

Common Core

True, False, and What It Means to
You

Up To the Minute



What Does the New SAT Require?

- Read for what the text says
- Find evidence in the text
- Question evidence, compare and contrast
- Build argument based on what you can find in the text

In Other Words

- The SAT tests for what CC tells us students need to learn
- One set of standards from pre-K to college

CC Myths

CC Must Be



I Lecture and You Snooze



I Preach and You Obey



No!

Rule 1

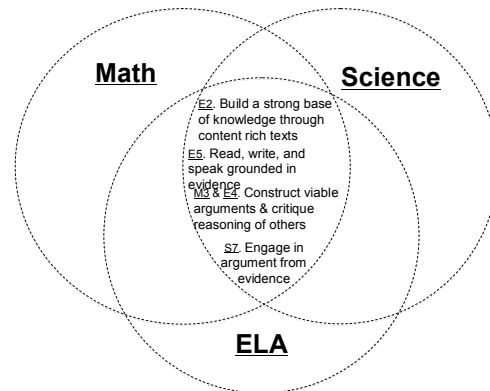
- Take a Common Core Approach to the Common Core:
- Question
- Experiment
- Share
- Evaluate
- Learn
- Grow

What Is the Common Core?

- <http://www.corestandards.org/>
- ELA
- Math
- Next Generation Science
- Skills not Curriculum
- Curriculum set by states, districts, schools

Each State Selects

- But there are skills that run through all of the standards



ELA/Literacy: 3 shifts

1. **Building knowledge** through **content-rich nonfiction**
2. Reading, writing, and speaking grounded in **evidence from text**, both literary and informational
3. Regular practice with **complex text** and its **academic language**

Nonfiction

“Narrative” and “Informational” texts are to be:

- 50% of all reading in Elementary School
- 55% of all reading in Middle School
- 70% of all reading in High School
- This is across all subjects from Language Arts to Social Studies and Science

What Is the Same In CC? For Librarians

- All librarians, school and public, know readers who love nonfiction
- Know which books appeal to readers
- Know which books have exceptional qualities of narrative, illustration, design, research, voice, thought, depth, insight
- Know that two resources on the same topic may be two totally different materials

Myths I've Heard

- Right
- Left
- Admins
- Teachers
- Librarians

CC is Govt Plot to Gather Data on
our children



No!

CC Is a State Decision

- There is Race to the Top incentive \$
- But each state chooses whether to join, which standards to adopt, how to assess, when to assess, and can make up to 15% change in standards as they apply to that state

CC Is a Bill Gates Plot to Turn All
Children Into Capitalist Drones



No!

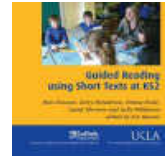
CC Says Question Everything

- Even the CC – look for evidence, marshal evidence into arguments, compare arguments
- Creator of ELA standards visited evangelicals to stress that CC emphasizes the same kind of deep, critical, textual reading they encourage

CC Stages: Where Are You?



CC Mandates Short Texts



No!

CC Requires Building Reading Stamina

- Short texts can be a useful tool – as part of a healthy balanced diet (think of commercials for breakfast cereals – they can be OK, if everything else you eat is great).
- Short is a step, not a landing.

CC Eliminates Fiction and Many Childhood Favorites

No!

Simple Math

- 50% of mandated reading in Elementary is Fiction
- 45% of mandated reading in middle school is Fiction

CC Nonfiction Excludes Biographies

Huh?

- Read the standards, biographies are explicitly included

CC Can/Must Be Mandated From on High



The Ten Commandments

Lessons From the Field

- CC works when teachers, librarians, admins work and plan together
- Key to CC success is

Ownership



Your Part

- Read the standards
- Communicate
- <http://www.engageny.org/>
- <http://www.ksde.org/Default.aspx?tabid=4754> (note different name, same challenge)
- Collaborate
- Create
- And always

Question

- That is the CC approach to the CC

So,



The California Dilemma



Is This About Right?

- 38,000,000 people
- 1/4 or 9,500,000 people under 18
- 900 school librarians – worst ratio in US
- LA is buying 750,000 “Common Core ready” tablets

Can You Be Replaced By a Tablet?

IT DEPENDS

On You

How?

- 3 Shifts
- Nonfiction
- Collaboration

ELA/Literacy: 3 shifts

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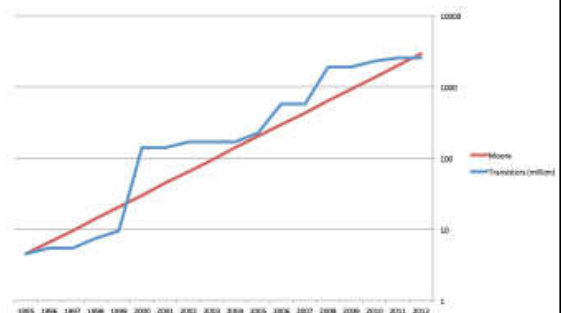
Building knowledge through content-rich nonfiction

- Knowledge
- Content-Rich

Textbooks

- Not really books
- No author
- No evident POV
- Predigested
- Tool to inculcate preset skills

Moore's Law



ML As Experience



We Need to Train Students

- To use tools that don't exist
- To solve problems not yet defined
- To evaluate streams of information we cannot comprehend
- To hold jobs in as-yet-unborn-businesses with colleagues throughout the globe

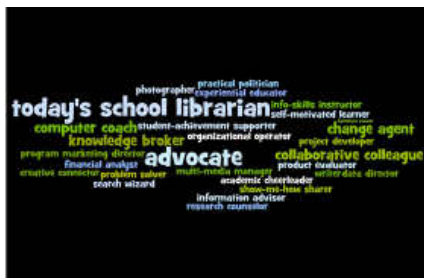
Knowledge

- No Ledge
- Process of knowing – not set answers

We Need to Provide

- Teachers
- Students
- Supervisors
- Parents
- With the kinds of materials that help build the Process of Knowing

Fortunately



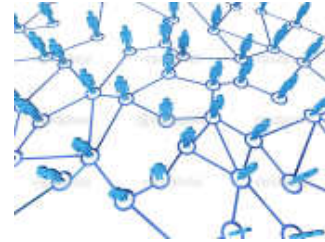
Content-Rich Nonfiction



Old Phrase

- “Good for reports”
- Not good for anything else
- Lunchable information – bite sized; snack and go

New Idea: Connection



Pre-K and Elementary

- Pre-K to elementary students need to learn elements and structures of nonfiction books
 - **a carnival of shelf talkers**
- The library should be bursting with text and text features calling out for attention

Shelf Talker

Shelf Talker Lesson <http://tinyurl.com/shelftalkerlesson>

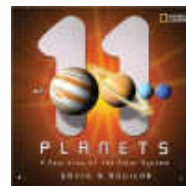
Shelf Talker Contest
<http://tinyurl.com/shelftalkercontests>

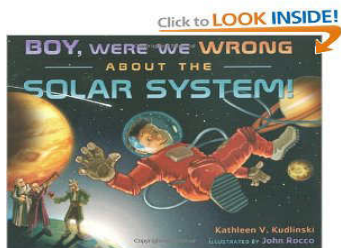
One Idea Leads to Another

- Citation
- Annotated Citation
- Author Note
- Book to site, to media, to magazine
- Cluster

Elementary School

Pluto

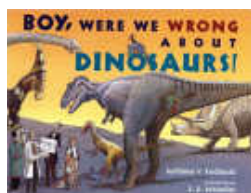




Display, Shelf Talker, Classroom Discussion

- Why does this book say X and that say Y?
- Is one right and the other wrong?
- Can there be different rights and wrongs?
- Why can NF books arrive at distinct answers?
- Why can they treat the same subject in different ways?

Dinos



This is Not Just New Facts

- It is new interpretations
- New POVs
- Based on evidence
- Making contentions
- Testing ideas and observations
- Challenging other views

The More Students

- See the debate, the argument among books
- The different approaches taken by authors
- The kinds of evidence and argument used to make a case

Second Shift

- Reading, writing, and speaking grounded in **evidence from text**

You Have

- Skill at inquiry
- Resources – print and digital – at your command

Key Skills Students Need: Identify

- Main Point
- Subsidiary points
- Details used to make claim
- Claim made

Step Two

- Claim One Juxtaposed with different claim
- Students make own claim
- That is CC reading, speaking, and writing

Start in Storytime



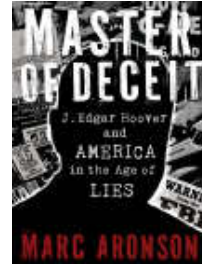
Adrienne's Story



We Will Spell Out This Afternoon

- It is new interpretations
- New POVs
- Based on evidence
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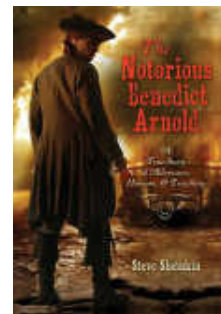
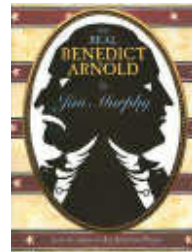
All the Way Through HS



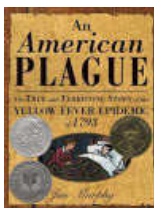
Look at Your Library

- How can you juxtapose fiction and nonfiction; types of nonfiction; print and other materials
- To help students identify evidence, argument, and POV

Two Bios, One Man



Two Genres, One Subject



High School

- Many YA novels are in multiple voices
- Treat YA NF the same way – what is this NF voice saying, what is that one saying, how can we understand what they are doing, and juxtapose their approaches and answers.

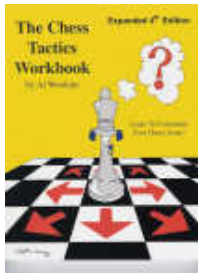
Third Shift

- Regular practice with **complex text** and its **academic language**

Competition



Hobbies



Ladder

- Not always matching a Quantitative Measure
- Link from one resource to next

You Master the 3 Shifts Then

Lead

- The Third “C” in “Common Core” is

“Collaboration”

- The librarian must be the hub of the school wheel; teachers must work together
- You can, if you have the tools, and the vocabulary, to meet the CC challenge

How? Hub

- Share CC information
- Lists of best nonfiction
- Links to best CC sites
- Find and share CC lesson plan

The dominance of nonfiction

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NF Lists

- Orbis Pictus
- NCSS-CBC Notables
- NSTA-CBC Notables
- Sibert Award
- YALSA-NF Award
- "Consider the Source" – MA column in SLJ
- <http://classroombookshelf.blogspot.com/>

Teams

- Cannot possibly achieve those percentages unless all in school are working together, sharing reading lists, lessons, ideas.
- You can facilitate; share ideas for materials that work across subjects

Dirty Little Secret

- Everyone involved in education – parent, teacher, even you, know your fiction better than your nonfiction
- You go first – study what you have on your shelves and in your digital materials so that you can advocate and share

Public Libraries

- Parents need help
- Don't understand CC
- Don't know NF for children as well as fiction
- Know what materials support CC

Prek-Elementary

- Shelf Talkers
- Games
- Storytime

Nonfiction Treasure Hunts

- Create a scorecard – define the text features and turn the students loose.
- How many kinds of text features can students find?
- Display a group of book on the same subject, with shelf-talkers highlighting what features each has or does not have.

Juxtaposed Stories

- 3 Little Pigs
- Global Cinderellas

Pourquoi Tales

- How did – as tale
- How did – as science
- Not as primitive and advanced but as different POVs, different assumptions and beliefs

Myth and Science Connected



Nonfiction Read Aloud

- Stories of scientists; animal trainers; environmental heroes; animals who guide, help, work with people;
- True-life puzzles, mysteries,
- Guess the sound – play sound guess which creature made it

Student Reporter

- Student research and report back on topic of the week – use 5 W grade
- Who
- What
- When
- Where
- Why

Upper Elementary Middle

- Use sports – school version of talk radio
- Have students pick best players in college or pro by position
- Defend reason for choice with evidence
- Post chart of their choices and why
- Invite written comments – with rules of appropriate tone and language

Middle and Up

Taxonomy

- Narrative -- **Story**
- Expository -- **Overview**
- Data – **Stats, Facts**
- Inquiry – **Seeks answers**
- Interpretation – **Explicit POV**
- Call to Action – **Aims to inspire**
- Disciplinary thinking – **Shows how professionals do what the do**

The range of informational texts that students may encounter by the end of Grade 8.

EXPOSITORY	ARGUMENTATIVE	INSTRUCTIONAL	NARRATIVE
Textbooks (science)	Opinion/Editorial Pieces	Training Manuals	(Auto)Biographies
Textbooks (humanities)	Speeches (including those from social politicians)	Contracts	Historical
Reports	Advertisements	User Guides/Manuals	Correspondence
Teacher Guides	Political Propaganda	Legal Documents	Cartoonist Views
Product Specifications	Journal Articles	Recipes	Memories
Product/Service Descriptions	Government Documents	Product/Service Descriptions	News Articles
Magazine Articles	Legal Documents		Essays
Company Profiles	Testimony/Guides		Interviews
Legal Documents	Correspondence		Agendas
Agendas	Essays		
Correspondence	Reviews		
Essays	Historical		
Interviews			
Government Documents			
News Articles			

Cluster

- One subject treated 7 ways
- Highlighted with post-its
- Students sees, at a glance, juxtaposition of evidence, argument, POV

Examples

Pluto

Lewis and Clark

Boxing

Graffiti

Outsiders - Gangs

- Create a display or prepare a lesson, depending on how much class time you have




Dust Up

Dorothea Lange


There are no known restrictions on the use of Lange's "Migrant Mother" images.

http://www.loc.gov/rr/print/list/128_migm.html


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The Dust Bowl Through The Lens: How Photography Revealed and Helped Remedy a National Disaster By Martin W. Sandler



Years of Dust: The Story of the Dust Bowl By Albert Marrin



Restless Spirit: The Life and Work of Dorothea Lange By Elizabeth Partridge



Migrant Mother By Don Nardo

111

Post a Picture

- Contest – as students, is it “true?”
- How would you know?
- Evidence in the image, or by research.
- Post results
- Next week give answer, new image.

We are surrounded with opinion

- Op-eds
 - Sports talk radio
 - Political cartoons
 - Campaign ads
 - Commercial ads
 - Reality contest shows
 - Feature these, engage students, have them research, post, argue, listen, compare, judge
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CCLens

- Come to
- Or Teachingbooks.net

Suggestions?

- 10 minutes, leave here with beginning of a cluster, come to to see more.