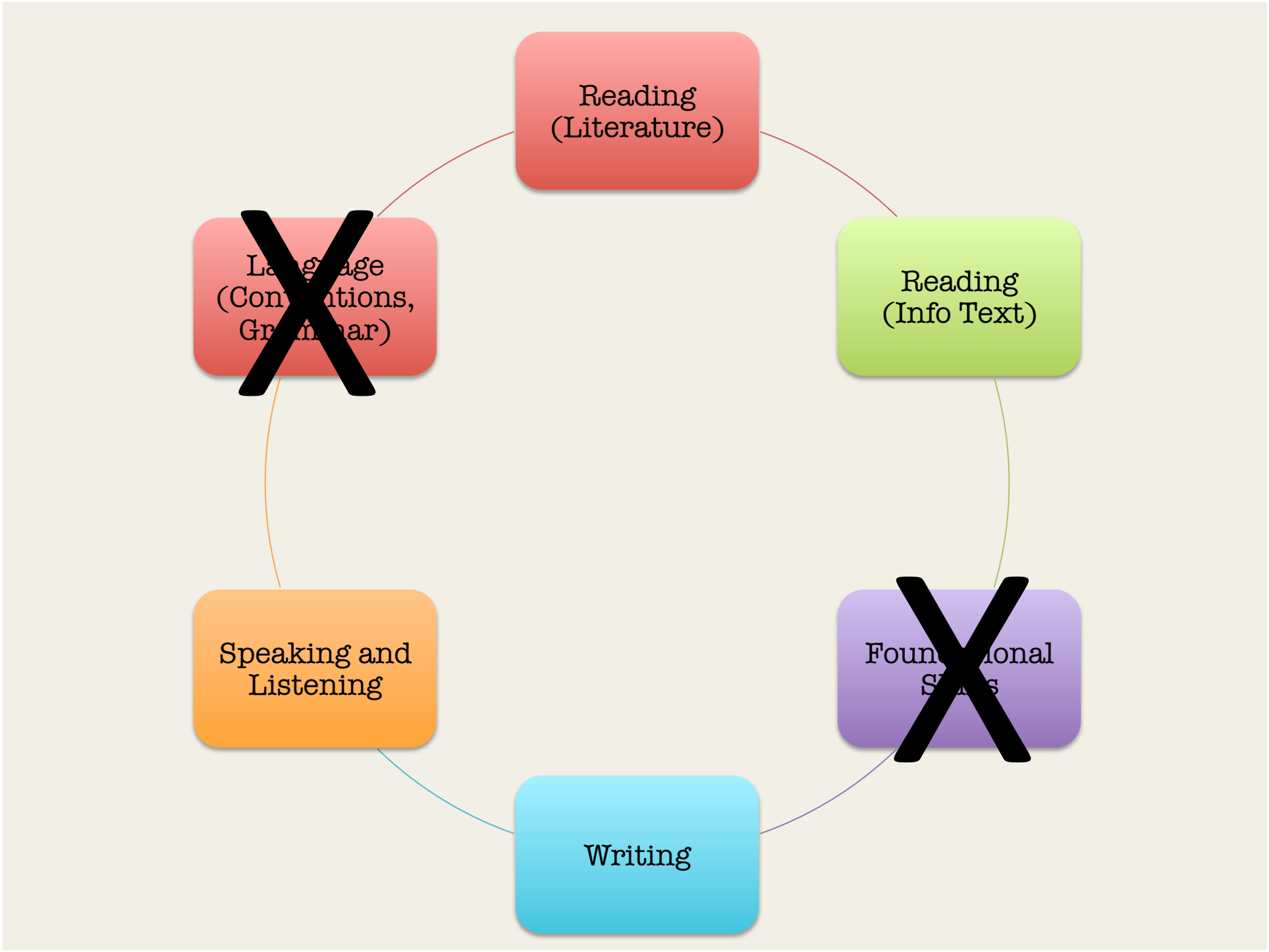
- How to teach (these are *standards,* not lesson plans or curriculum)
- "Beyond the essentials"
- What advanced work might look like
- Interventions for students below grade level, with special needs, ELL
- This isn't **everything** you need for college readiness

Reading (Literature)
Reading (Info Text)
Foundational Skills
Writing
Speaking and Listening
Language (Conventions, Grammar)

So What Should We Be Thinking About When We Work With Libraries?

Image: 'one is the loneliest number'
http://www.flickr.com/photos/97831130@N00/2179047732

Areas of top instructional focus for libraries/ librarians


Reading (Literature)
Reading (Info Text)
Writing
Speaking and Listening

Informational text is extremely important.

“door No2” by “slightly everything (kate hiscock) on Flickr. Used with a Creative Commons Attribution 2.0 Generic license.
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In CCSS,

***all* non-fiction is informational text.**

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

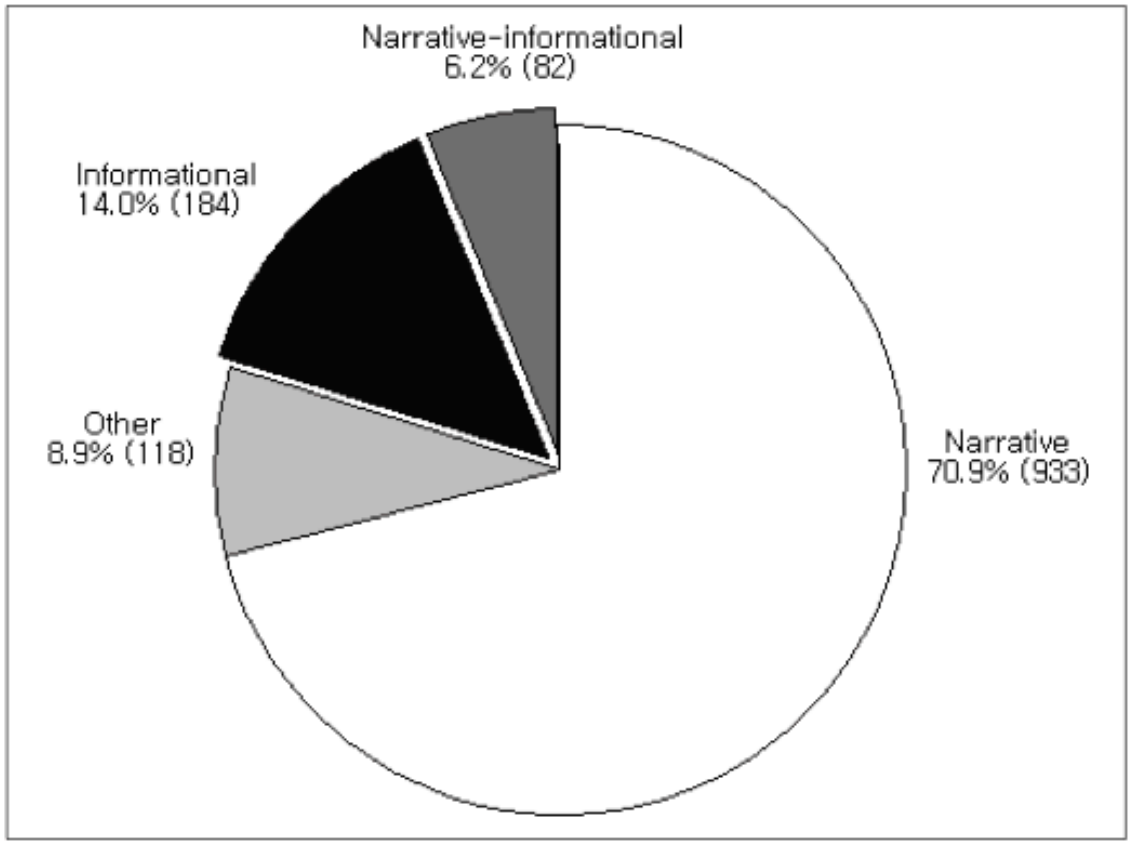

FIGURE 1. *Proportion and number of classroom library print by text type*

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

More Experience = Less Non-Fiction

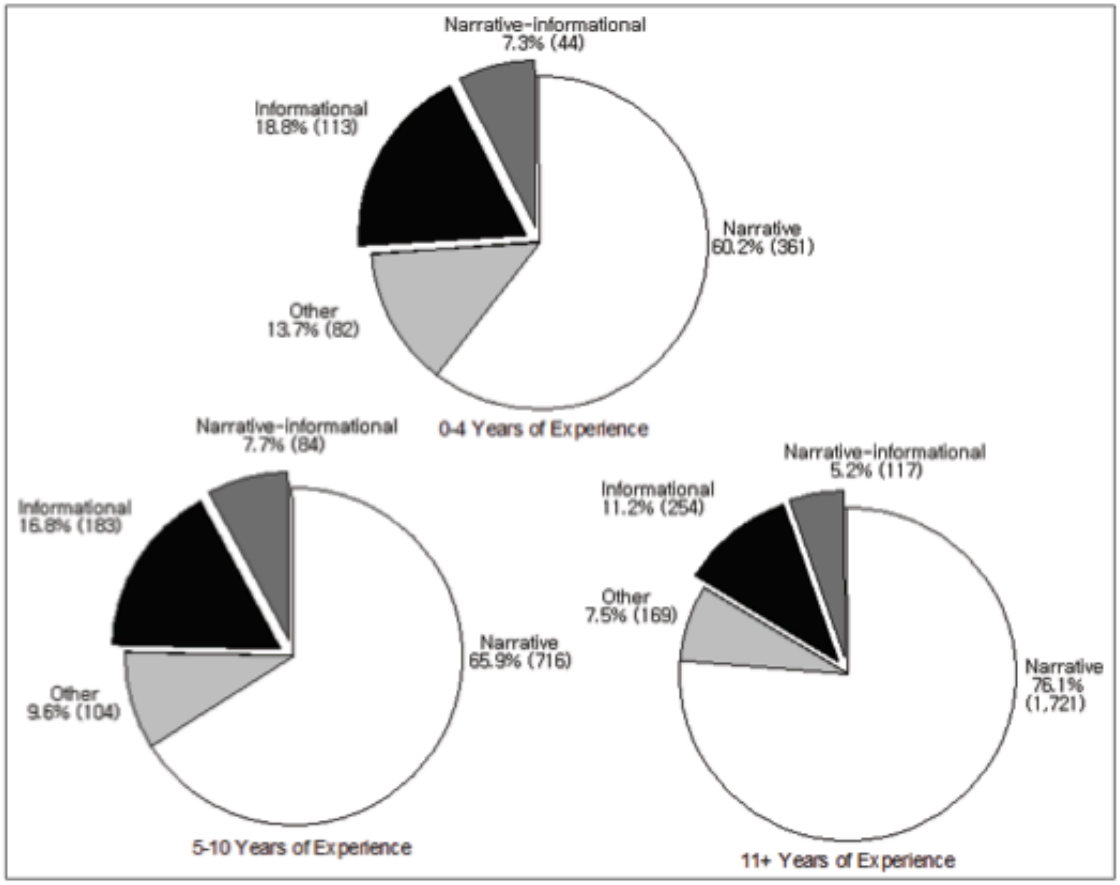

FIGURE 3. *Proportion and mean of classroom library print by text type and teacher experience*

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

Informational Texts in Content Areas

- Textbooks
- Articles

Be Aware …

- ELA mandates the use of info text across the curriculum, but …
- Science and social studies standards have not been adopted at an interstate level
- Therefore, there will still be lots of variance in what info text topics/subjects have the most relevance for local collections
- And haven't science and social studies already been using info texts? (The trick is to teach them with greater intent.)
- Poetry is minimized.

Discussion of "text complexity" is essential.

"numberTHREE" by Budgeoner86 (Justin Taylor) on Flickr.
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http://www.flickr.com/photos/48718829@N00/2073201054

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

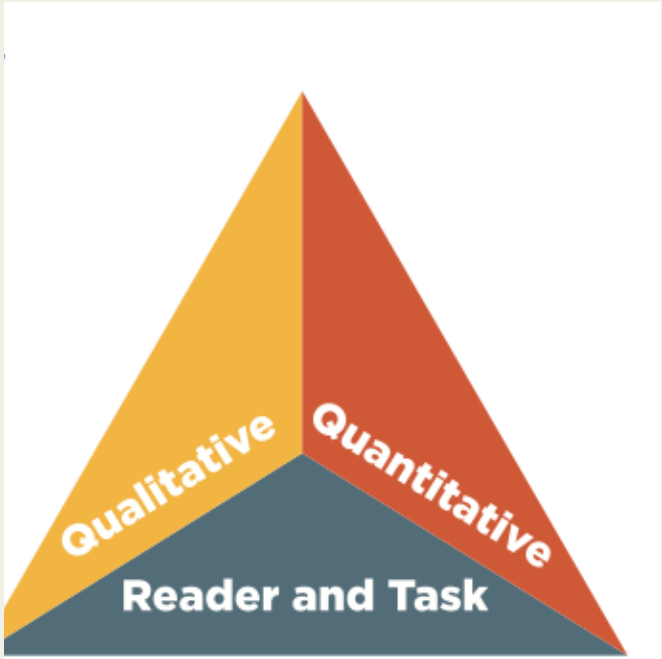

Figure 1: The Standards' Model of Text Complexity

- **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?

Digital literacy and research are woven throughout the standards.

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Image: 'Brought to You by the Letter R'
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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.

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

Research:
The Fourth "R"

"Our district doesn't do information literacy"?

They do now.

"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)

There are tools to help librarians step up and be leaders.

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

Worksheets to Map Librarians' Work to CCSS: http://bit.ly/lib-ccss

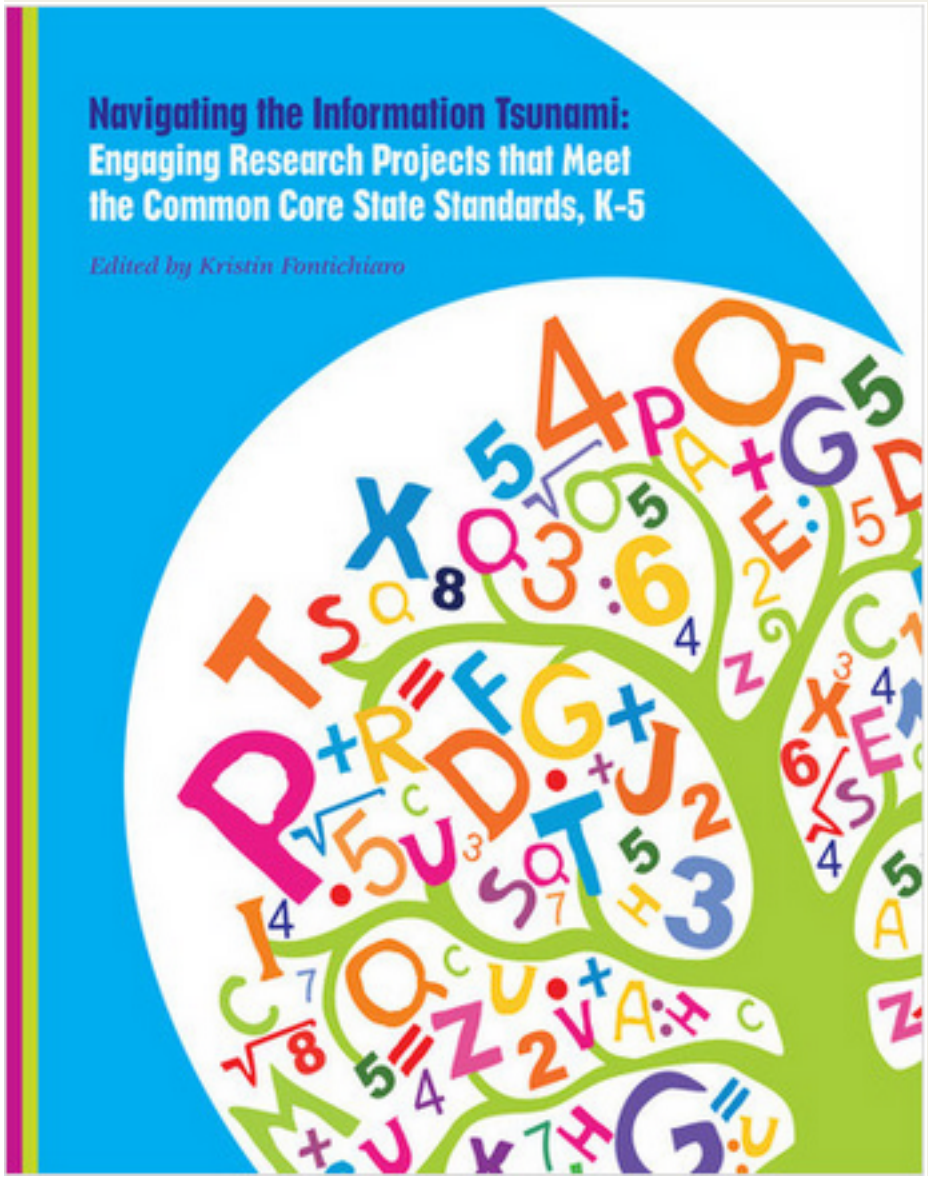
So what does this mean for us at Cherry Lake Publishing?

- Yes, CLP publishes info text.
- So does everybody else!

So what does this mean for us at Cherry Lake Publishing?

- We don't just "starburst" our books.
- We look specifically at what CCSS asks students to know and be able to do … and commission books that teach those skills.

Examples



"a must purchase for elementary libraries"

-School Librarian's Workshop

"resource-rich"

- Booklist

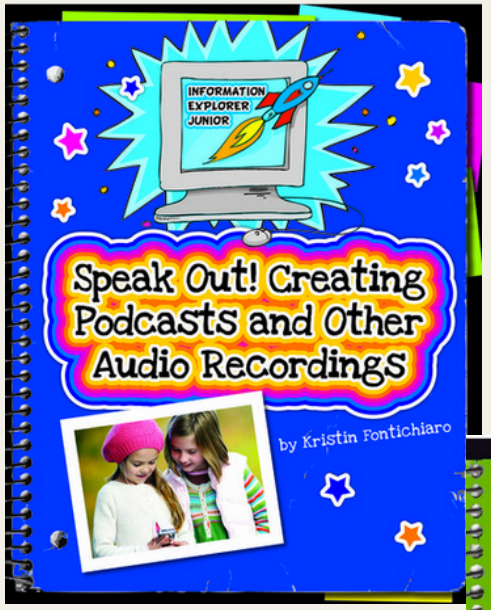
Examples

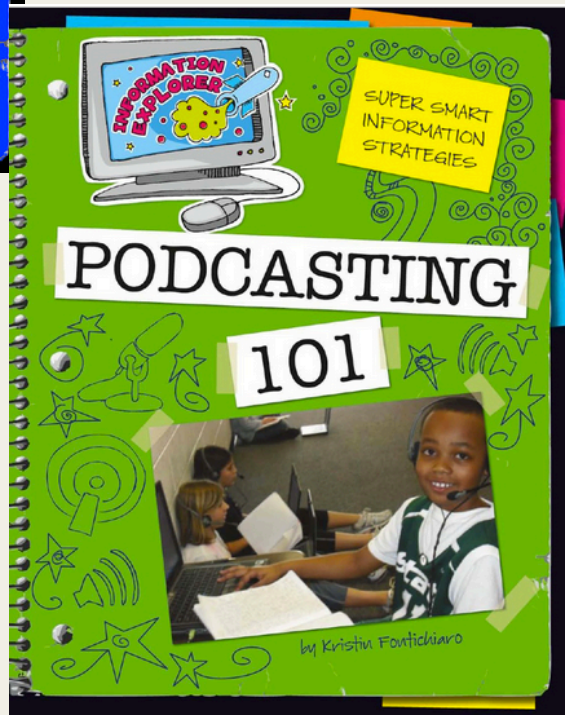
CCSS SL.2.5
"Create audio recordings …"

CCSS SL.3.5
"Create engaging audio recordings…"

CCSS SL.4.5
"Add audio recordings … to presentations…"

CCSS SL.4.5
"Include multimedia components (e.g., graphics, sound) … in presentations…"

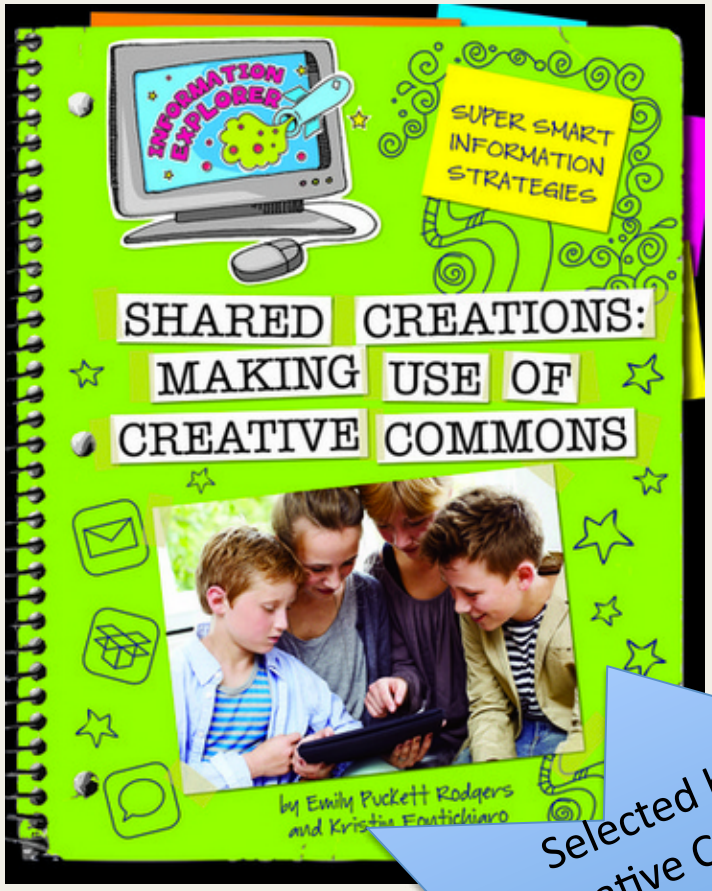




Examples

CCSS W.6.6
"Use technology, including the Internet, to produce and publish writing…"

CCSS W.7.6
"Use technology, including the Interent, to produce and pbulish writing and link to and cite sources…"

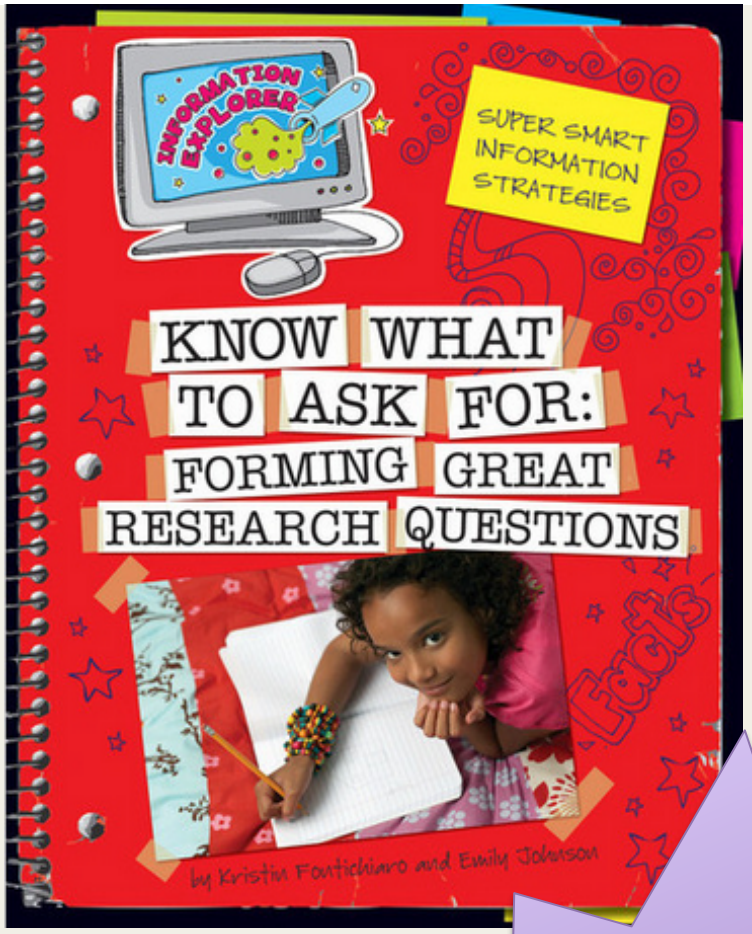


Selected by the Creative Commons organization to be a featured text in its free online course for teachers on P2PU.org

CCSS W.6.7
"Conduct short research projects to answer a quest, drawing on several sources and refocusing the inquiry when appropriate."

CCSS W.7.7
"Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation."

CCSS W.8.7
"Conduct short research questions to answer a question (including a self-generated question), drawing on seeral sources and generating additional related, focused questions that allow for multiple avenues for exploration."



"a great start for students doing an interview, research, or wiki project."
- Booklist

WARNING!

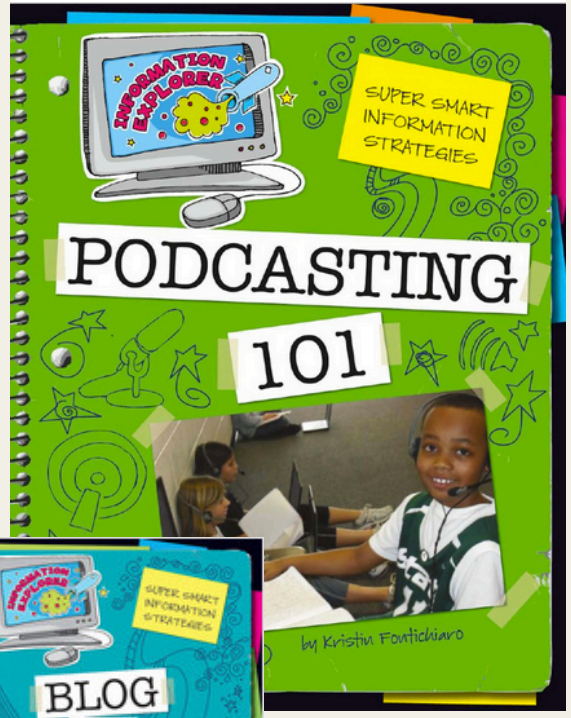
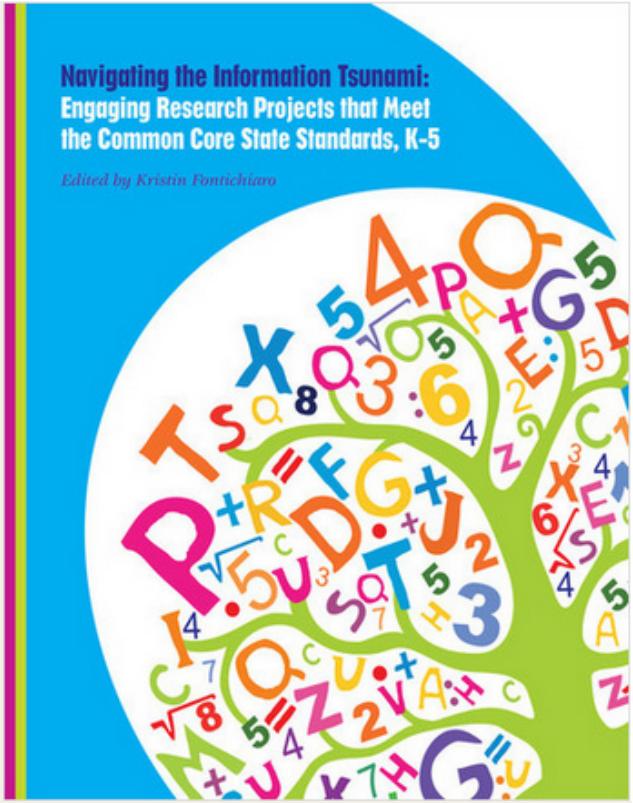
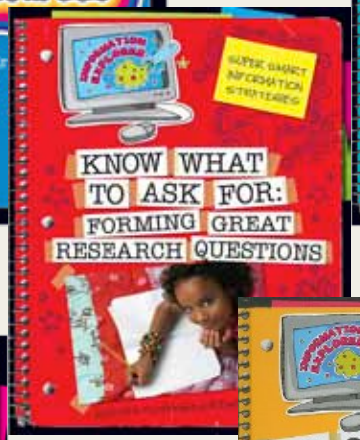
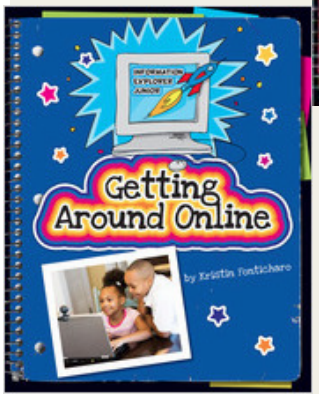
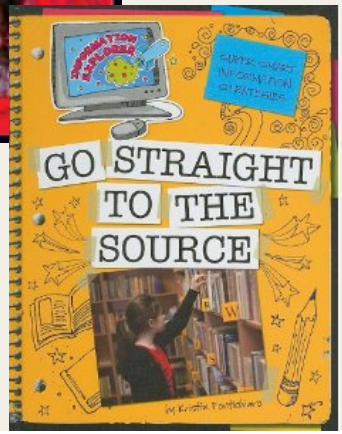
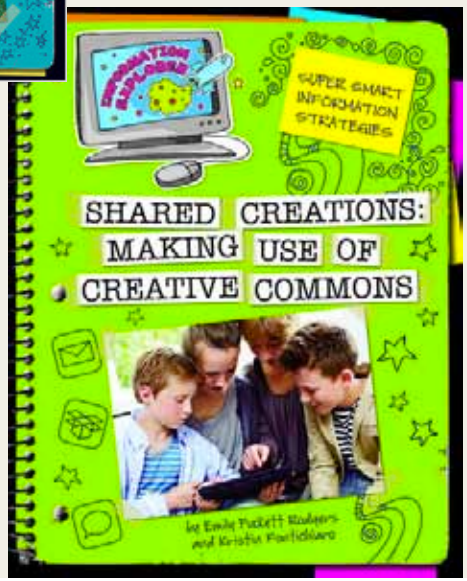
Everything could change …

…depending on the areas emphasized on the two tests, coming in 2014-2015

…depending on how your city/state/district scores on those tests and how much panic it causes

…depending on how science/social studies standards develop

Questions?

http://bit.ly/fontblog

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