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](https://vimeo.com/27077248)
What is “rigorous and complex?”

Best measured by an attentive human reader

Best measured by computer software

Best made by educators employing their professional judgment
Lexile.com

Two ways to search:

- Book Title, Author, or ISBN
- **Lexile Analyzer** for items not found or for articles and excerpts.
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://storytoolz.com/readability)
- [http://www.readability-score.com/](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.

3. Storyboard the Script  Analyze 5.RL.7
   ANALYZE how visual and multimedia elements contribute to the meaning, tone or beauty of a text.
   Use TECHNOLOGY, including the internet to produce and publish writing and to interact and collaborate with others.

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.

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]

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

by Teacher Librarian M. Harclerode  BOOK TRAILERS FOR READERS  booktrailersforreaders.com 2012
Coded Complexity

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

- **Newsela.com**
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"

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

1. **Offer Access to Electronic Resources**
   - Provide relevant academic databases

2. **Create teen advisory board**
   - Keep teens interested in the library

3. **Educate the Community**
   - Bridge gap between school & home

4. **Become the Center of Excellence**
   - Serve as core of community

5. **Establish cooperative relationship with local schools**
   - Maximize budget by partnering with schools

6. **Enable social collaboration**
   - Establish a safe haven for collaboration

7. **Provide hardcopy resources to students, teachers and parents**
   - Offer current educational materials

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888-408-1689  http://lumoslearning/library
• 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-Wouters.
tinytipsforlibraryfun.blogspot.com/2013/05/
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EVALUATIONS