"red apple core" by roger.karlsson on Flickr. Used with a Creative Commons Attribution 2.0 Generic License.
http://www.flickr.com/photos/36291048@N06/3389124067

Beyond the Starburst: Where We Are With the Common Core State Standards

Slides available: http://bit.ly/fontblog

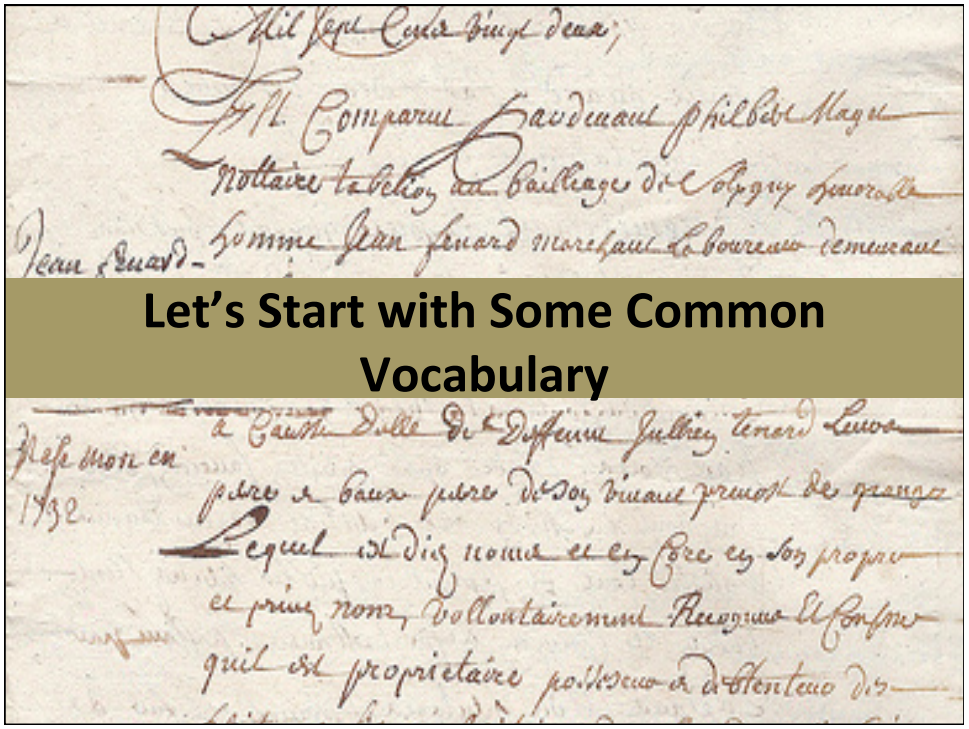
Kristin Fontichiaro
University of Michigan School of Information
Author, Cherry Lake Publishing

Gumdrop
July 9, 2013

http://media-center.beverly.birmingham.k12.mi.us/modules/groups/homepagefiles/group_webpage/1613448-2207549-348.jpg

What I valued in reps when I was a school librarian (and no, it wasn't this clean when I worked there)

Get Your Cell Phones/Laptops Out!



Let's Start with Some Common Vocabulary

Standards

Approved at the state 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.

Once Upon A Time, some governors and state superintendents got together and said …

Figure 1: U.S. 15-Year-Old Performance Compared with Other Countries

Programme for International Student Assessment (PISA)

Source: Organisation for Economic Co-Operation and Development and U.S. Department of Education.

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	500	OECD average	500	OECD average	494	OECD average	500

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

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

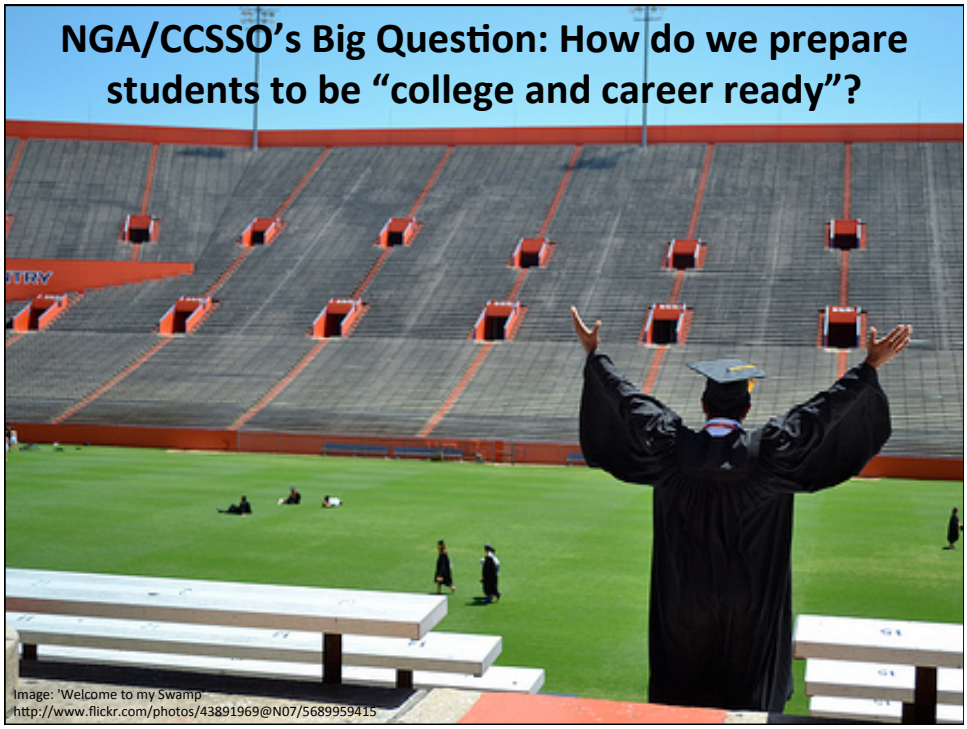


Image: 'Welcome to my Swamp' http://www.flickr.com/photos/43891969@N07/5689959415

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

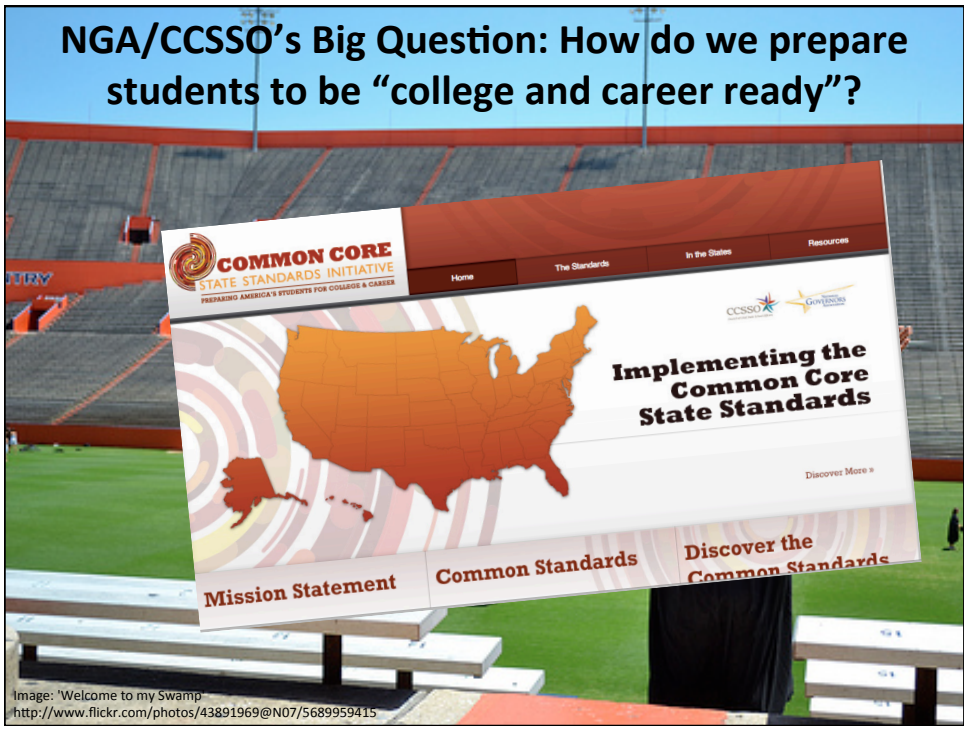


Image: 'Welcome to my Swamp' http://www.flickr.com/photos/43891969@N07/5689959415

And they lived happily ever after.

Well, maybe they will someday. But in the meantime., there was trouble in the kingdom…

CCSS is controversial and shifting

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

Ch-ch-ch-ch-changes

- **Ohio** has withdrawn $10M in promised CCSS technology support
- **Alabama** has withdrawn from the testing consortia
- **Oklahoma** has withdrawn from testing consortia
- **Indiana** has paused CCSS implementation for a year
- **Michigan** has banned the state from spending any money on CCSS implementation
- **Republican Party** has passed a resolution condemning CCSS

Ch-ch-ch-ch-changes

- **Ohio** has withdrawn $1[illegible] [illegible]nology support
- **Alabama** has[illegible]
- **Oklahom**[illegible]
- **Indiana**[illegible]
- **Michiga**[illegible] CSS implemen[illegible]
- **Republican Party**[illegible] SS (despite many promine[illegible] Presidential candidate Jeb Bush, who enthusiastica[illegible]ed them)

Note: None of these actions cancels CCSS for schools or teachers. It just makes it harder and more confusing for them.

How can you clarify things? Help?

How can you go beyond sales and be an informed consultant and problem-solver?

Other than that, they lived happily ever after.

Well, that's the plan, anyway.

"Mini DV Deck" by Brian Gurrola on Flickr. CC-BY-SA. http://flickr.com/photos/bredgur/1323025528/

REWIND!

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

CCSS is …

- A project of **CCSSO** and **National Governors' Association**
- **A state-level initiative**
- **Standards** that students should meet by the end of various grade levels

CCSS 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** only
- Science released under **Next Generation Science Standards** (organized by same group; adopted by 4 states so far)

Where to find CCSS

Yes! corestandards.org

No! commoncore.org

What Common Core Isn't

- **NOT** federal or national
- **NOT** a curriculum
- **NOT** a prescription for how to teach
- **NOT** an endorsement of any particular pedagogical style (with minor exceptions not important for y'all to know)
- **NOT** a mandate of who must teach the skills
- **NOT** a national test
- **NOT** a required reading list

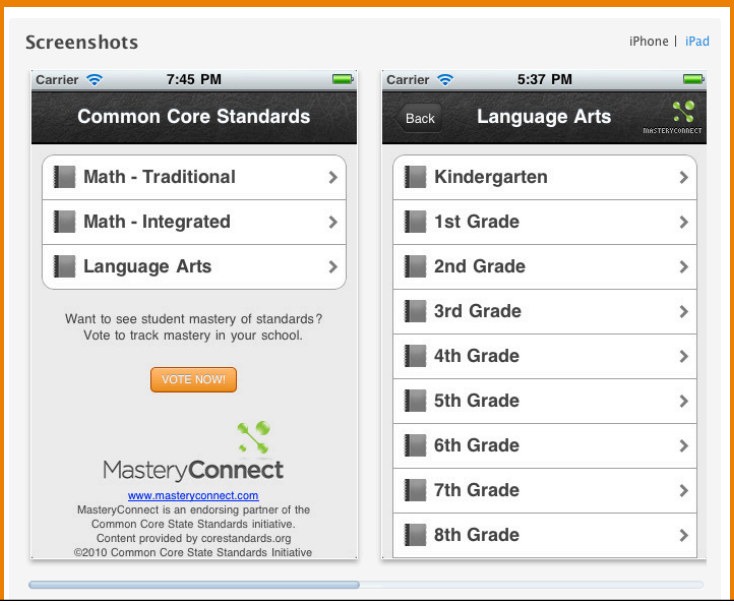
ACTION STEP #1:

GO TO CORE STANDARDS.ORG.

READ (AT A MINIMUM):
ELA STANDARDS & APPENDIX B

EXTRA CREDIT: MATH STANDARDS, OTHER DOCUMENTS

App-tastic alternative: masteryconnect.com



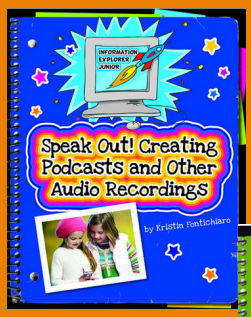
Examples

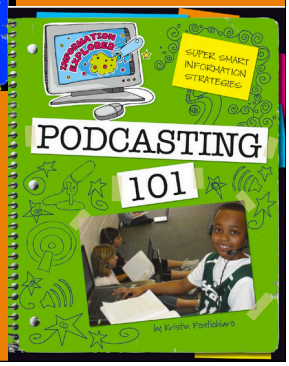
CCSS SL.2.5
"Create audio recordings …"

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…"

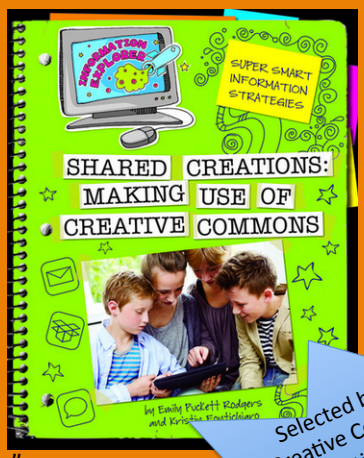




Examples

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…"

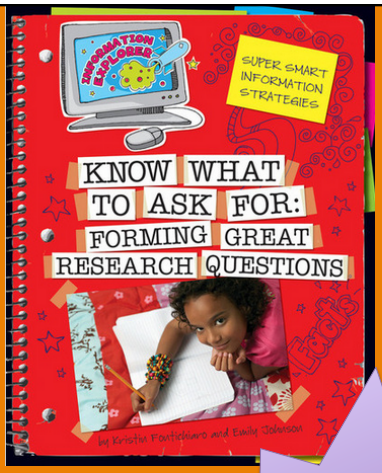


Selected by the Creative Commons organization to be a featured text in its free online course for teachers on P2PU.org

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*

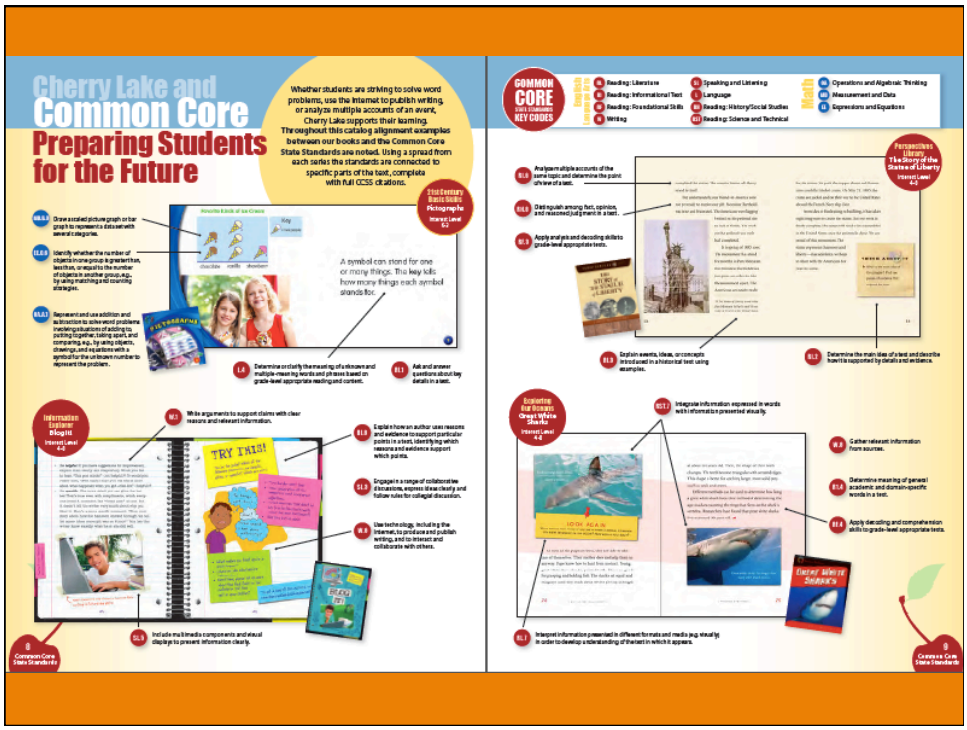
Key Themes in CCSS (ELA)

Info Text

- You know about this already; it's why we're here
- Teachers may not
- CCSS says all non-fiction is info text, including biography and autobiography

ACTION STEP #2:

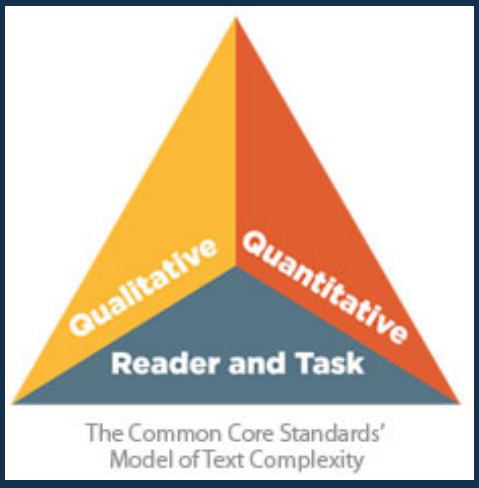
THINK ABOUT *how* STUDENTS LEARN TO READ INFO TEXT.



Reading and Learning from Informational Text
Find New Words with Dictionaries
Find the Facts with Encyclopedias
Find the Right Words with Thesauruses
Groups
http://www.
Find Your Way with Atlases
Get to the Right Site
Getting Around Online
Mind Your Manners Online
Play It Safe Online

HIT THE BOOKS
UNDERSTANDING AND CREATING INFOGRAPHICS

Text Complexity



The Common Core Standards' Model of Text Complexity

ACTION STEP #3:

THINK BEYOND A.R.

GET COMFY WITH LEXILES

EMBRACE PROFESSIONAL EVALUATION SKILLS

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	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		K	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		O	-
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	850-1050	T	-
5	5.0-5.4		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	-	-

- 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.

enslow.com/htmlnasp.asp?file=RL_Chart.html

Break time?

The Importance of Digital Text

- **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.

ACTION STEP #4:

eBOOKS = CHALLENGE-APPROPRIATE DIGITAL READING PRACTICE

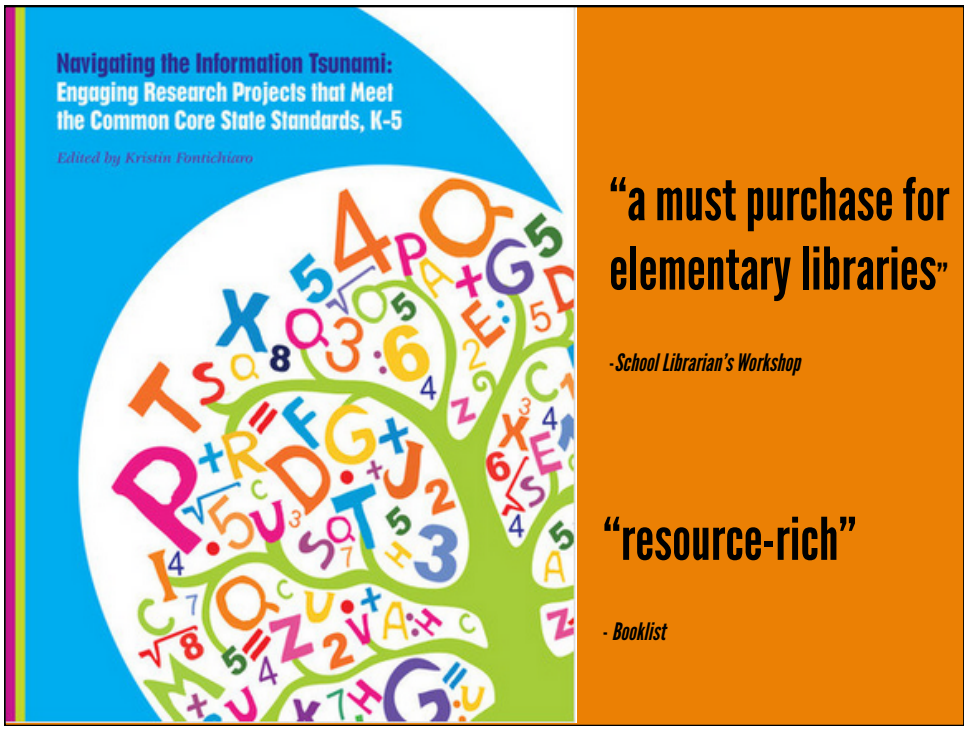
Research Skills: The Hidden CCSS Goal

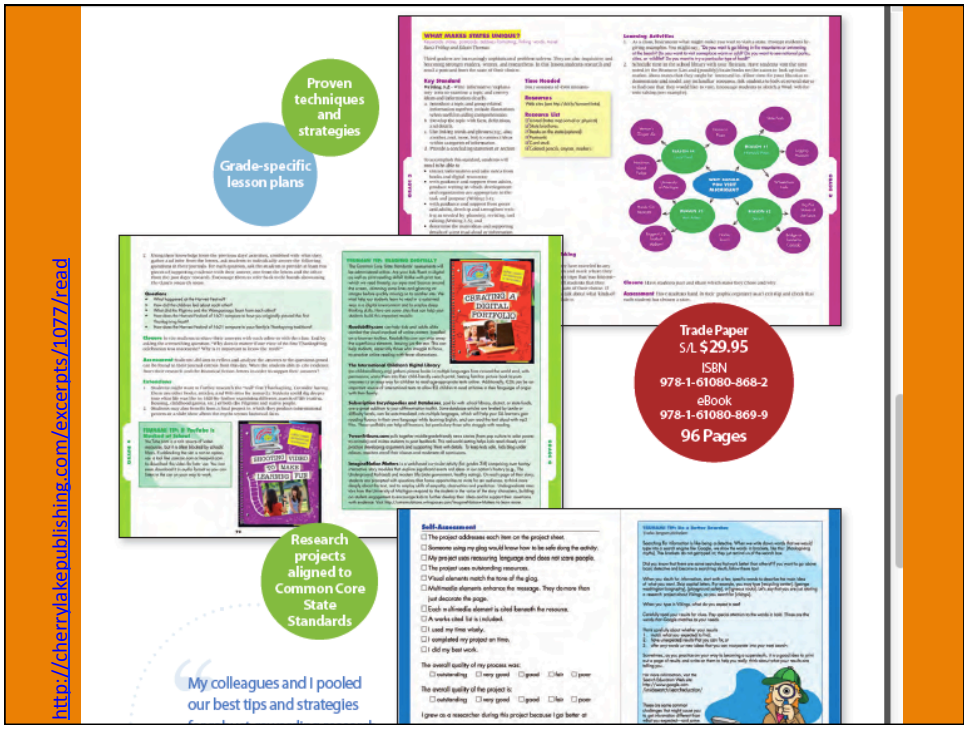
- About **1/6** of the standardized tests will cover research skills.
- **Hardly any** of the educational conversation is discussing this.
- This may catch educators and administrators **off guard.**

ACTION STEP #4:

GET SERIOUS ABOUT RESEARCH AND MATERIALS THAT SUPPORT DIGITAL-ERA RESEARCH.

FIND THE RIGHT SITE
FIRE AWAY: ASKING GREAT INTERVIEW QUESTIO
KNOW WHAT TO ASK FOR: FORMING GREAT RESEARCH QUESTIONS
GO STRAIGHT TO THE SOURCE
SHARED CREATIONS: MAKING USE OF CREATIVE COMMONS


Navigating the Information Tsunami:
Engaging Research Projects that Meet the Common Core State Standards, K-5
Edited by Kristin Fontichiaro
"a must purchase for elementary libraries"
-School Librarian's Workshop
"resource-rich"
- Booklist



Seek New Partners

- **Who** in a district needs help picking out texts? Who do I contact if there is no librarian?
- **How** can I leverage my limited time to have the most impact on schools?
- **Where** is the district's curriculum leader (and her budget)? Principal (and her budget)?
- **Do** they know that you can save them hours of prep time?

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

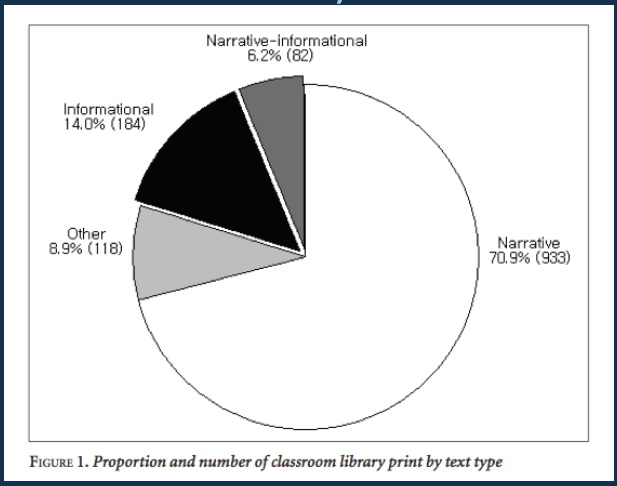


FIGURE 1. *Proportion and number of classroom library print by text type*

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

More Experience = Less Non-Fiction

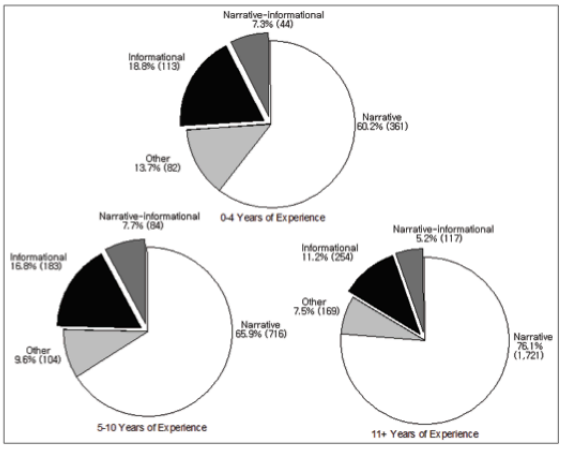


FIGURE 3. *Proportion and mean of classroom library print by text type and teacher experience*

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

ACTION STEP #5:

DOWNLOAD A DISTRICT'S CURRICULUM.

PREPARE A LIST OF MATERIALS THAT COULD SUPPORT A TRICKY CCSS STANDARD.

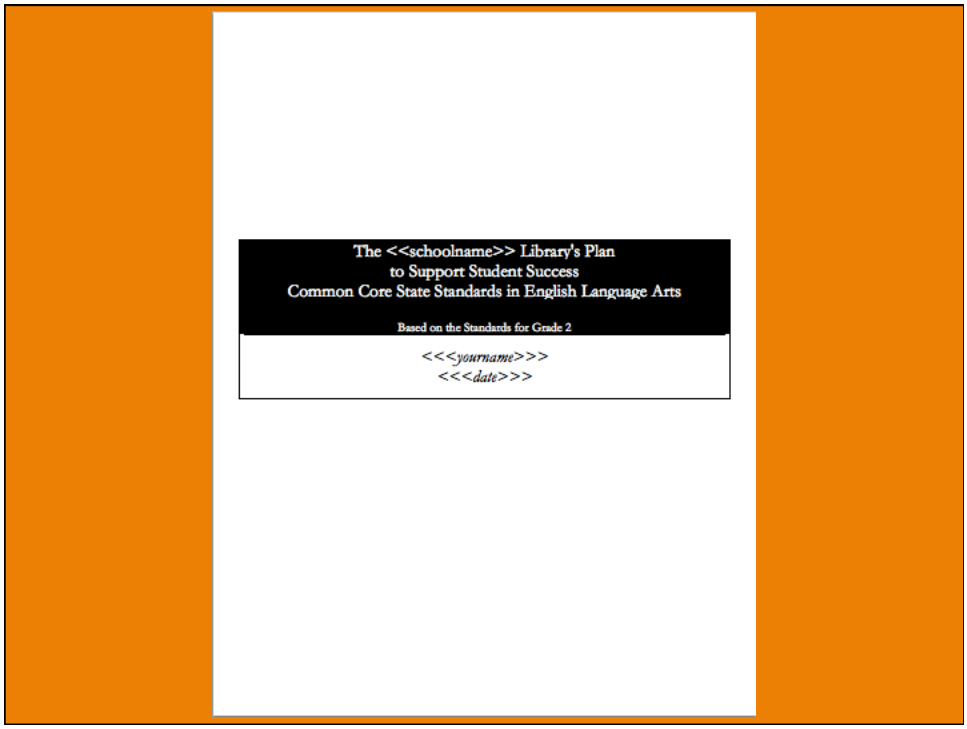
REACH OUT TO THE CURRICULUM LEADER.
BRING YOUR HOMEWORK!

ACTION STEP #6:

ADD VALUE; SOLVE THEIR PROBLEMS.

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

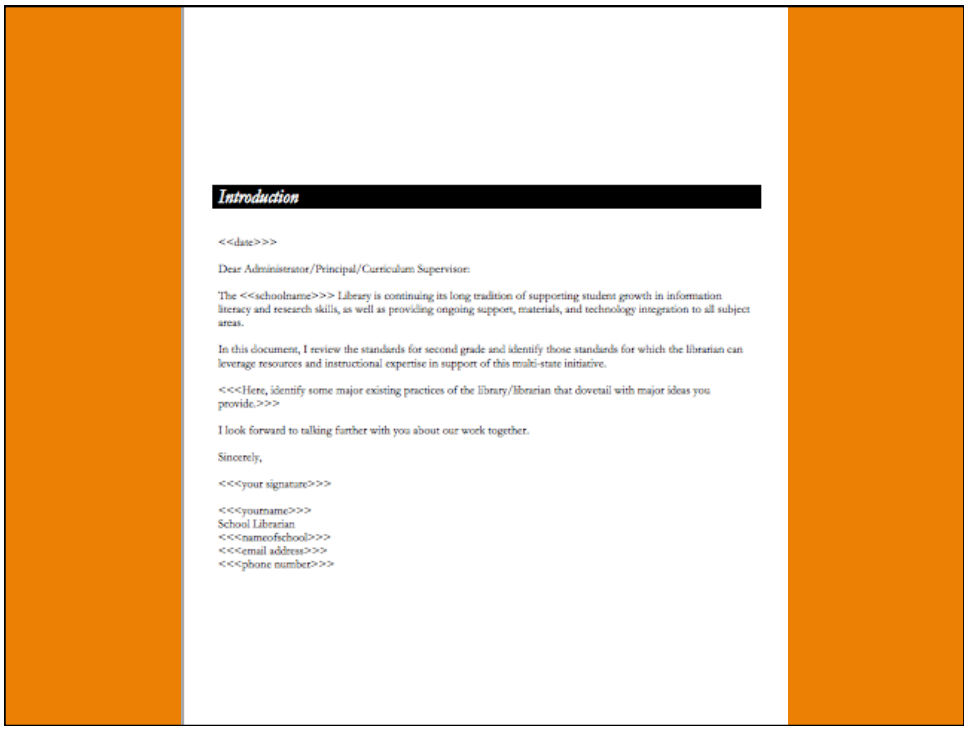
Example: http://www.fontichiaro.com/uploads/2012/CCSSanalysis2.pdf



The <<schoolname>> Library's Plan
to Support Student Success
Common Core State Standards in English Language Arts

Based on the Standards for Grade 2

<<<*yourname*>>>
<<<*date*>>>



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 second 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>>>

Reading Standards for Literature, Grade 2				
By the end of second 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.)
1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.				
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.				
3. Describe how characters in a story respond to major events and challenges.				
4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.				
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.				
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.				

Ch-ch-ch-ch-changes (verse 2)

- **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.)

And more changes!

- **Hello** Next Generation Science Standards
- **26 states** signed on to review; **5** have adopted so far: Kansas, Maryland, Kentucky, Rhode Island, Vermont
- **Are you ready** to support that initiative?
- **nextgenscience.org**

Source: http://blogs.edweek.org/edweek/curriculum/2013/06/maryland_adopts_common_science.html

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.

Coming Fall 2013: Makers as Innovators

Maker Faire

Makerspaces

Arduino

3D Printing

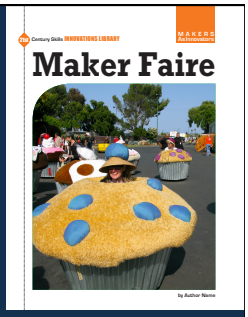
Raspberry Pi

E-Textiles

Digital Badges

Game Design

(cover art not final!)



Questions?

http://bit.ly/fontblog

@activelearning