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#### **Trouble in Paradise**

You May Have Heard ... There's Trouble in CCSS Paradise



#### From the News: Republicans Reject CCSS, 4/12/2013

- "an inappropriate overreach to standardize and control the education of our children so they will conform to a preconceived 'normal'
- "rejects this CCSS plan which creates and fits the country with a nationwide straitjacket on academic freedom and achievement."

#### From the News: Indiana "pauses" CCSS implementation



http://www.indystar.com/article/20130429/NEWS05/304290077/Common-Core-s-fate-still-unclear-despite-Indiana-legislature-s-action

#### From the News: Ohio House Pulls Back CCSS Funds

 "In the past two weeks, Ohio's House removed \$10 million in funds earmarked for Common Core-related technology from its budget proposal."

#### From the News: Michigan Bill Introduced to Dump CCSS

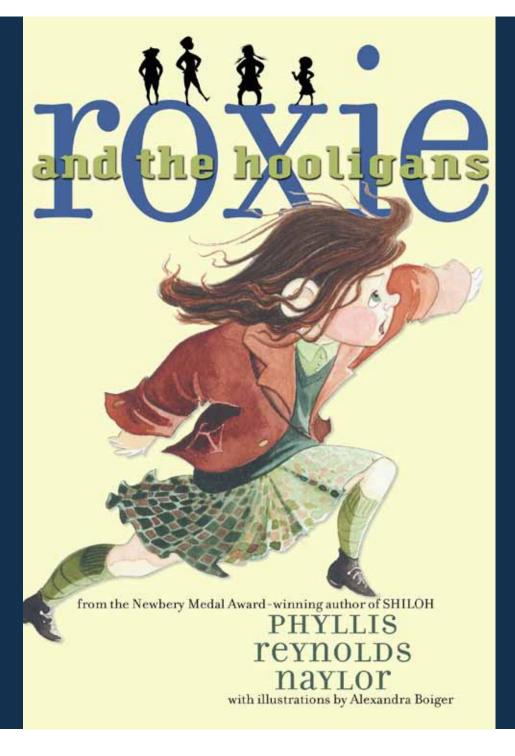
 "SEC. 1278C. (1) THE STATE BOARD AND THE DEPARTMENT SHALL NOT IMPLEMENT THE COMMON CORE STANDARDS ..."

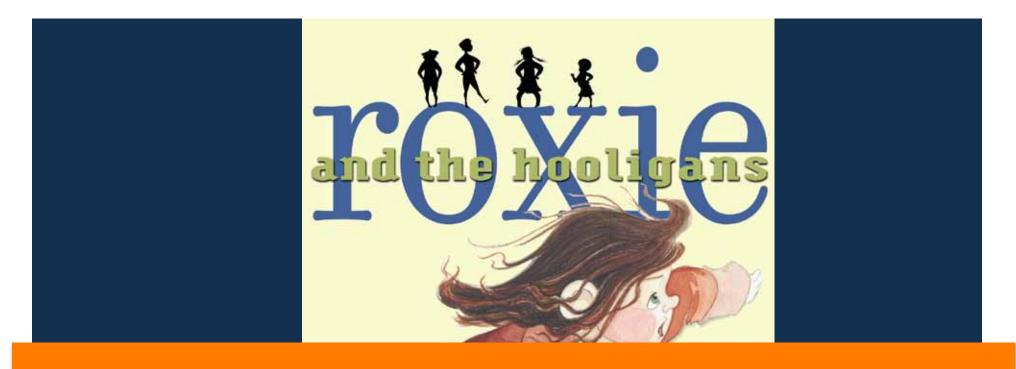
#### From the News: NYC Tests Breed Anxiety ... and Product Placement ... and Testing of Brian Patient in Hospital

- "Complaints were plentiful: the tests were too long; students were demoralized to the point of tears; teachers were not adequately prepared. Some parents, long skeptical of the emphasis on standardized testing, forbade their children from participating." (*New York Times*, http:// nyti.ms/100xKDU)
- "Non-fictional passages in the test I took included an article about robots, where the brands IBM<sup>™</sup>, Lego<sup>®</sup>, FIFA<sup>®</sup> and Mindstorms<sup>™</sup> popped up, each explained with a footnote. I cannot speak for all test takers, but I found the trademark references and their associated footnotes very distracting and troubling." (8<sup>th</sup> grader in *Washington* Post, http://wapo.st/16nS8NH)
- "A local 4th grader, hooked to medical machines and IV's, undergoing prebrain surgery screening was asked to take a New York State test from his hospital bed last week." (CBS, Albany: http://bit.ly/11ZDlmG)

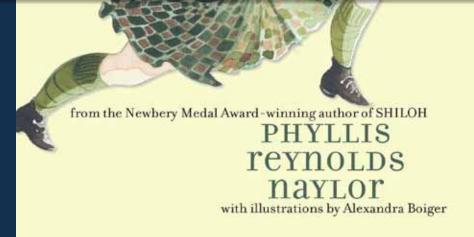
# Alexander and the Terrible, Horrible, No Good, Very Bad Day JUDITH VIORST

Illustrated by RAY CRUZ





# Do not panic. We can figure this out.



#### **Standards**

Approved at the state legislature level. What students should know and be able to do; exit skills.



The lesson plans and teaching strategies teachers/schools/districts use to help students achieve the goals set by the standards.

#### Resources

The textbooks, authentic texts, manipulatives, computer resources, supplies, and tools needed to fuel the curriculum.

#### Testing

State-approved consortia that determine the multiple-choice and performance tasks that will give evidence of student learning. Administered via computer;

#### **Politics and External Forces**

Advocacy groups, philanthropists, ALEC, StudentsFirst, corporations, and others exerting influence.

# Key Themes in CCSS (ELA)

#### **Relevant ELA Themes and Goals**

- **Text complexity** Deeper, better comprehension
- **Research** Deeper, more sources, less regurgitation
- Writing Especially persuasive/informative work
- **Info Text** 'Cuz that's what business reads and writes

find great info texts. Help kids read deeply online. Brush up on your research skills. Maximize the profile of info text in your library. Don't blow your wad teacl VOur Tensthings You CaneDoa Tos Support the elp kids read lementing CCSS and their achers instead of the pro preachi FO (\$1 M) e. Brush up on your research skills. Maximize effort-to-Students impact hing. Your turn. Do your homework. Consider text plexity. Help teachers find great info texts. Help kids read rk. Coi esearch skills. Maximize effort-to-impact ratio. Subtly raise Brush up

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### **Think About**

- What does the framing language say the standards are about?
- What do the standards themselves ask students to do?
- What echoes current practice? What is new?
- Where can I make useful connections?
- Which texts are referenced?

# **Take Action**

#### Download from corestandards.org

- ELA standards = 66 pages
- Appendix B
- Educators: Add Appendices A & C
- Authors and Editors: Add Publisher's Guidelines

# Heads-Up

• **Commoncore.org** is one organization's interpretation of CCSS, not an official CCSS site

Do your homework. Consider text complexity. Help teachers find great info texts. Help kids read deeply online. Brush up on your research skills. Maximize effort-to-impact ratio. Subtly raise the profile of info text in your library. Don't blow your wad yet. Empower teachers instead of preaching. Your turn. Do your homework. Consider text complexity. Help teachers find great info texts. Help kids read deeply online. Brush up on your research skills.

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## **Think About**

- How **awesome** it is to have the ability to move beyond single measures of reading ability
- What it means for schools that use a reading incentive program
- The need to be able to cross-reference between
  Lexile and other measures of reading ability you might know

#### Enslow Elementary Books are in the AR program and have an ATOS Book Level.

#### Use this simple chart to see <u>approximate</u> equivalents to other reading programs.

Grade Level	ATOS Book Level	Lexile Text Measures	Guided Reading Level	Reading Recovery Level
К	.24	200-400	A	1
к	.24		В	2
K-1	.56		С	3
	.56			4
1	.56		D	5
	.79			6
1	.79		E	7
	.79			8
1	.79		F	9
	1.0-1.2			10
1	1.0-1.2		G	11
	1.3-1.5			12
1	1.3-1.5		н	13
	1.6-1.9			14
1	1.6-1.9	300-500	I	15
	2.0-2.4			16
2	2.0-2.4		J	17
	2.5-2.9			18
2	2.5-2.9		к	19
	2.5-2.9			20
2	2.5-2.9		L	21
2	3.0-3.4	500-700	M	22
2-3	3.4-3.9		N	-
3-4	3.4-3.9		0	
3-4	4.0-4.4	650-850	P	-
4-5	4.0-4.4		Q	-
4-5	4.5-4.9	750-950	R	-
5	4.5-4.9		S	-
5	5.0-5.4		Т	
5	5.0-5.4	850-1050	U	-
6	5.5-5.9		V	-
6	6.0-6.9		W, X, Y, Z	
7		950-1075	-	-
8	-	1000-1100	-	
9	-	1050-1150	-	-
10	-	1100-1200	~	-
11-12		1100-1300	-	

enslow.com/htmlnasp.asp?file=RL\_Chart.html

 Accelerated Reader and ATOS are trademarks of Renaissance Learning, Inc. and its subsidiaries, registered, common law, or pending registration in the United States and other countries.

"Lexile" is a trademark of Metametrics, Inc.

Guided Reading Leveling System is based on the guidelines recommended by Fountas and Pinnell.

· Reading Recovery is a copyrighted leveling system.

# **Take Action**

- **Get familiar** with reading leveling systems
- **Begin a conversation** with educators about how many databases (e.g., Gale Cengage) use Lexiles ... leveled reading at their fingertips

Do your homework. Consider text complexity. Help teachers find great info texts. Help kids read deeply online. Brush up on your research skills. Maximize effort-to-impact ratio. Subtly raise the profile of info text in your library. Don't blow your wad yet. Empower teachers instead of preaching. Your turn. Do your homework. Consider text complexity. Help teachers find great info texts. Help kids read deeply online. Brush up on your research skills.

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# Think Together

• Where do teachers learn about new texts?

# **Think About**

- What S&L sources do you know that they do not?
- What digital resources would help?
  - Books
  - Databases
  - Web sites

# Think Together

#### • What makes a good info text?

# **Think Together**

#### • What makes a good info text?

- Intriguing; awakens curiosity
- Connects to curriculum or personal interests
- Reads like literature, not like a basal reader
  - Authentic vocabulary
  - Authentic voice
- Visually appealing
- Awakens questions, not just answers

### **Take Action**

- **Find** and share great, more *literary* info text lists (e.g., NSTA, AAAS, Sibert)
- Read the series of articles by Zanowski, Aronson, and Cappiello in *SLJ* (slj.com/category/standards/common-core/)
- **Host** teacher book clubs, book browsing, vendor meetings, book talks, etc.



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# Think About

- Fortunately, the tests will be online. Results will be more immediate and (hopefully!) help change kids' instructional interventions.
- **Unfortunately,** the bulk of our reading instruction with kids uses print text. And we know kids skim online and now need to read deeply.

# **Take Action**

- **Begin a new conversation** with educators about the power of databases as source texts that students can read online
- **Engage students** in online reading projects:
  - Tweentribune.com
  - U-M Interactive Communications and Simulations (ics.soe.umich.edu)
- **Brush up** on the literature regarding online reading habits
  - Salon article: http://bit.ly/IIrLC7H

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## Think About

- About **1/6** of the standardized tests will cover research skills.
- **Hardly any** of the educational conversation is discussing this.
- This may catch educators and administrators off guard.

# Think Together

- -**Why** is educationally currently good at getting kids into college and weaker at helping them be successful *in* college, where research projects/ papers remain highly prized?
- —"Dump and go" is too facile when answers can be Googled:

My animal is \_\_\_\_\_. It lives in the \_\_\_\_\_. It eats \_\_\_\_\_. It has fur

-Some surprise areas:

- Credibility (note language here: not "website evaluation") for HS
- Questioning (MS+)
- Create knowledge; don't just recall (EL +)
- Use of multiple sources (all)
- Synthesis (all)

- -Educator book club?
- -Staff book club?
- —Get ready for college book club?

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How to Find

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Anything You Need to Know 26

Fully revised

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• Who in a district needs help picking out texts?

• HOW can I leverage my limited time to have the most impact on schools?

• Where is the district's curriculum leader(s)?

 D0 they know that I pick out materials for a living and can save them hours of prep time?

- **Download** your district's curriculum.
- **Prepare** a list of materials that could support a tricky CCSS standard.
- **Reach out** to the curriculum leader, bringing the list so they get a concrete idea of what you can do.

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• How can I make informational text a more natural part of my library?

• Model engaging reading of info text during storytime

- **Build** engaging displays
- Talk with parents about strategies for working info text into kids' days (e.g., environmental print, newspapers)

Do your homework. Consider text complexity. Help teachers find great info texts. Help kids read deeply online. Brush up on your research skills. Maximize effort-to-impact ratio. Subtly raise the profile of info text in your library. Don't blow your wad yet. Empower teachers instead of preaching. Your turn. Do your homework. Consider text complexity. Help teachers find great info texts. Help kids read deeply online. Brush up on your research skills.

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- Tests start 2014-2015
- "What gets tested gets taught."
- **Scores will likely be poor,** resulting in a new wave of concern, materials acquisition, etc. (This is common whenever new tests are introduced.)

- **Did you know** that new science standards have just been adopted, and California is on the list of states to consider adoption?
- "California has shown a strong commitment to standards-based learning ... and the state is eager to update them to match current knowledge ..." (nextgenscience.org/California)

### **California and Next Gen Science Standards**

California Department of EDUCATION			Change Text Size: A A Search GO Advanced   Site Map   A-Z Index		
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Finance & Grants	Da	ta & Statistics	Learning Support		Specialized Programs
Home » Professional Development » Curriculum Areas » Science					Printer-friendly version

#### Next Generation Science Standards

Latest information on the Conceptual Framework and on the development of the Next Generation Science Standards.

The release of the Conceptual Framework for the Next Generation Science Standards (NGSS) on July 19, 2011, was the first of two steps to develop new science standards for the states. Through a state-led process, new K–12 science standards are being developed that will be rich in content and practice, arranged in a coherent manner across disciplines and grades to provide all students an internationally benchmarked science education.

#### **Electronic Mailing List**

Join the NGSS electronic mailing list by sending a blank e-mail to join-ngss@mlist.cde.ca.gov. To unsubscribe, send a blank e-mail to unsubscribe-ngss@mlist.cde.ca.gov.

#### **Public Meetings**

California Education Code Section 60605.85 required the State Superintendent of Public Instruction (SSPI) in consultation with the state board, to convene a group of science experts. The Superintendent and the Science Expert Panel (SEP) shall recommend science content standards for adoption to the State Board of Education (SBE) and shall utilize the NGSS as the basis for their deliberations and recommendations to the state board. The Superintendent is required to hold a minimum of two public meetings pursuant to the Bagley-Keene Open Meeting Act in order for the public to provide input on the science content standards that would be recommended.

The SEP meetings will take place on April 22, 2013, from 10:00 a.m. to 5:00 p.m.; and April 23, 2013, from 8:00 a.m. to 3:00 p.m. Upcoming SEP meetings will be May 13-14, 2013, and June 3-4, 2013. The April 22-23, and June 3-4 meetings will be held at <u>WestEd</u> 1, 1000 G Street, Suite 500, Sacramento, CA 95814-0892. The May 13-14 meeting will be held at the <u>Hilton</u> <u>Sacramento Arden West</u> 1, 2000 Harvard St, Sacramento, California, 95815-3306. All SEP meetings are open to the public.

http://www.cde.ca.gov/pd/ca/sc/ngssintrod.asp

• Keep an eye on the Next Gen Science Standards

• Hold some funds back for when districts make posttesting curriculum adjustments

• **Follow** "The Answer" Sheet blog @ *Washington Post* (washingtonpost.com/blogs/answer-sheet/)

### • Do not panic

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• HOW do teachers feel?

- Bigger class sizes
- Budget cuts
- Increased accountability
- *L.A. Times* publishing test scores
- Two mayoral candidates supporting test scores

- **Respect** teacher efforts
- Offer, don't nag
- Help them discover their inner librarian

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- The Pew Study on public libraries said that over 90% of people thought their town needed one: libraries are trusted institutions
- People need safe, democratic, free places to unwind, relax, explore personal interests

- Save physical & head space for kids to be kids
- Sing, dance, and celebrate with them
- Let them make stuff
- Let them feel that the library is always a place regardless of the future of print books where their passions will be mirrored

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