



# CCSS AND ELEMENTARY RESEARCH

*Kristin Fontichiaro*

**AN ESSENTIAL TEAM FOR  
COMMON CORE SUCCESS**

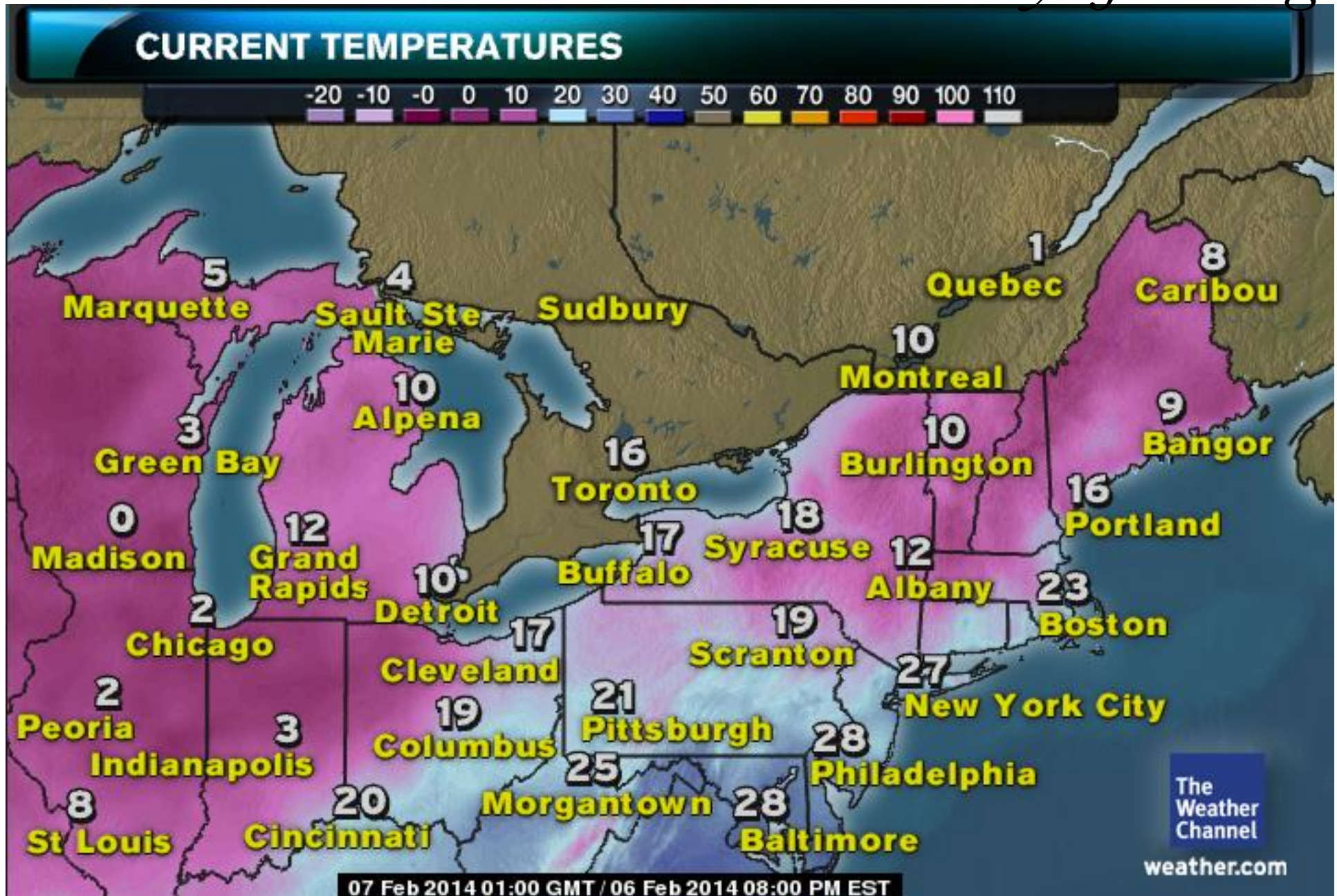
*Rutgers, February 7, 2014*

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# THANKS!

*bit.ly/fontblog*



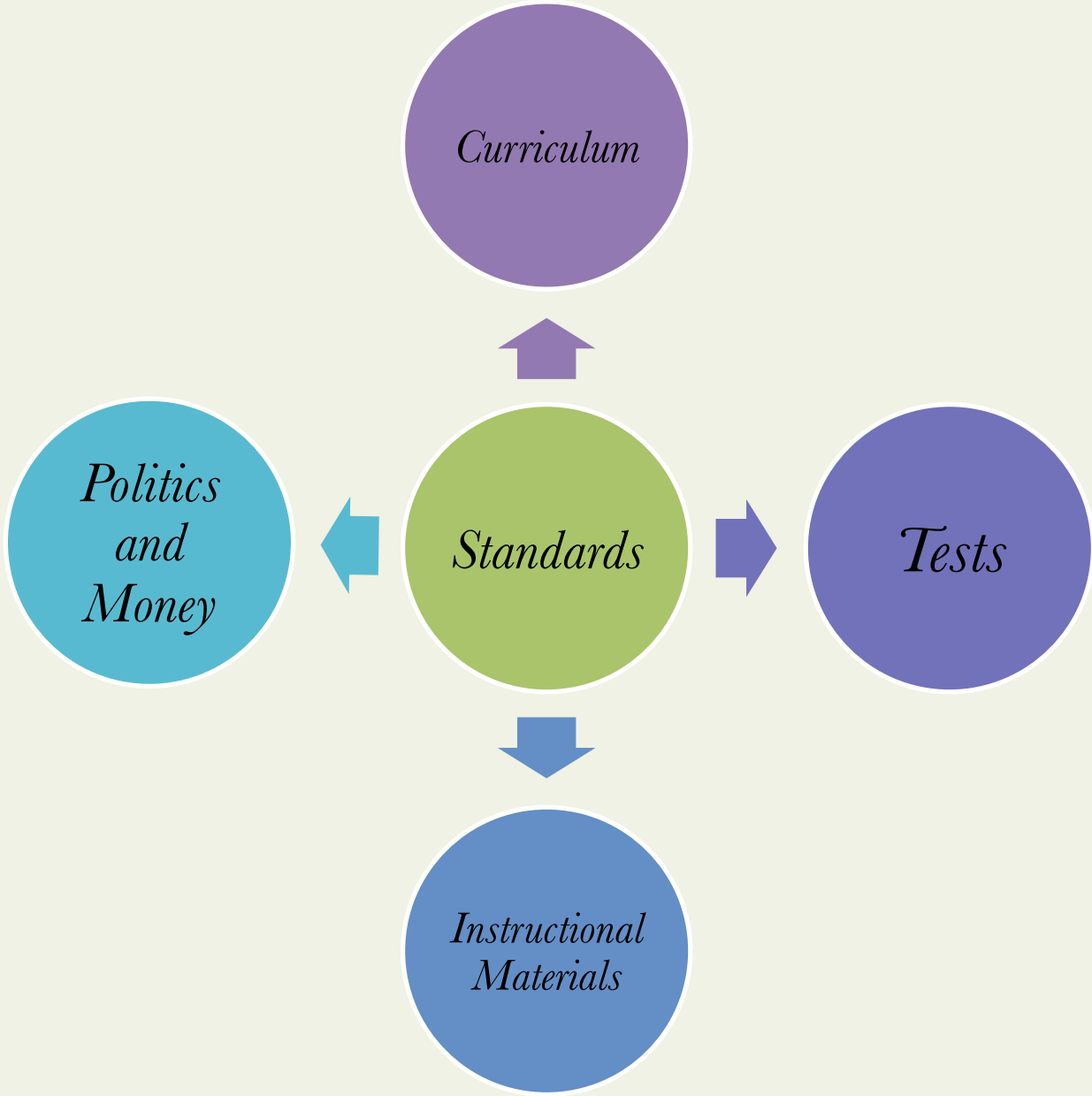




*Part I:*

**MYTHBUSTERS**

# MYTH #1: CCSS = CURRICULUM.



## MYTH #2: CCSS IS JUST FOR CLASSROOM TEACHERS. (COROLLARY MYTH: ELA STANDARDS ARE JUST FOR ELA TEACHERS.)

*The Standards insist that instruction in reading, writing, speaking, listening, and language be a **shared responsibility** within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA ... This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.”*

*- CCSS ELA Standards, p. 6*

## MYTH #3:

### WE'RE GONNA TELL YOU HOW TO TEACH.

*“By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. **Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.**”*

- CCSS ELA Standards, p. 4



# MYTH #4: CANCEL THOSE NOVELS. IT'S ALL INFO TEXT IN ELA CLASS NOW.

**Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework**

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. (2008). *Reading Framework for the 2009 National Assessment of Educational Progress*. Washington, DC: U.S. Government Printing Office.

The Standards aim to align instruction with this framework so that many more students than at present can meet the requirements of college and career readiness. In K-5, the Standards follow NAEP's lead in balancing the reading of literature with the reading of informational texts, including texts in history/social studies, science, and technical subjects. In accord with NAEP's growing emphasis on informational texts in the higher grades, the Standards demand that a significant amount of reading of informational texts take place in and outside the ELA classroom. Fulfilling the Standards for 6-12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6-12 must take place in other classes if the NAEP assessment framework is to be matched instructionally.<sup>1</sup> To measure students' growth toward college and career readiness, assessments aligned with the Standards should adhere to the distribution of texts across grades cited in the NAEP framework.

NAEP likewise outlines a distribution across the grades of the core purposes and types of student writing. The 2011 NAEP framework, like the Standards, cultivates the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. Evidence concerning the demands of college and career readiness gathered during development of the Standards concurs with NAEP's shifting emphases: standards for grades 9-12 describe writing in all three forms, but, consistent with NAEP, the overwhelming focus of writing throughout high school should be on arguments and informative/explanatory texts.<sup>2</sup>

**Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework**

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Source: National Assessment Governing Board. (2007). *Writing Framework for the 2011 National Assessment of Educational Progress*, pre-publication edition. Iowa City, IA: ACT, Inc.

It follows that writing assessments aligned with the Standards should adhere to the distribution of writing purposes across grades outlined by NAEP.

## Focus and coherence in instruction and assessment

While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task. For example, when editing writing, students address Writing standard 5 ("Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach") as well as Language standards 1-3 (which deal with conventions of standard English and knowledge of language). When drawing evidence from literary and informational texts per Writing standard 9, students are also demonstrating their comprehension skill in relation to specific standards in Reading. When discussing something they have read or written, students are also demonstrating their speaking and listening skills. The CCR anchor standards themselves provide another source of focus and coherence.

The same ten CCR anchor standards for Reading apply to both literary and informational texts, including texts in history/social studies, science, and technical subjects. The ten CCR anchor standards for Writing cover numerous text types and subject areas. This means that students can develop mutually reinforcing skills and exhibit mastery of standards for reading and writing across a range of texts and classrooms.

<sup>1</sup>The percentages on the table reflect the sum of student reading, not just reading in ELA settings. Teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the grade should be informational.

<sup>2</sup>As with reading, the percentages in the table reflect the sum of student writing, not just writing in ELA settings.

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2 As with reading, **the percentages in the table reflect the sum of student writing, not just writing in ELA settings.**



**MYTH #5:  
THE BIGGEST ISSUE ABOUT ONLINE TESTING?  
BANDWIDTH.**

*What if it's really about our students' ability to read carefully online instead of skimming and scanning?*

*What are we doing to build our students' digital reading skills?*

# MYTH #6: RESEARCH? WE DON'T HAVE TIME FOR THAT.

*“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. **The need to conduct research** and to produce and consume media **is embedded into every aspect of today’s curriculum**. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.”*

– *CCSS ELA Standards, p. 4*



IMAGE: 'BROUGHT TO YOU BY THE LETTER R'  
[HTTP://WWW.FLICKR.COM/PHOTOS/47643206@N00/185651630](http://www.flickr.com/photos/47643206@N00/185651630)



**BACK OVER TO  
YOU, ROSS  
AND JOYCE.**

*"Vivid junky" by Ibrahim Iulaz on Flickr. CC-BY-2.0.  
<http://www.flickr.com/photos/49512158@N00/4564994263>*



A promotional image for the TV show 'Elementary'. It features two men, Sherlock Holmes (played by Benedict Cumberbatch) and John Watson (played by Jonny Lee Miller), sitting in a room with ornate, patterned wallpaper. Sherlock is on the left, wearing a dark suit and a white shirt, looking thoughtfully to the right with his hand near his chin. John is on the right, wearing a dark shirt and a grey jacket, looking towards the camera with a slight smile. The lighting is dramatic, with a yellow glow on the left side of the frame.

*Part II:*

# ELEMENTARY RESEARCH

(NOT QUITE AS EXCITING AS BENEDICT CUMBERBATCH)



**SO ... EVERYONE IS NOW  
RESPONSIBLE FOR TEACHING  
RESEARCH SKILLS.**

*That's awesome!*

**BUT ...**



*What does*  
**GOOD RESEARCH PRACTICE**  
*look like in the*  
**DIGITAL AGE?**

IMAGE: 'BROUGHT TO YOU BY THE LETTER R'  
[HTTP://WWW.FLICKR.COM/PHOTOS/47643206@N00/185651630](http://www.flickr.com/photos/47643206@N00/185651630)

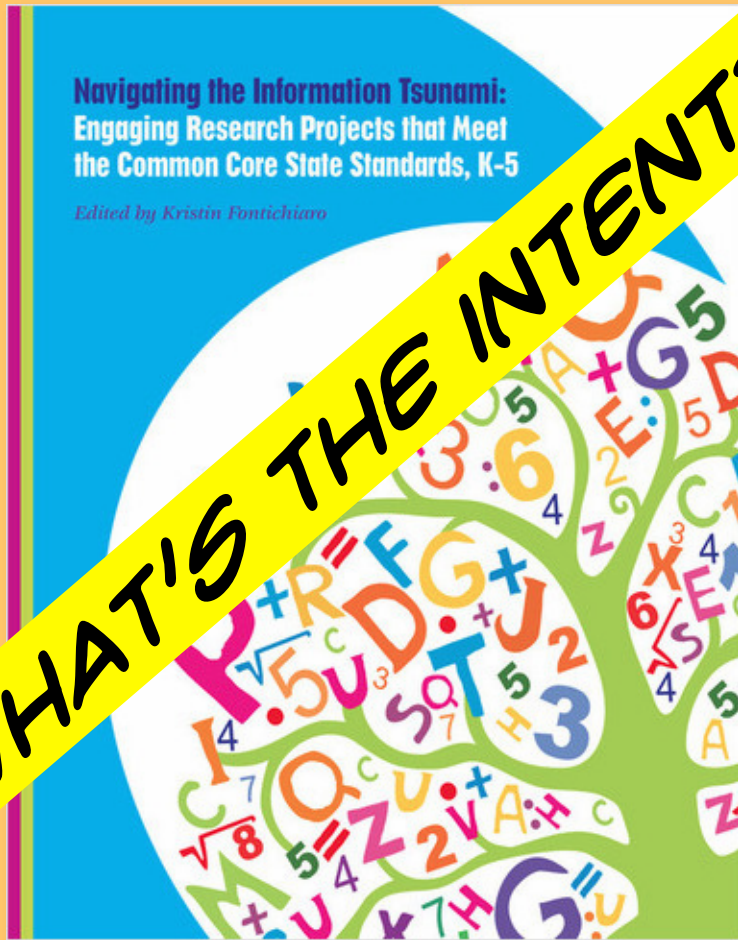




*How do we*  
**MASH UP**  
*CCSS's intent with its*  
**LANGUAGE?**

IMAGE: 'BROUGHT TO YOU BY THE LETTER R'  
[HTTP://WWW.FLICKR.COM/PHOTOS/47643206@N00/185651630](http://www.flickr.com/photos/47643206@N00/185651630)

**WHAT'S THE INTENT?**



### W.K.7

*“Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).”*

### W.1.7

*“Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).”*

### W.2.7

*“Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).”*

*“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.”*

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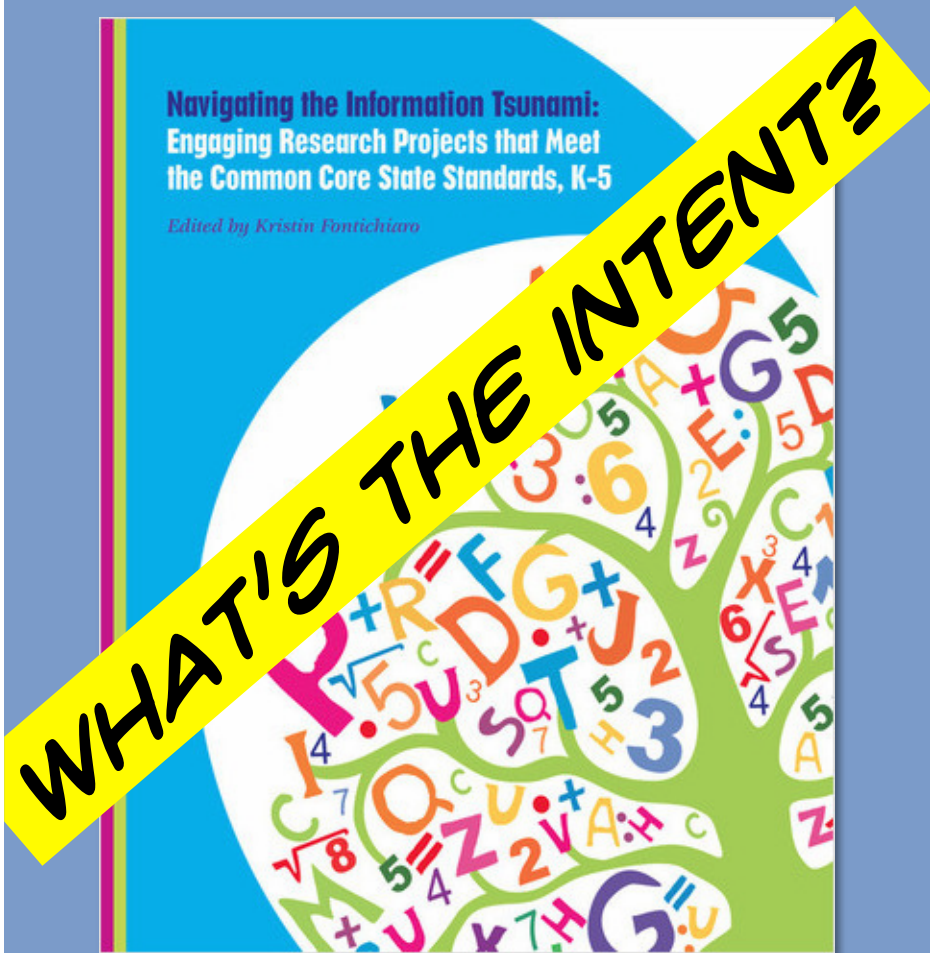
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### **W.2.7**

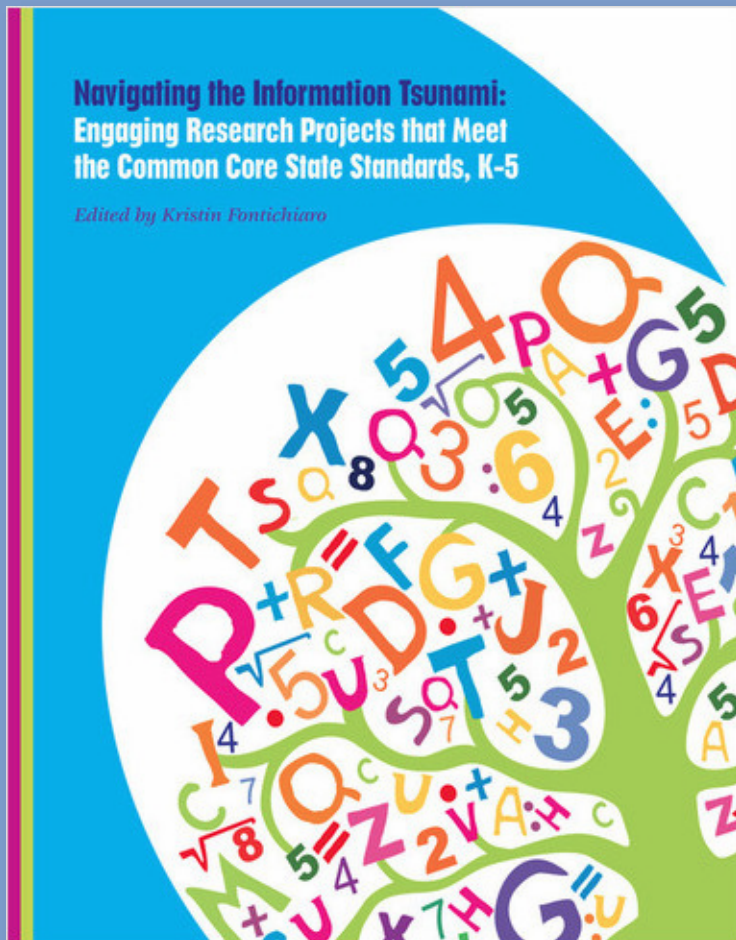
*“Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).”*





**W.3.7**

*“Conduct short research projects that build knowledge about a topic.”*



*Kara Fribley, Eileen Thomas, and I did a three-stage research project moving from **food webs** to **animal study** and then, in a mashup, **placing an animal in the wrong biome** to create an **adventure story** (a la *Poppy*).*

**W 3.7**

## **DAY FIVE (60 minutes): Imagining Their Animal in A Different Biome**

### **Launching the Lesson: Activating Prior Knowledge**

1. Before class, write the name of each group's biome on four scraps of paper. Place them in a hat or box.
2. As students enter the room, ask them to draw a biome from the hat. (Select again if they receive their own biome.)
3. Remind students that yesterday, they learned a lot about their animal at home. In their adventure comic, their animal will travel to a different biome—the one they just selected—where the climate, food, and land will be different.

### **Learning Activities**

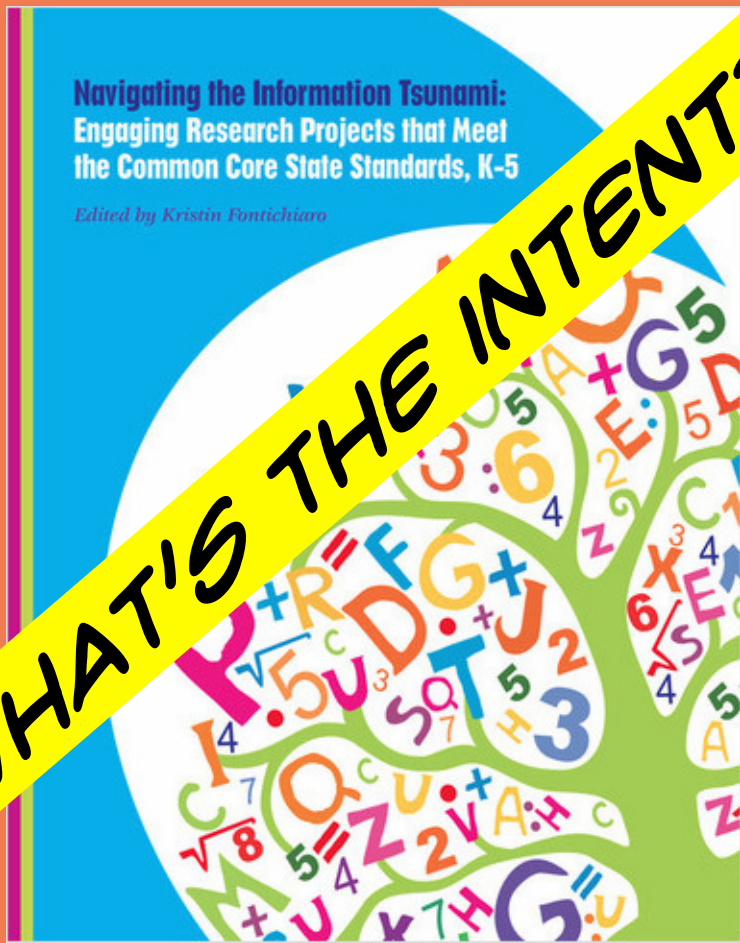
1. Ask students to open the previous day's animal research in one tab or window and the appropriate class biome research wiki page in another. (Moving between tabs/windows is an important skill for budding researchers.)
2. They will use their colleagues' biome research to guide Part Two of their animal research page, where they will re-answer the Part One questions for the new biome. They may not find specific answers, so ask them, **"Do any of these animals seem bigger/smaller than they are? Could they be predators/prey?"** This can help them use facts as a launching point for their imagination.
3. Then, ask them to fill out Part Three, answering these questions:

1. What is the same about your animal's home biome and the one it is
2. What is different about the two biomes?
3. What do you think your animal might eat in the new biome?
4. What animals might be predators of your animal?
5. Would your animal be cold or warm in the new climate?
6. What new things would your animal experience?
7. What story ideas are you getting?





**WHAT'S THE INTENT?**



**W.5.7**

**W.5.7**

*“Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.”*

*Melissa Johnston of the University of Alabama immersed students in Dust Bowl documentary footage and primary sources before asking students to create an original Dust Bowl narrative based on historic images.*



**W.5.7**



**Be a History Detective!**

All good detectives follow a process during their investigation. Your job is to investigate the clues left behind by the people of the Great Depression and Dust Bowl era. Use this organizer to help you analyze, understand, and interpret the photograph's clues.

Observe	Background Knowledge	Deductions
What do you see in this photograph? Make a list of the details you see.	What do you know about this time period from previous classes, reading, research, or your own experiences?	What conclusions can you draw or inferences can you make based on what you see in the photograph and your background knowledge? Make a list of your conclusions or inferences.

## **BOTTOM LINE: RESEARCH PROJECTS WITHIN CCSS:**

- *May have vague language that gives us few clues about or tips for executing research projects*
- *May provide general guidance but overlook essential process skills that are needed*
- *May require research skills that are new to teachers or students in the digital age*
- *Are tougher for kids and, therefore, tougher for educators. Pair up!*



**[HTTP://BIT.LY/LIB-CCSS](http://bit.ly/lib-ccss)**

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

Based on the high school exit standards (e.g., 11-12)

<<<yourname>>>

<<<date>>>

# HTTP://BIT.LY/LIB-CCSS

## *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 11th and 12th 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>>>

# HTTP://BIT.LY/LIB-CCSS

## Reading Standards for Literature, grades 11-12

By the end of 12th 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.)
RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.				
2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.				
3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).				
4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific				



# THANKS!

*<http://bit.ly/fontblog>*

*@activelearning*

*font@umich.edu*

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# BACK OVER TO YOU, JOYCE AND ROSS.



*"Directing Traffic on a Cold Morning in New York" by Jeffrey Zeldman on Flickr. CC-BY-2.0.  
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