

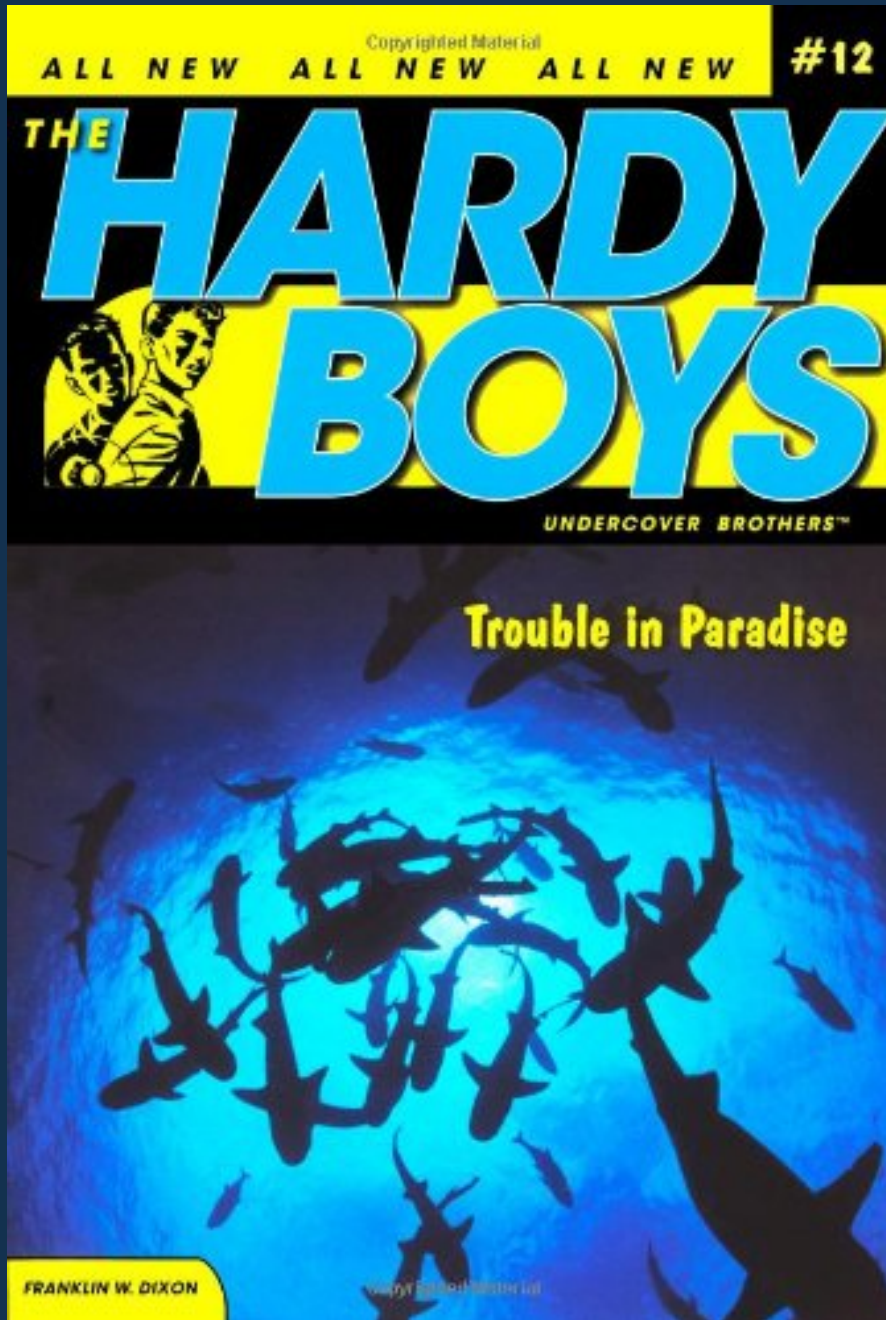
Leveraging Your Strengths: Practical Strategies for Meeting the CCSS Challenge

Kristin Fontichiaro

Children's Literature Council of Southern California

Saturday, 5/11/2013, 9:15 – 10:30am

Today's Slides: <http://bit.ly/fontblog>



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™, Lego® , FIFA® and Mindstorms™ 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.” (8th grader in *Washington Post*, <http://wapo.st/16nS8NH>)
- “A local 4th grader, hooked to medical machines and IV’s, undergoing pre-brain surgery screening was asked to take a New York State test from his hospital bed last week.” (CBS, Albany: <http://bit.ly/11ZDlmG>)

Aladdin

Alexander and the Terrible, Horrible, No Good, Very Bad Day

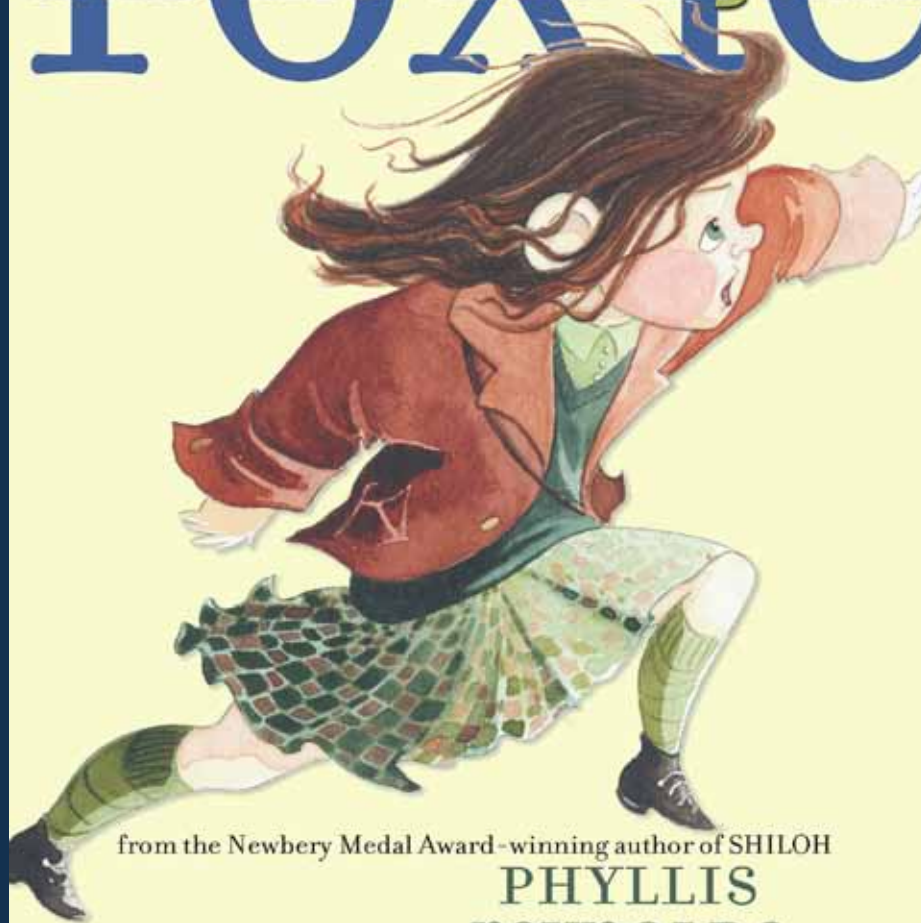
JUDITH VIORST

Illustrated by RAY CRUZ





roxie
and the hooligans



from the Newbery Medal Award-winning author of SHILOH

PHYLLIS
REYNOLDS
NAYLOR

with illustrations by Alexandra Boiger



roxie
and the hooligans

Do not panic. We can figure this out.



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Standards

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

Curriculum

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

10 Ten Things You Can Do To Support the Folks Implementing CCSS and their Students

1
Do Your Homework.

Think About

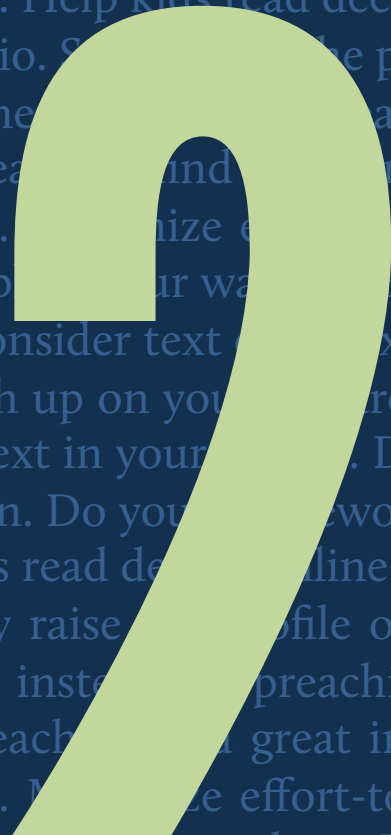
- **What** does the framing language say the standards are about?
- **What** do the standards themselves ask students to do?
- **What** echoes current practice? What is new?
- **Where** can I make useful connections?
- **Which** texts are referenced?

Take Action

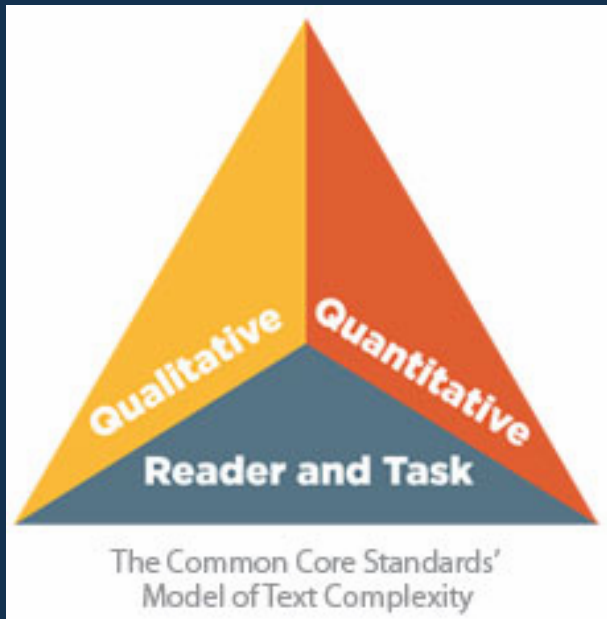
- **Download** from corestandards.org
 - ELA standards = 66 pages
 - Appendix B
 - Educators: Add Appendices A & C
 - Authors and Editors: Add Publisher's Guidelines

Heads-Up

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



Consider text complexity.



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 approximate equivalents to other reading programs.

Grade Level	ATOS Book Level	Lexile Text Measures	Guided Reading Level	Reading Recovery Level
K	2-4	200-400	A	1
K	2-4		B	2
K-1	5-6		C	3
	5-6			4
1	5-6		D	5
	7-9			6
1	7-9		E	7
	7-9			8
1	7-9		F	9
	1.0-1.2			10
1	1.0-1.2		G	11
	1.3-1.5			12
1	1.3-1.5		H	13
	1.6-1.9			14
1	1.6-1.9	I	15	
	2.0-2.4		16	
2	2.0-2.4	300-500	J	17
	2.5-2.9			18
2	2.5-2.9		K	19
	2.5-2.9			20
2	2.5-2.9		L	21
2	3.0-3.4		M	22
2-3	3.4-3.9	500-700	N	-
3-4	3.4-3.9		O	-
3-4	4.0-4.4		P	-
4-5	4.0-4.4	650-850	Q	-
4-5	4.5-4.9		R	-
5	4.5-4.9	750-950	S	-
5	5.0-5.4		T	-
5	5.0-5.4		U	-
6	5.5-5.9	850-1050	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	-	-

- 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

Help teachers find great info texts.

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.



*Beware the
Starburst!*

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/11rLC7H>

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.

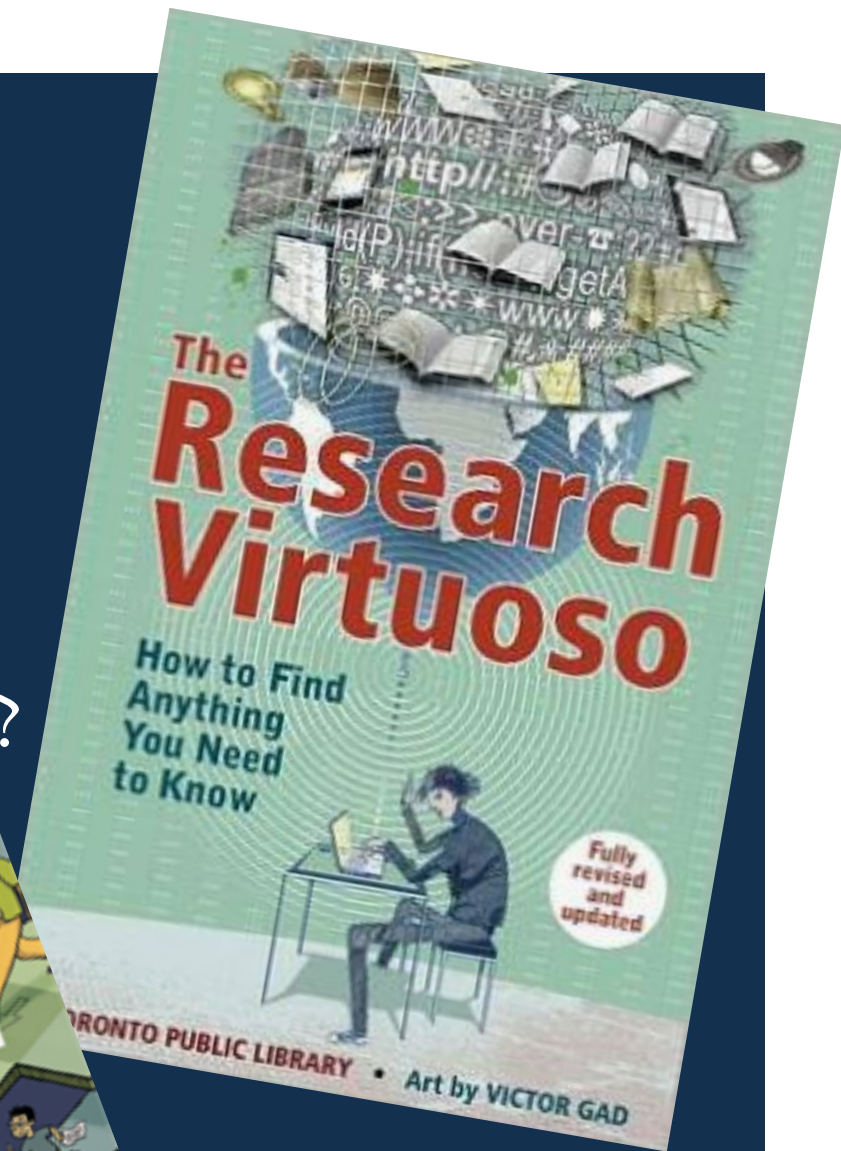
Think About

—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)

Take Action

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





Maximize effort-to-impact ratio.

Think About

- **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)?
- **Do** they know that I pick out materials for a living and can save them hours of prep time?

Take Action

- **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.

**Subtly raise the profile of
info text in your library.**

Think About

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

Take Action

- **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)


Think About

- **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.)

Think About

- **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

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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 [WestEd](#), 1000 G Street, Suite 500, Sacramento, CA 95814-0892. The May 13-14 meeting will be held at the [Hilton Sacramento Arden West](#), 2200 Harvard St, Sacramento, California, 95815-3306. All SEP meetings are open to the public.

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

Take Action

- **Keep an eye** on the Next Gen Science Standards
- **Hold some funds back** for when districts make post-testing curriculum adjustments
- **Follow** “The Answer” Sheet blog @ *Washington Post* (washingtonpost.com/blogs/answer-sheet/)
- **Do not panic**

Empower teachers instead of preaching.

Think About

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

Take Action

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

Take Action

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

10

**Remember: Kids Are
About More Than School**

Think About

- 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

Take Action

- 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

Questions?

Kristin Fontichiario

bit.ly/fontblog

@activelearning

font@umich.edu