

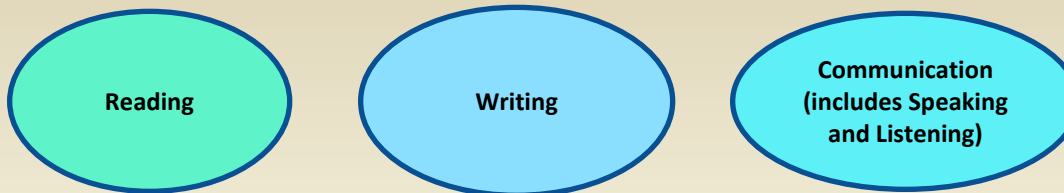


Demystifying

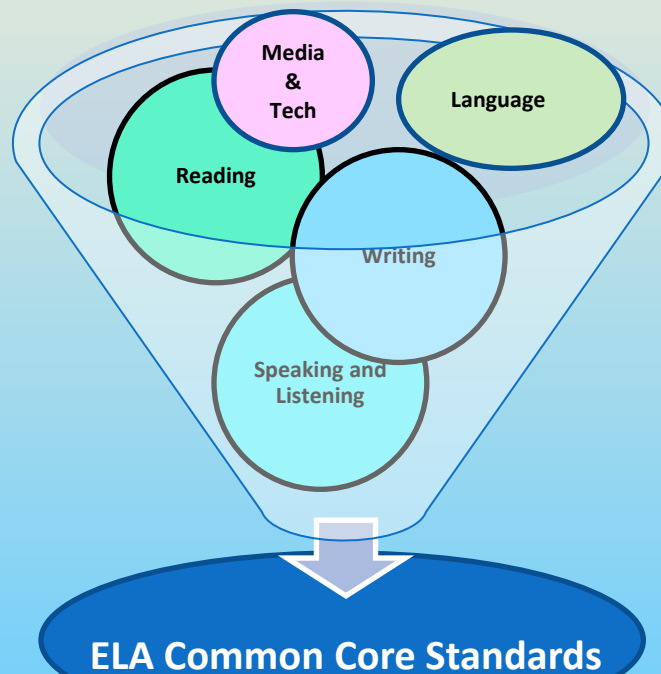
Common Core State Standards
for **Public Librarians**

WLA 2014 Conference

WA Standards (GLEs) – Grades K-10



Common Core ELA Standards – Grades K-12



The Big Ideas

(introduction, page 7)



Demonstrate Independence



Build Strong Content Knowledge



Respond to the varying demands of audience, task, purpose & discipline



Comprehend as well as critique



Value evidence



Use technology strategically and capably



Come to understand other perspectives and cultures



Students Who
are College and
Career Ready in
Reading,
Writing,
Speaking,
Listening and
Language:

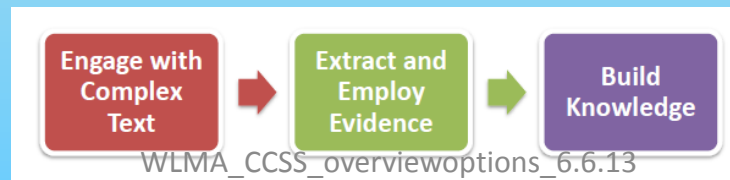
- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.

Standards for Mathematical Practice

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

Shift One: **Building content knowledge through content-rich nonfiction**

- Provides an ideal context for building language, vocabulary, knowledge, and reasoning.
- Is challenging, complex, and has deep comprehension-building potential.
- Is an opportunity for students to learn how to engage, interact, and have “conversations” with the text in ways that prepare them for the type of experiences they will encounter in college and careers.



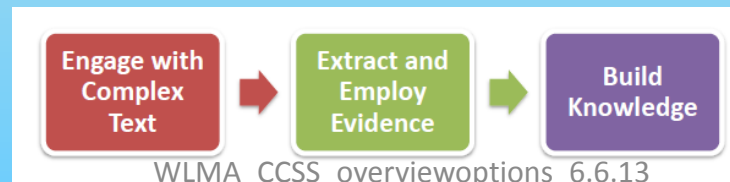
Shift Two: Reading, writing, and speaking **grounded in evidence from text**, both literary and informational



Moving *from* “How do you feel about what you just read? Do you like it?”

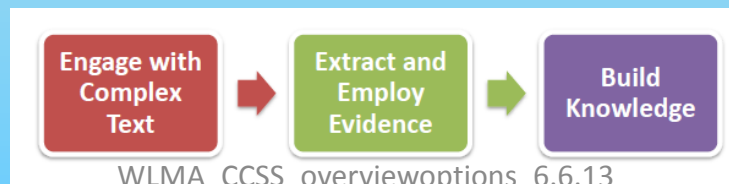
to

“Identify three examples that let you know what the author’s purpose is. Do you agree with the author?”

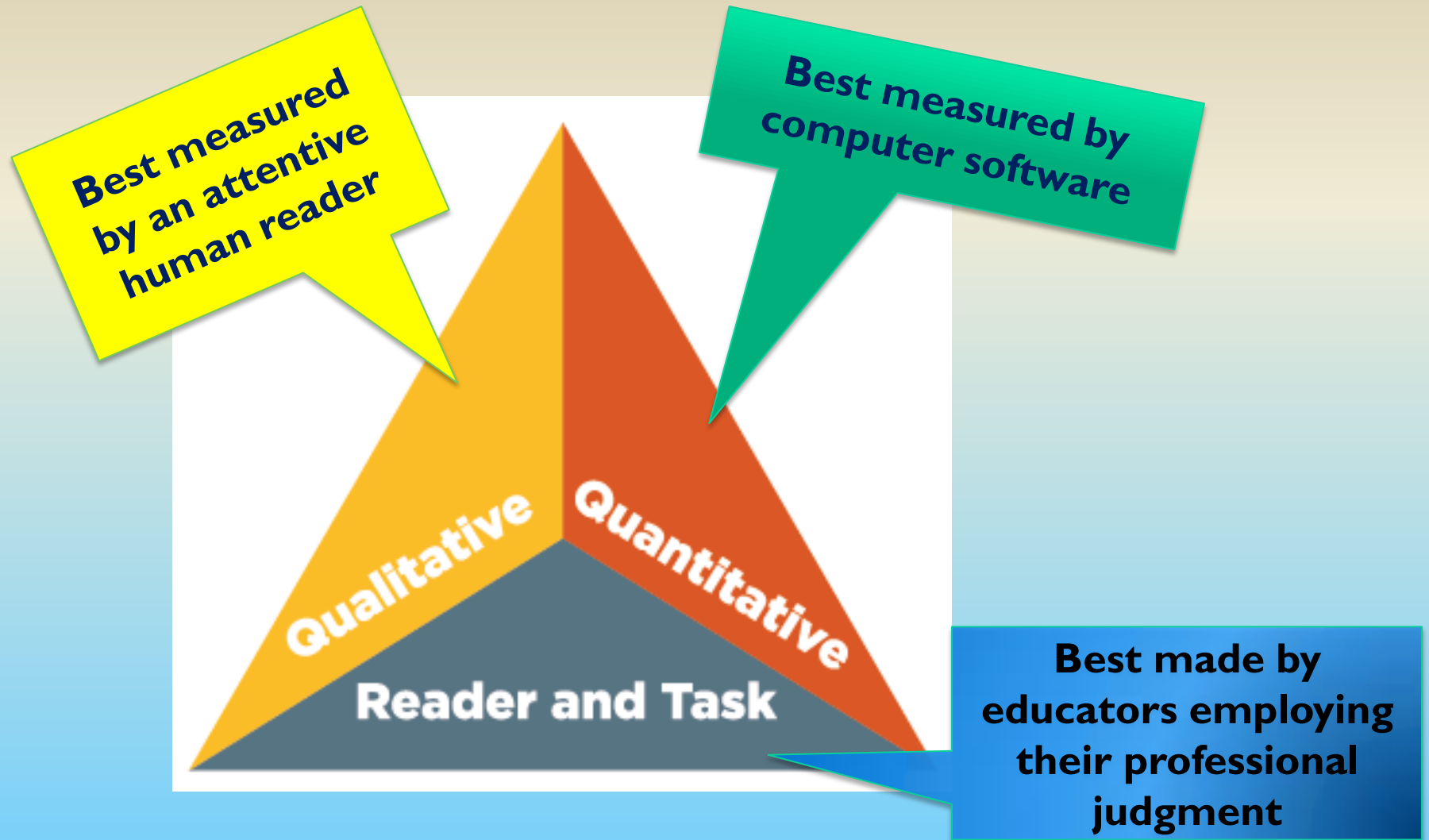


Shift Three: **Regular practice** with **complex text** and its **academic language**

- Careful, targeted scaffolding of text complexity
- Focus on appropriately rigorous texts
- Strategic teaching of Tier 2 and Tier 3 vocabulary with authentic application of new words and terms:
vimeo.com/27077248 - **WATCH ME**



What is “rigorous and complex?”





The Lexile[®] Framework for Reading

[Lexile.com](https://www.lexile.com)

Two ways to search:

- Book Title, Author, or ISBN
- [Lexile Analyzer](#) for items not found or for articles and excerpts.

Comparison of Quantative Tools

http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf

Common Core Band	ATOS	Degrees of Reading Power®	Flesch-Kincaid ⁸	The Lexile Framework®	Reading Maturity	SourceRater	F&P Guided Reading
2 nd – 3 rd	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	0.05 – 2.48	L-U
4 th – 5 th	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	0.84 – 5.75	R-Z
6 th – 8 th	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	4.11 – 10.66	Y+
9 th – 10 th	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	9.02 – 13.93	
11 th – CCR	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385	9.57 – 12.00	12.30 – 14.50	

The band levels themselves have been expanded slightly over the original CCSS scale that appears in Appendix A at both the top and bottom of each band to provide for a more modulated climb toward college and career readiness and offer slightly more overlap between bands. The wider band width allows more flexibility in the younger grades where students enter school with widely varied preparation levels. This change was provided in response to feedback received since publication of the original scale (published in terms of the Lexile® metric) in Appendix A.

I. Infuse High-Quality Informational Text into Content-Area Classes

- Encourage kids to read non-fiction
- Consider magazines
- Seek out digital sources
- Think about how many pages of non-fiction text is read each day/week--not just time spent
- Have them engage with their reading (write, discuss, create)

II. Match Readers and Texts

Consider:

- Interests
 - Readability
 - Fluency
 - Text Complexity Rubric
 - Move students to more complex text as they grow as readers
- <http://storytoolz.com/readability>
 - <http://www.readability-score.com/>

III. Engage Readers with Text

- Close reading
- Marking text (! ? _____)
- Highlight with purpose
- Sticky Notes
- Bookmarks from *Notice & Note*
- Springboard and "What Makes Reading Easier?"

BOOK TRAILERS AND THE COMMON CORE STANDARDS

See how many real world skills and standards are met with this one digital media project.

The COMMON CORE are national educational standards designed to be robust and relevant to the real world, preparing students for success in college and their careers.

1. Read the Book Theme - 5.RL.2

Determine central ideas or THEMES of a text and analyze their development; summarize the key supporting details and ideas.

www.corestandards.org

2. Write the Script Narrative - 5.W.3

Write a NARRATIVE to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.



BOOK TRAILERS



3. Storyboard the Script Analyze 5.RL.7

ANALYZE how visual and multimedia elements contribute to the meaning, tone or beauty of a text.



Does the music, narration, images and graphics enhance the story? REVISE?

5. Share Globally Collaboration 5.SL.1

New Technologies have broadened and expanded the role that speaking and listening play in SHARING knowledge and have tightened their link to other forms of communication.

[See Notes on Range for this standard]

4. Create the Trailer Presentation 5.SL.5

Include MULTIMEDIA components and visual displays in PRESENTATIONS to enhance the development of main idea or theme.

Use Digital Editing Software



Find Copyright Free Images and Music



UPLOAD EMBED TWEET

Coded Complexity

Examples: Both Grolier Online and SIRS Discoverer provide basic reading levels of articles.

The screenshot shows the Grolier Online interface. At the top left is the 'go' logo with 'Grolier Online™' below it. To the right is a search bar with the text 'FIND IT FAST'. Below the search bar are three tabs: 'ELEMENTARY SCHOOL', 'MIDDLE SCHOOL', and 'HIGH SCHOOL'. On the left side, there is a 'Key to Reading Levels:' section with four numbered boxes:

- 1** Reading Level 1: Grades 5 & under, Lexile 200-800, ATOS 5.9 & under, GRL A-V
- 2** Reading Level 2: Grades 5-8, Lexile 801-1000, ATOS 5.0-8.9, GRL Q-Z
- 3** Reading Level 3: Grades 8-12, Lexile 1001-1200, ATOS 8.0-12.9
- 4** Reading Level 4: Grades 11 & up, Lexile 1200+, ATOS 11.0+

On the right side, there is an 'Articles' section with a search bar containing 'frogs'. Below the search bar, it says 'Found 315 result(s)'. There are two article listings:

- 3** **The Frog**
The New
The sound
- 4** **Frogs, Th**
Encyclope
Frogs, Th
parody of

The screenshot shows the SIRS Discoverer interface. At the top is the 'SIRS DISCOVERER' logo and a 'Keyword Search' bar. Below the search bar are several navigation links: 'Home Page', 'Back', 'Dictionary', and 'Thesaurus'. There is a row of category buttons: '863 All Articles', '87 Newspapers', '540 Magazines', '148 Reference', '35 Graphics', and '8 WebFind Sites'. Below this is a search bar containing 'frogs' and a 'Search' button. To the right of the search bar is the text 'More Search Options Below'. Below the search bar is a row of filters: 'Reading Levels / Source & Summary', 'General', 'Easy', 'Moderate', 'Challenging', 'Subjects', 'Graphics', 'Activities', 'Fiction', and 'Pe'. Below the filters is the text 'Sort by: [Relevance | Date | Lexile ▲ ▼] Details: [Show | Hide]'. Below the sort text is a list of results, starting with '1. Behind the Scenes of Nim's Island'.

Another interesting source...

- Newsela.com

The screenshot displays the Newsela website interface. At the top, there are links for "SIGN IN / REGISTER" and "ABOUT NEWSELA". Below these are navigation tabs for "NEWSELA beta", "WAR & PEACE", "MONEY", "KIDS", and "SCIENCE". The main content area features three news articles. The first article on the left shows a person with luggage and is partially cut off. The middle article is titled "Iran leader's UN speech may open way for talks with West" and includes a sub-headline in Persian "من با" and a date of "Sept. 24, 2013 7:37 a.m.". The third article on the right is partially cut off and titled "A 'ma". At the bottom of the page, there are additional category tabs for "WAR & PEACE", "KIDS", and "SCIENCE".

Moving from teacher-created scaffolds to independent student inquiry

- Inquiry vs. topical focus
- More frequent, shorter opportunities for inquiry
- Emphasis on using and citing textual evidence from multiple sources and determining what the text teaches
- Practice selecting, evaluating and defending best resources

Shift happens ... and it's a good thing!

“If there is one overwhelming aspect of CCSS for reading informational texts, it is that they move students away from reading to accumulate information, to reading to **discern ideas and concepts** and **analyze texts** critically for their reasoning and perspective.”

pg. 99 *Pathways to the Common Core*



From "Snore to Core"

Old-School Report	CCSS Research Project
<p>Topical</p> <p>Discrete facts possibly unrelated to area</p> <p>Low level depth of knowledge</p> <p>easy to plagiarize</p> <p>single source</p> <p>long term</p> <p>teacher assigned</p>	<p>Focus on a question- "inquiry"</p> <p>Facts that answer a specific question</p> <p>Deeper investigation of question</p> <p>must be cited</p> <p>multiple sources</p> <p>shorter bursts</p> <p>student driven/increasingly independent</p>

How do public librarians support CCSS

Balance of Information & Library Texts

- Balance collections with more nonfiction
- Infuse Summer Reading and other Lists with Informational texts
- Include informational texts in read-aloud and other children's programming

Knowledge in the Disciplines

- Collect more science and history informational texts
- Increase children's exposure to database

Staircase of Complexity

- Share a common vocabulary with school librarians to discuss levels of text complexity

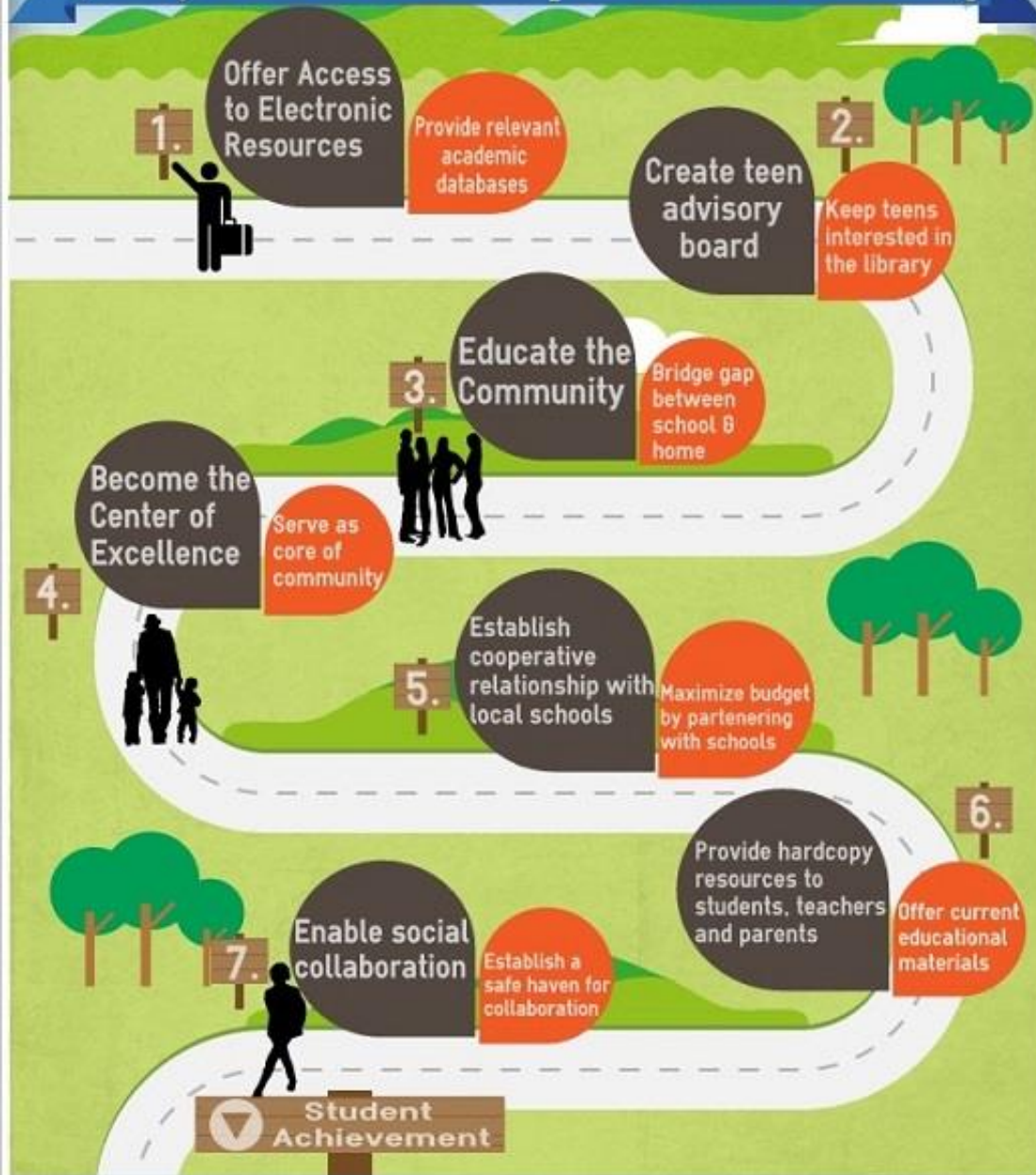
Text-Based Answers

- Assist children in developing habits for making evidentiary arguments in homework

Writing from Sources

- Assist children in using textual evidence to make an argument in homework

7 Ways Libraries can Impact Student Learning



- The Powerpoint for this presentation will be available on the WLA website and OSPI TLC3 Moodle:
<http://moodle2.ospi.k12.wa.us/course/view.php?id=104>
- Additional Resources:
http://www.ohreadytoread.org/student_learning.html
Ohio Public Libraries and Student Learning: Common Core & More
Find basics, articles, Webinars and Presentations and Videos such as
“What does all of this mean for public libraries?”
- <http://www.ala.org/alsc/ccss-resources>
Don't Fear the Reapers- Demystifying Common Core. Marge Loch-
Wouthers.
tinytipsforlibraryfun.blogspot.com/2013/05/

Contacts

Martha Shinnors

Washington State Library

martha.shinnors@sos.wa.gov

Ron Wagner

TLC3 Trainer

ronthelibrarian@gmail.com

Josh Sadow-Hasenberg

Seattle Public Library

joshua.sadow-hasenberg@spl.org

Roz Thompson

TLC3 Trainer

roz.thompson@tumwater.k12.wa.us

EVALUATIONS