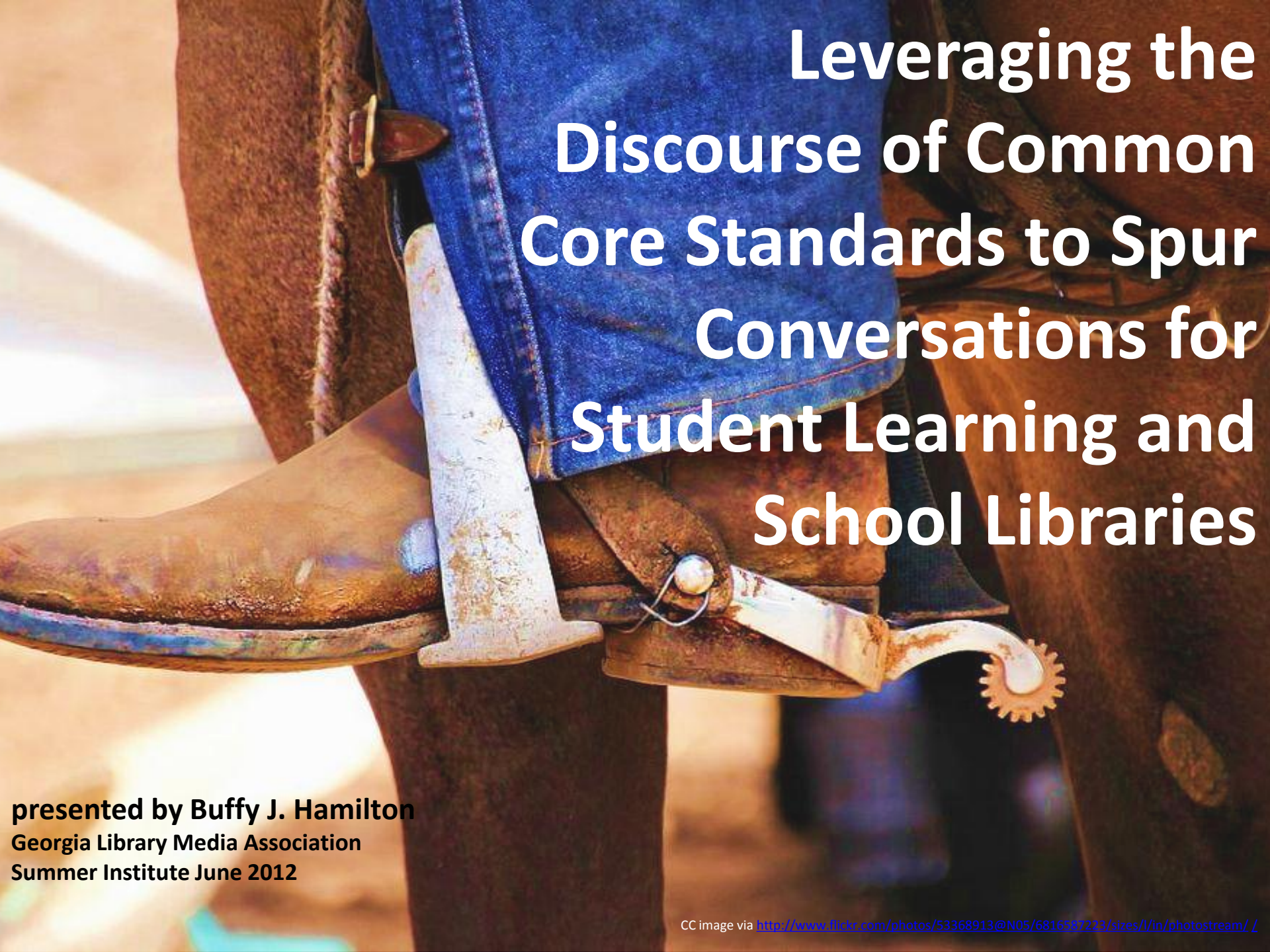


Leveraging the Discourse of Common Core Standards to Spur Conversations for Student Learning and School Libraries

presented by Buffy J. Hamilton
Georgia Library Media Association
Summer Institute June 2012

CC image via http://www.flickr.com/photos/53368913@N05/6816587223/sizes/l/in/photostream/ /

“These are the times that try men’s souls…”

Thomas Paine, *The Crisis*

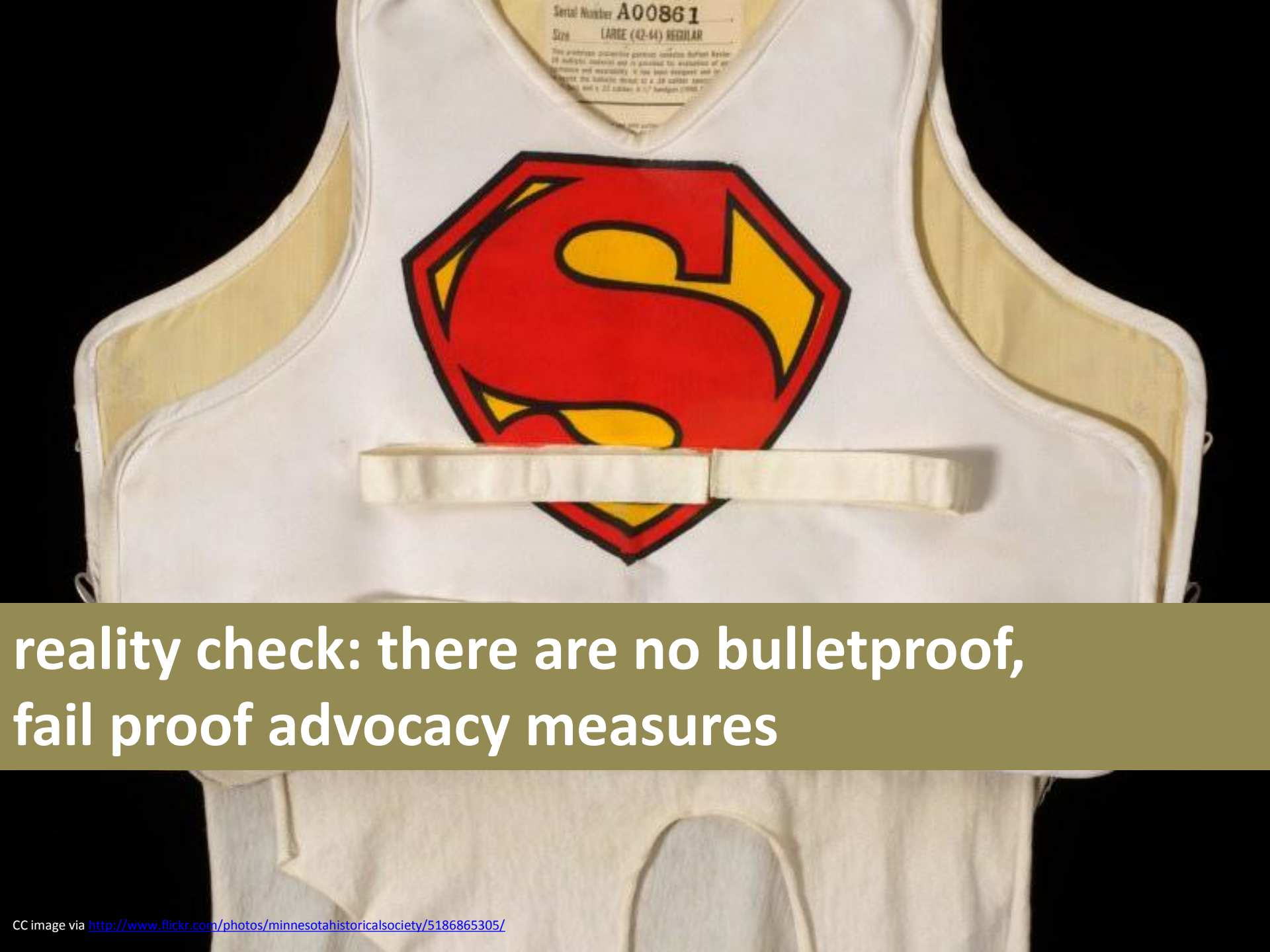
CC image via http://www.flickr.com/photos/toomanytribbles/5631936977/sizes/l/in/photostream/

shifting roles of educators in the landscape of public education

statewide budget crisis in education

tension between the corporate driven direction of public education and grass-roots reform movements

CC image via
http://www.flickr.com/photos/jphilipson/582274247/sizes/l/in/photostream/



reality check: there are no bulletproof, fail proof advocacy measures

CC image via http://www.flickr.com/photos/minnesotahistoricalsociety/5186865305/

CC image via http://www.flickr.com/photos/almaz73/3564244382/sizes/l/in/faves-10557450@N04/

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Original photograph by Buffy Hamilton

Hey librarian, feeling uncomfortable and stressed about Common Core Standards? Loosen up your bun and let me unpack them for you.

CC image via http://www.flickr.com/photos/75818171@N02/6893237064/sizes/l/in/photostream/

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Overview

Five Action Steps You Can Take NOW

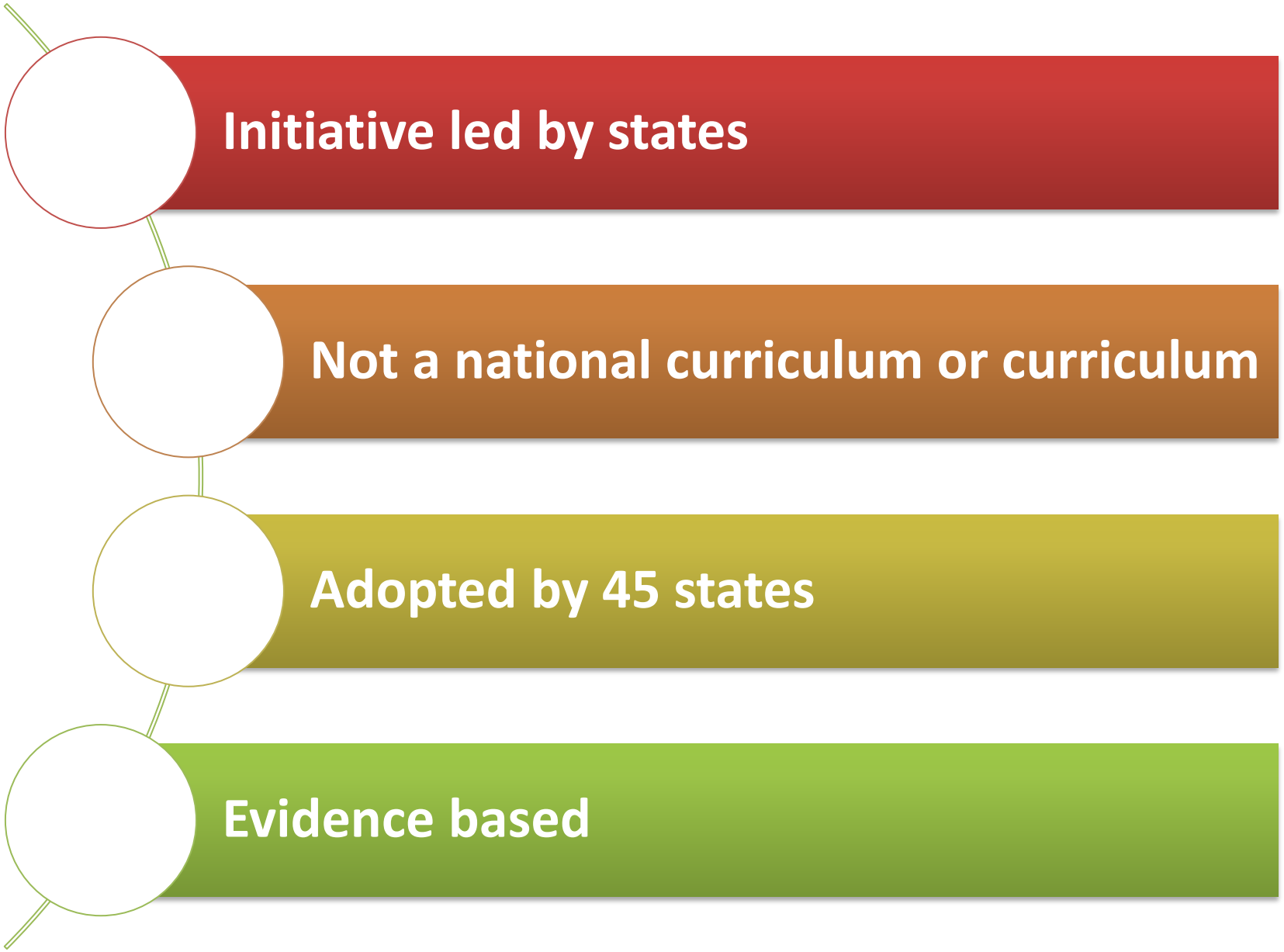
CCGPS
Common Core Georgia Performance Standards

Common Core Georgia Performance Standards

What are Common Core Standards?

Common Core State Standards Initiative 101

http://www.corestandards.org/


Initiative led by states
Not a national curriculum or curriculum
Adopted by 45 states
Evidence based

Are aligned with college and work expectations (career and college readiness)

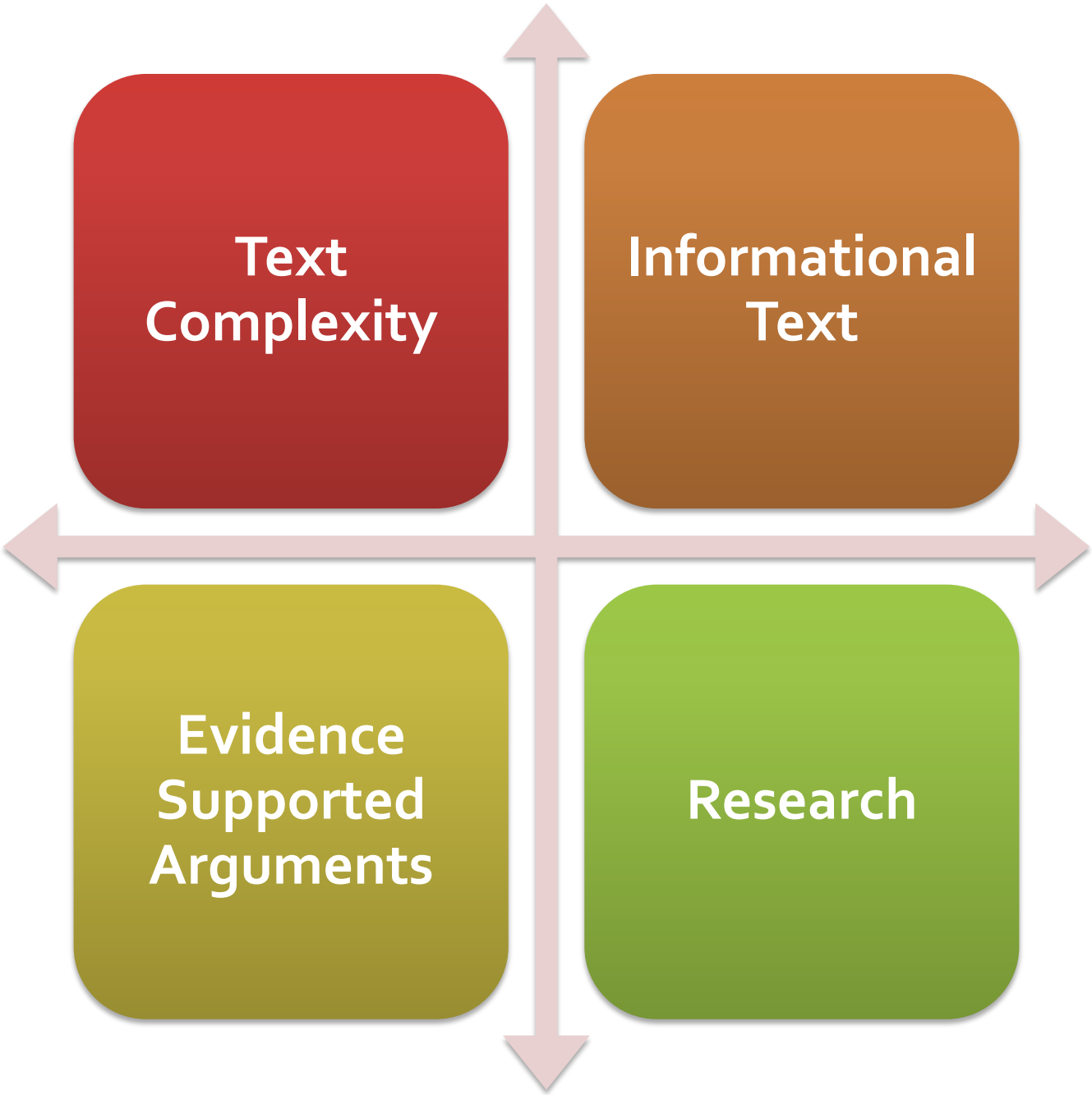
Are clear, understandable and consistent

Include rigorous content and application of knowledge through high-order skills

Build upon strengths and lessons of current state standards

Designed to prepare all students are prepared to succeed in our global economy and society

Source: http://www.corestandards.org/about-the-standards


Text Complexity
Informational Text
Evidence Supported Arguments
Research

Georgia Performance Common Core Standards Toolkit

GaDOE | GeorgiaStandards.org

Home | Georgia Performance Standards | Frameworks | Common Core GPS | Resources & Videos | Professional Learning | GSO Builder

BROWSE COMMON CORE

Browse Common Core

- English Language Arts
- Literacy in History/SS, Science & Technical Subjects
- Mathematics
- CCGPS GPB Professional Learning Sessions

Common Core Georgia Performance Standards

Common Core Georgia Performance Standards

Georgia joined with 47 other states well over a year ago to develop a set of core standards for K-12 in English language arts and mathematics. On June 2, the Common Core State Standards were released. These standards provide a consistent framework to prepare students for success in college and/or the 21st century workplace. These standards represent a common sense next step from the Georgia Performance Standards. The Georgia State Board of Education adopted the CCGPS on July 8, 2010.

What do they mean for Georgia?

Students of Georgia:

- Rigorous knowledge and skills needed to succeed in college and/or careers
- Consistent expectations across states, regardless of whether they decide to go to school at Georgia Tech or UCLA, or find a job in Georgia, Maine or Indiana
- Relevant content and application of knowledge through high-order skills

Educators of Georgia:

- Clear, focused expectations that assist them in being on the same page and working together with students and parents for shared goals
- A common-sense next step that is aligned to our Georgia Performance Standards (GPS)

Taxpayers of Georgia:

- Long-term potential savings on textbooks and instructional resources that come with consistent materials developed throughout the country

About the Common Core State Standards

https://www.georgiastandards.org/Common-Core/Pages/default.aspx

GaDOE | GeorgiaStandards.org

Home | Georgia Performance Standards | Frameworks | Common Core GPS | Resources & Videos | Professional Learning | GSO Builder

BROWSE COMMON CORE

Browse Common Core

- **English Language Arts**
  - K-5
  - 6-8
  - 9-12
  - Text Complexity Rubrics
  - Professional Learning Sessions
- Literacy in History/SS, Science & Technical Subjects
- Mathematics
- CCGPS GPB Professional Learning Sessions

Common Core GPS English Language Arts and Literacy

HIGHLIGHTS!

- *CCGPS Unit Frameworks are currently being added to grade level bands.*
- *CCGPS ELA Unit-by-Unit Webinar Series: Unit 1 sessions and links listed below.*
- *Text Complexity Rubrics page available in the orange "Browse Common Core" menu.*
- *CCGPS Professional Learning Sessions link available in the orange "Browse Common Core" menu.*

ELA Reporter Resources

September 2011
October 2011
November 2011
December 2011
January 2012
February 2012
March 2012
April 2012

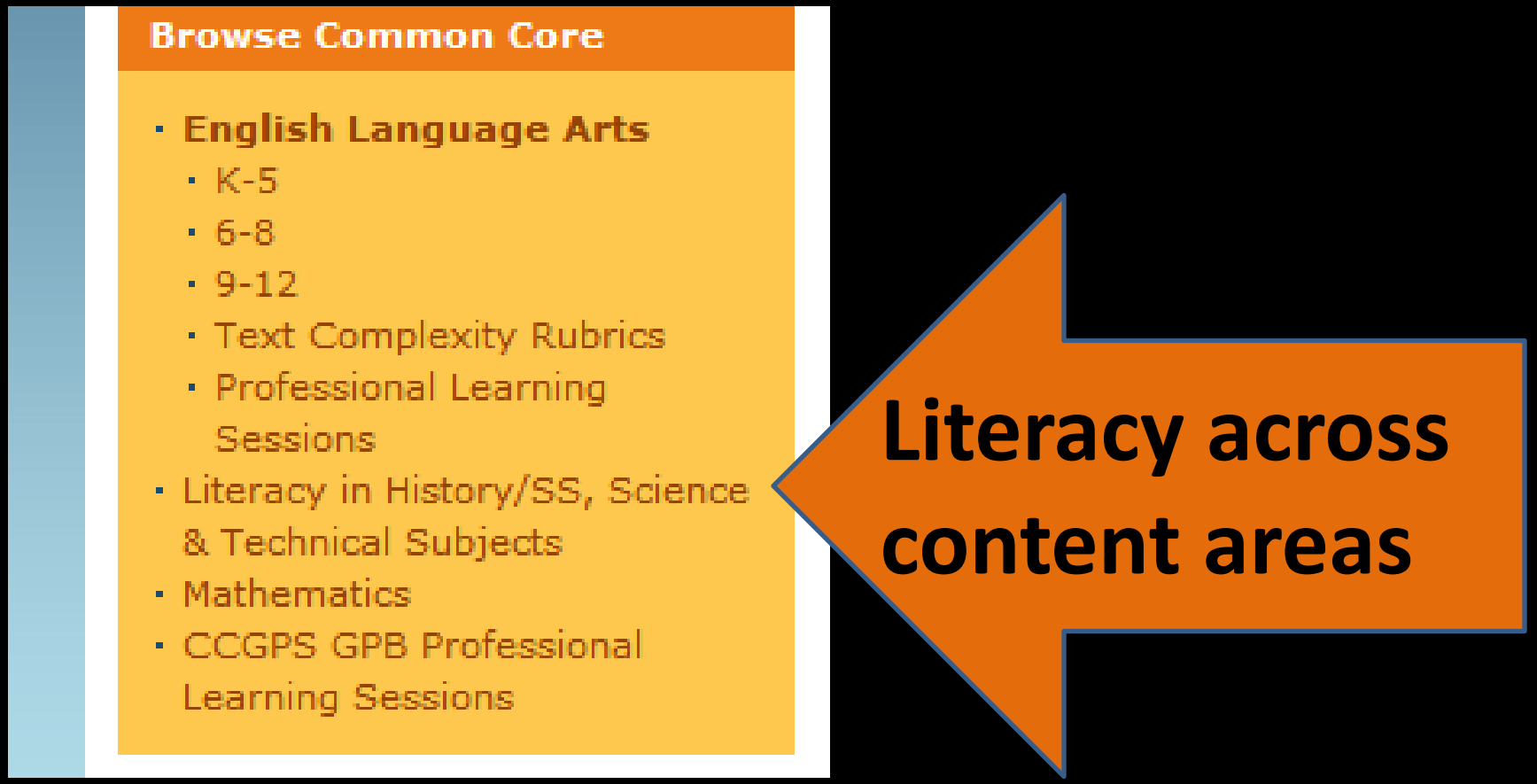
ELA Resource Documents

K-12 Educator Resource CCGPS
ELA Resource Locator
ELA Featured Texts for CCGPS
ELA CCGPS Facts & Terms

CCGPS ELA Unit-by-Unit Webinar Series: UNIT ONE

Grade Level/Course	Date/Time	Session Link
Kindergarten	May 10, 2012	Recording
Grade 1	May 10, 2012	Recording
Grade 2	May 11, 2012	Recording
Grade 3	May 11, 2012	Recording

https://www.georgiastandards.org/Common-Core/Pages/ELA.aspx


Browse Common Core
English Language Arts
K-5
6-8
9-12
Text Complexity Rubrics
Professional Learning Sessions
Literacy in History/SS, Science & Technical Subjects
Mathematics
CCGPS GPB Professional Learning Sessions
Literacy across content areas

COMMON CORE GEORGIA PERFORMANCE STANDARDS
TEXT COMPLEXITY RUBRIC

TEXT: *The Great Gatsby* **GENRE: Literary** **GRADE: 11th**

COMPLEXITY MEASURE	**LOW (1-3 POINTS)**	**MODERATE (4-6 PTS)**	**HIGH (7-10 POINTS)**
Qualitative aspects of text complexity best measured by an attentive human reader, such as levels of meaning or purpose; structure; language conventionality and clarity; and knowledge demands.			
Levels of meaning. K-5: Symbolism, abstract thought,/technical, academic content 6-12: Satire, allegory, pun, symbolism, or complex motif/technical, academic content			8 Symbolism, subtext
Structure. K-5: Chapters, multiple plot lines, glossaries, headings, or footnotes. 6-12: Legal documents, technical manuals, non-traditional uses of time or language K-12: Text length			8 Moderate length, but sophisticated language
Language conventionality. K-5: colloquialisms, figurative/ idiomatic language, dialects, technical and academic vocabulary 6-12: Historical language such as Elizabethan or Old English constructions; technical and academic vocabulary			8 Advanced/abstract vocabulary; complex sentence structure
Background knowledge. Content with which students might reasonably be expected to be acquainted or that will be comprehensible when introduced			8 Modernism/Jazz Age/Roaring '20s
Quantitative aspects of text complexity, such as word length or frequency, sentence length, and text cohesion, that are difficult for a human reader to evaluate efficiently, as measured by Lexile.			
K-1 n/a 2-3 450L - 790L 4-5 770L - 980L 6-8 955L - 1155L 9-10 1080L - 1305L 11-12 1215L - 1355L	3 (1070) Suggests upper 8th Grade		
Reader and Task Considerations focus on the inherent complexity of text, reader motivation, knowledge, and experience and the purpose and complexity of the task at hand. Best made by teachers employing their professional judgment.			
Does this text challenge readers? Readers comprehend about 75% of the text, working to make meaning of the remaining 25%			8 Advanced/abstract vocabulary; complex sentence structure; symbolism and subtext
Does this text match the interests of the students? (When appropriate)			8 Romance; illicit behavior; morality

BROWSE COMMON CORE

Browse Common Core

- **English Language Arts**
  - K-5
  - **6-8**
  - 9-12
  - Text Complexity Rubrics
  - Professional Learning Sessions
- Literacy in History/SS, Science & Technical Subjects
- Mathematics
- CCGPS GPB Professional Learning Sessions

English Language Arts and Literacy 6-8

K-12 Combined Documents

K-12 ELA CCGPS Educator Resource

6-8 English Language Arts CCGPS Overview

Instruction in grades 6-8 addresses students' increasing maturity and the growing sophistication of their abilities, culminating in the development by the end of grade 8 of students who are ready to succeed in high school. Students should be able to comprehend more challenging books and articles, basing all of their analyses, inferences, and claims on explicit and relevant evidence from the texts. Students will expand on their ability to identify central ideas by identifying how those themes are shaped and conveyed by particular details. Their analysis of basic literary elements will extend to identifying connections and complexities within narratives and how individual elements weave together to advance plot and reveal character. The evaluation of the impact of language on tone and meaning will begin to include more sophisticated concepts such as analogy and allusion, subtleties in point of view such as dramatic irony, and a more sophisticated appreciation for connotative diction. These skills will be incorporated into the students' own narrative and expository writing. Students will become increasingly adept at understanding an author's biases, the use of complex rhetorical devices including logical fallacies, and tailoring his or her own prose for maximum influence. While continuing with a variety of literary

April - July will function as our PEER REVIEW period for the Sample Unit Frameworks posted here on the drop down tab for each grade level. During that time, we welcome your feedback and edits associated with the posted units. At the end of each two week period we will make all relevant edits that have been recommended (note that the extended texts and tasks will not change; but typos, omissions, broken links, etc., will be edited as they are reported). The unit footer will indicate the revision date. Thank you in advance for your collaboration on this important work!

Click on the ⊞ to expand the list.

⊞ GRADE 6

⊞ GRADE 7

⊞ GRADE 8

GRADE 7

- Seventh Grade Standards
- Seventh Grade Teacher Guidance
- Seventh Grade Crosswalk
- Grades 6-8 Planning Template
- Seventh Grade Curriculum Map
  - Unit 1 Framework
  - Unit 2 Framework
  - Unit 4 Framework

7th Grade English Language Arts Common Core Georgia Performance Standards (ELACCGPS)

READING LITERARY (RL)	READING INFORMATIONAL (RI)
➢ **Key Ideas and Details**	➢ **Key Ideas and Details**
ELACC7RL1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**ELACC7RI1:** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
ELACC7RL2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	**ELACC7RI2:** Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
ELACC7RL3: Analyze how particular elements of a story or drama interact (e.g., how settings shape the characters or plot).	**ELACC7RI3:** Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
➢ **Craft and Structure**	➢ **Craft and Structure**
ELACC7RL4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	**ELACC7RI4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
ELACC7RL5: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	**ELACC7RI5:** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
ELACC7RL6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	**ELACC7RI6:** Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
➢ **Integration of Knowledge and Ideas**	➢ **Integration of Knowledge and Ideas**
ELACC7RL7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	**ELACC7RI7:** Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
ELACC7RL8: (Not applicable to literature)	**ELACC7RI8:** Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
ELACC7RL9: Compare and contrast a fictional portrayal of a time, place, or	**ELACC7RI9:** Analyze how two or more authors writing about the same topic

TEACHER GUIDANCE

FOR TRANSITION TO THE COMMON CORE
GEORGIA PERFORMANCE STANDARDS

GRADE SEVEN

GRADE 7
ELA CCGPS UNIT PLAN: 1st 9 WEEKS

This unit is provided as a sample of available resources and tasks; it is for informational purposes only. It is your responsibility to resources listed here to determine their value and appropriateness for your district. GaDOE does not endorse or recommend the p any particular resource.

READING FOCUS : Literary

THEME: There and Back Again - What Science Fiction and Fantasy Can Teach Us About Ourselves

EXTENDED TEXT: The Hobbit, J.R.R. Tolkien

SHORT TEXTS LITERARY:

The Martian Chronicles, Ray Bradbury, selected science fiction short stories:
"—And the Moon Be Still as Bright"
"The Martian"

"Sir Lancelot and Queen Guinevere," Alfred Lord Tennyson, poem
http://charon.sfsu.edu/TENNYSON/poems/lancelotguinevere.shtml

"The Lady of Shalott," Alfred Lord Tennyson, poem
http://www.online-literature.com/tennyson/720/

"The Shoddy Lands," by C. S. Lewis, science fiction short story
http://www.ele.uri.edu/faculty/vetter/Other-stuff/The-Shoddy-Lands.pdf

Le Morte d'Arthur, Sir Thomas Malory
http://www.sacred-texts.com/neu/mart/index.htm

Dandelion Wine (Chapter 13 excerpted), "The Happiness Machine," by Ray Bradbury

http://www.gpb.org/education/common-core

big unknown:

state assessments that will match the new standards

Source: Stripling, 2007/2009, pp. 167-68

Action Steps for NOW to Elevate Your Role as an Instructional Leader and Partner

focus on informational text: be the resource and resident expert for informational texts in multiple formats

CC image via http://www.flickr.com/photos/underneath/5874771902/sizes/l/in/faves-10557450@N04/

The End of Nonfiction: Common Core standards force us to rethink categorization

By Christopher Harris on March 6, 2012 6 Comments

FROM

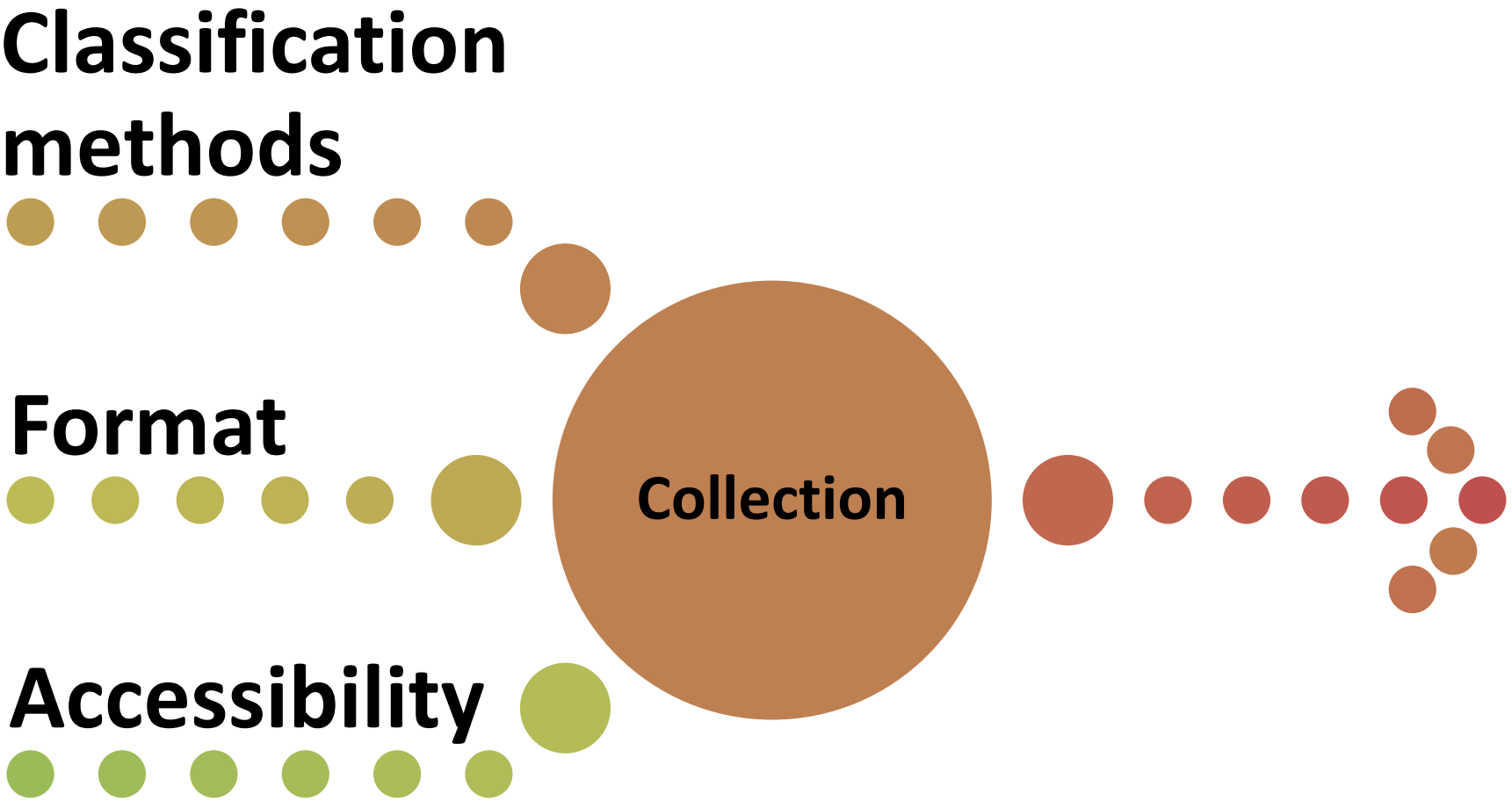
School Library Journal

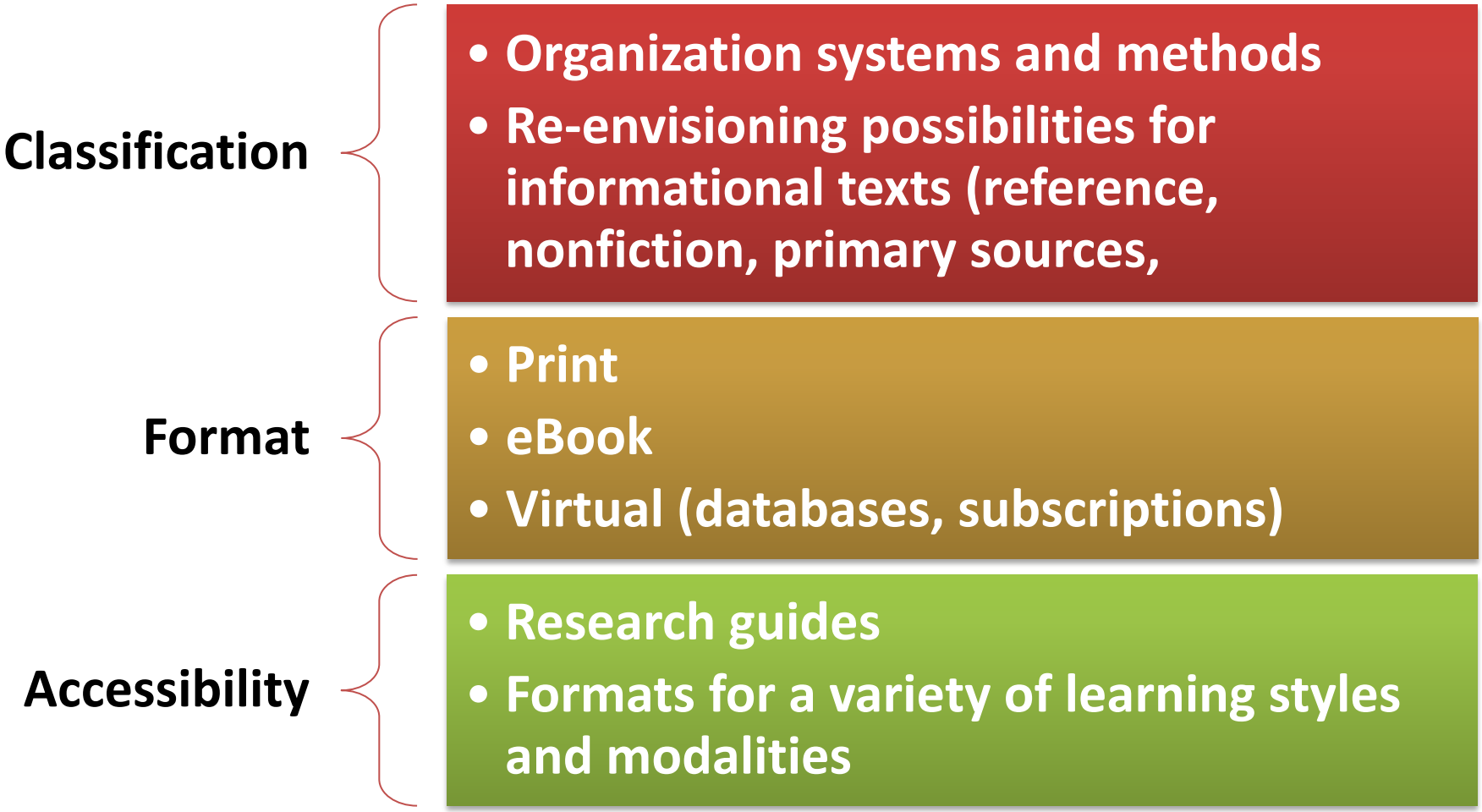
+1 7 Like 69 Tweet 53

Photo by CCAC North Library

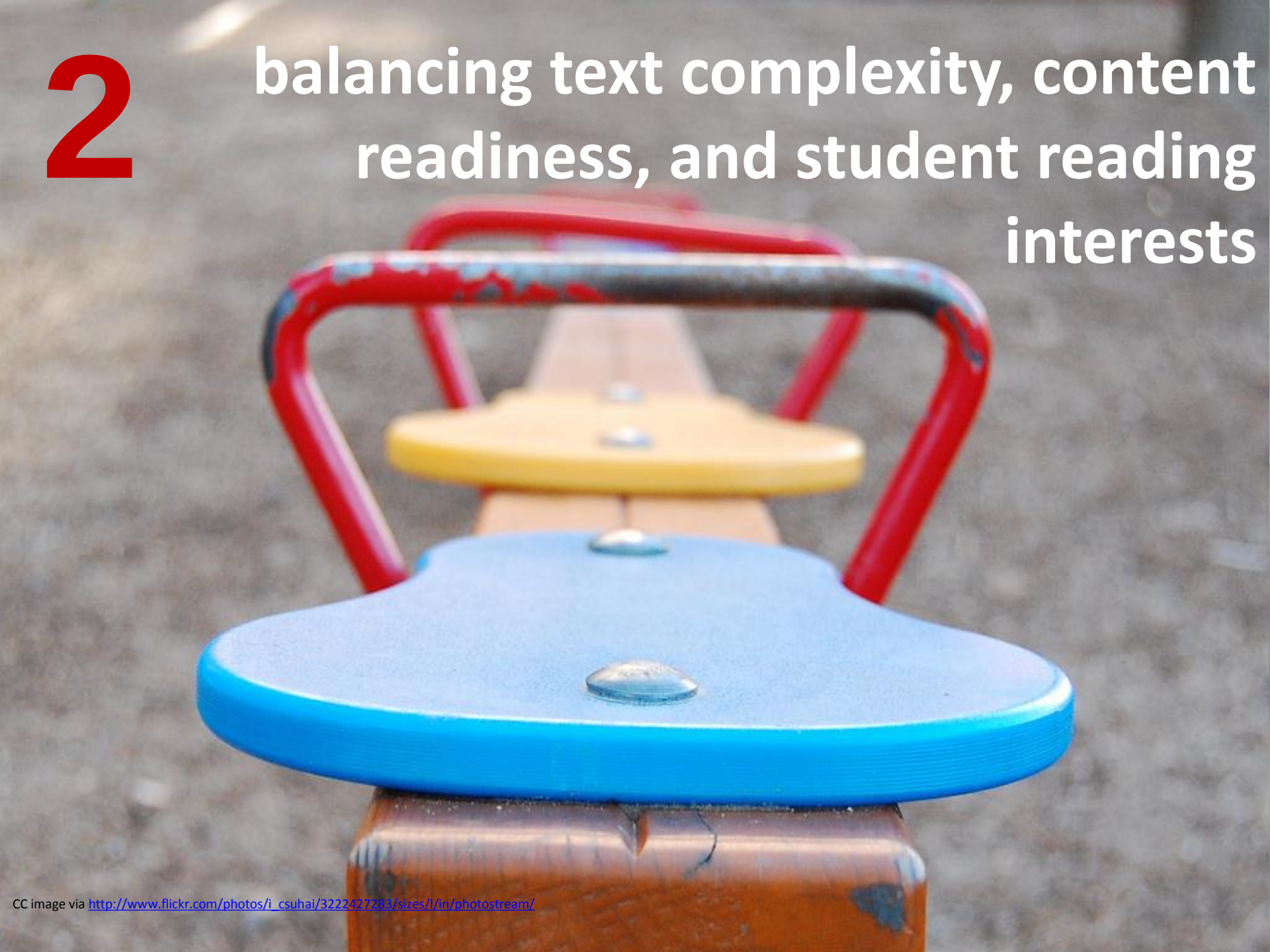
Reference is dead. Don't worry though, fiction and nonfiction will keep it good company in the great

Source: http://www.thedigitalshift.com/2012/03/ebooks/the-end-of-nonfiction-common-core-standards-force-us-to-rethink-categorization/


Classification methods
Format
Accessibility
Collection


Classification
• Organization systems and methods
• Re-envisioning possibilities for informational texts (reference, nonfiction, primary sources,
Format
• Print
• eBook
• Virtual (databases, subscriptions)
Accessibility
• Research guides
• Formats for a variety of learning styles and modalities

2 balancing text complexity, content readiness, and student reading interests



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thoughtful questioning

CC image from http://www.flickr.com/photos/slambo_42/3418132270/sizes/z/in/photostream/

NOT arranging collections by Lexile scores

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The Lexile® Framework for Reading

Quick Book Search:

Advanced Search

Put an exact title or author in quotes (ex: "new moon")

About Lexile Measures | Using Lexile Measures | Common Core | Lexile Tools | Lexile Training

Combat Summer Learning Loss: Read a Book!

When summer break starts, the formal learning process ends, and, instead of progressing, students start to slip in their abilities. Research demonstrates that if children read high interest, ability-appropriate books during the summer their reading skills can grow as much as their peers who attend summer school.

Search for Books Now

More Information about Summer Reading

State Education Agencies with Lexile based summer reading programs

How to build your own summer reading program

Spotlight

FREQUENTLY ASKED QUESTION

Have a Question?

Visit our Frequently Asked Questions to find an answer.

Learn More

Engaging English®

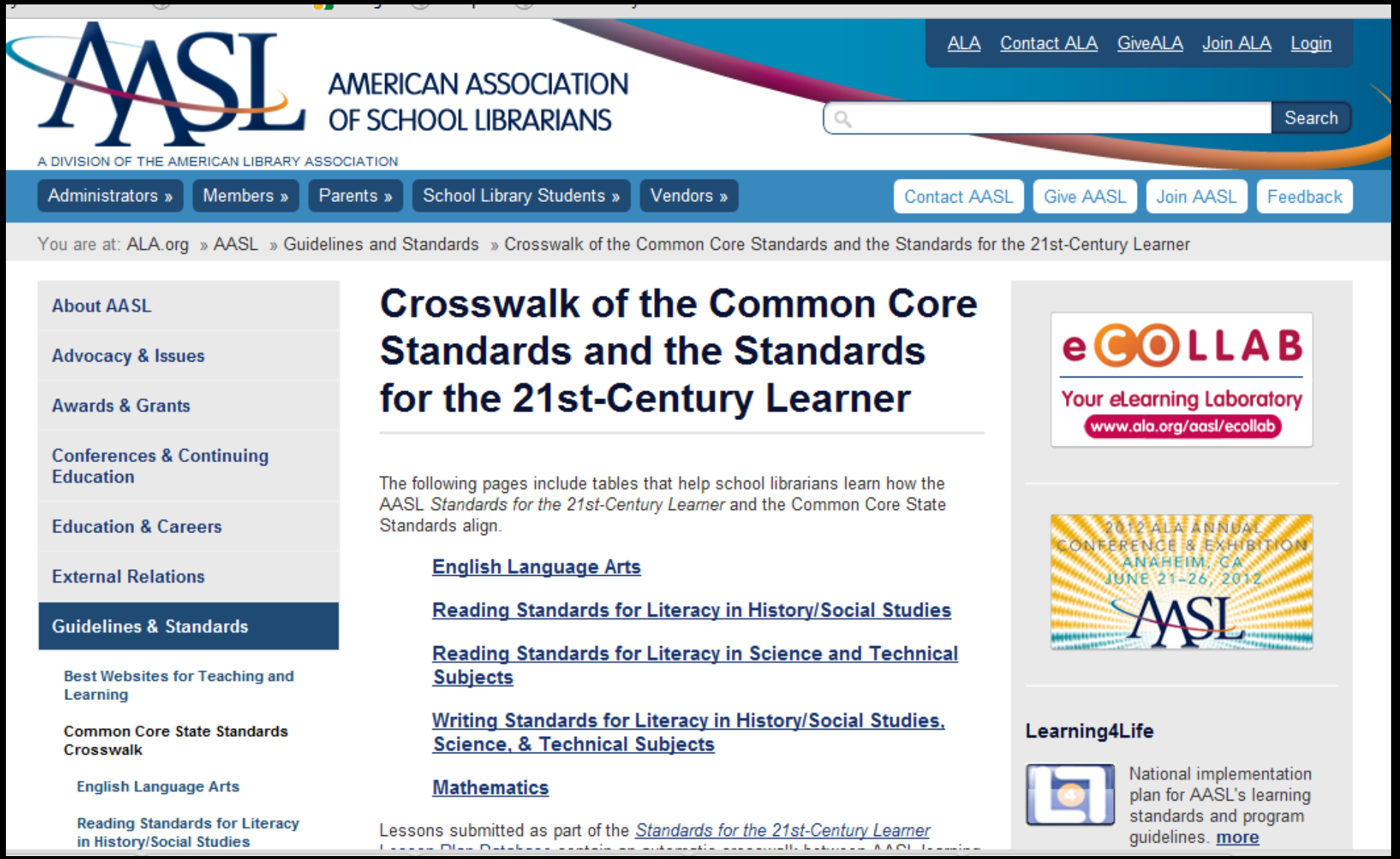
Engaging English® Reading Service

Adult learners, want to improve your reading skill? Try Engaging English for free now!

Learn More

http://lexile.com/

use AASL resources to begin conversations about partnerships for learning and embedding library instruction into content areas to support Georgia Performance Common Core Standards



http://www.ala.org/aasl/guidelinesandstandards/commoncorecrosswalk

http://www.ala.org/aasl/guidelinesandstandards/commoncorecrosswalk/english

http://www.ala.org/aasl/guidelinesandstandards/lessonplandatabase/lessonplandb

4 mentor and support informational writing and content creation

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COLLECTION

21ST CENTURY LITERACIES, COMMON CORE STANDARDS, TEACH/LEARN

Digital Writing and the Common Core

"Writing today," say the authors of ***Because Digital Writing Matters***, "is pervasively and generally digital; composed with digital tools; created out of word, image, sound, and motion; circulated in digital environments; and consumed across a wide range of digital platforms." Many teachers are wondering, however, whether digital writing can align with the ELA strand of the **Common Core State Standards**, now adopted by 45 states and DC.

read more about this collection

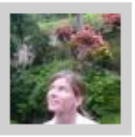
RESOURCES IN THIS COLLECTION

Digital Text & the Common Core Standards

READ MORE

Serious Comics

READ MORE



Collected by
Christina Cantrill
on Nov 04 11

Hello! My name is Christina and I work at the National Writing Project and direct the Digital Is project. My writing project roots are based at PhilWP, the...

SHARE/DISCUSS

SHARE

JUMP TO DISCUSSIONS

PARTICIPATE

Add your voice to the conversation!

LOGIN | REGISTER

READ MORE ...

VIEW ALL COLLECTIONS

http://digitalis.nwp.org/collection/digital-writing-and-common-core#overview-more

Rigorous Learning with 21st-Century Technology

Kristin Fontichiaro

blog.schoollibrarymedia.com

http://www.fontichiaro.com/uploads/2011/VT-rigor-web.pdf

Mediums for Composition

Media 21, Spring 2012

Digital Composition

- VoiceThread
- Prezi
- Presentation zen style video (we will create in PPT and Ms. Hamilton will help you use special software to record your video/narration and publish your video of your "composition")

Traditional Text Research Paper

- Traditional multi-paragraph text research paper

Multigenre Composition

- Mixed medium multigenre composition (text + multigenre elements in an online medium like Wikispaces, Netvibes, Weebly, or Wordpress)
- Multigenre composition (text + multigenre elements) incorporated into a Word document that we will publish as a PDF file

Created by Buffy Hamilton

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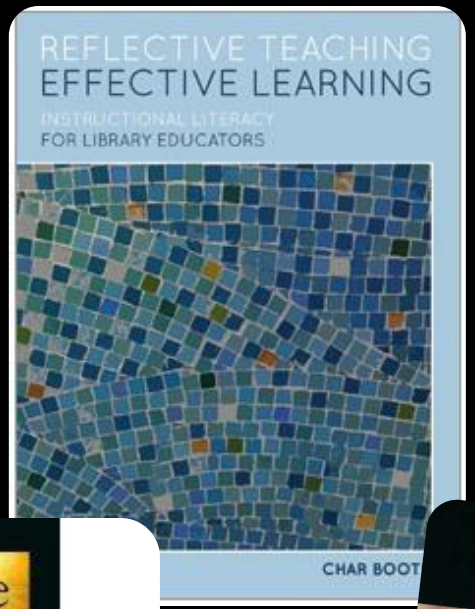
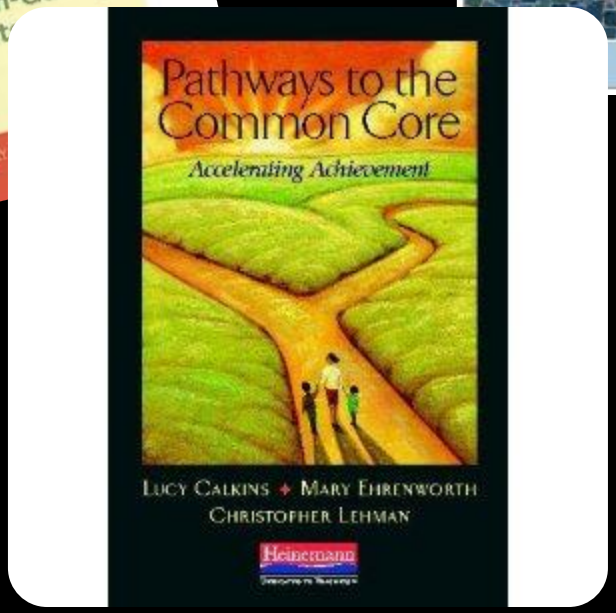
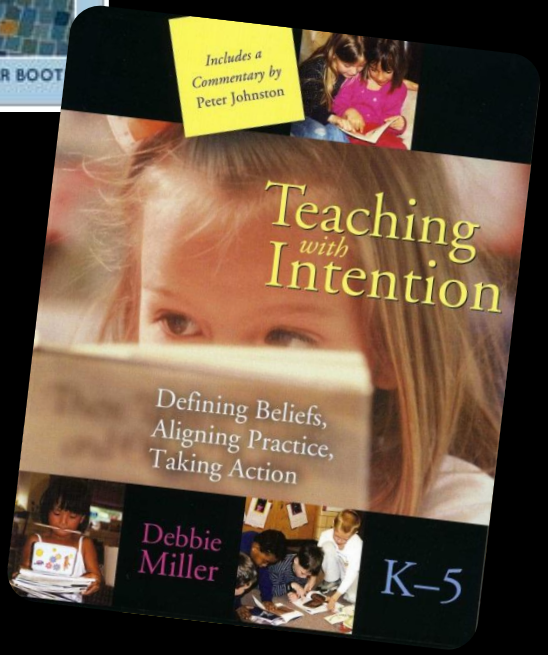
CC image via http://www.flickr.com/photos/ableman/283139915/sizes/l/in/photostream/

The Understanding by Design Guide to Creating High-Quality Unit
Grant Wiggins and Jay


REFLECTIVE TEACHING
EFFECTIVE LEARNING
INSTRUCTIONAL LITERACY
FOR LIBRARY EDUCATORS
CHAR BOOT


Pathways to the Common Core
Accelerating Achievement
Lucy Calkins • Mary Ehrenworth
Christopher Lehman
Heinemann


Includes a Commentary by Peter Johnston
Teaching with Intention
Defining Beliefs, Aligning Practice, Taking Action
Debbie Miller
K–5

Participatory Learning and You!

The 4 C's – practices of participation (in no particular order):

Create – we are no longer only consumers of media, but "creators" too

Circulate – how and where we spread media

Collaborate – working with others via virtual spaces, such as Wikipedia and alternative reality games to complete tasks and form new knowledge

Connect – forming online affiliations through memberships in communities centered around media, such as Facebook, YouTube, gaming and blogs

The New Media Literacies constitute the core cultural competencies and social skills that young people need in our new media landscape. We call them "literacies," but they change the focus of literacy from one of individual expression to one of community involvement. They build on the foundation of traditional literacy, research skills, technical skills, and critical analysis skills taught in the classroom.

Play— the capacity to experiment with one's surroundings as a form of problem-solving

Performance— the ability to adopt alternative identities for the purpose of improvisation and discovery

Simulation— the ability to interpret and construct dynamic models of real-world processes

Appropriation— the ability to meaningfully sample and remix media content

Multitasking— the ability to scan one's environment and shift focus as needed to salient details

Distributed Cognition— the ability to interact meaningfully with tools that expand mental capacities

Collective Intelligence— the ability to pool knowledge and compare notes with others toward a common goal

Judgment— the ability to evaluate the reliability and credibility of different information sources

Transmedia Navigation— the ability to follow the flow of stories and information across multiple modalities

Networking— the ability to search for, synthesize, and disseminate information

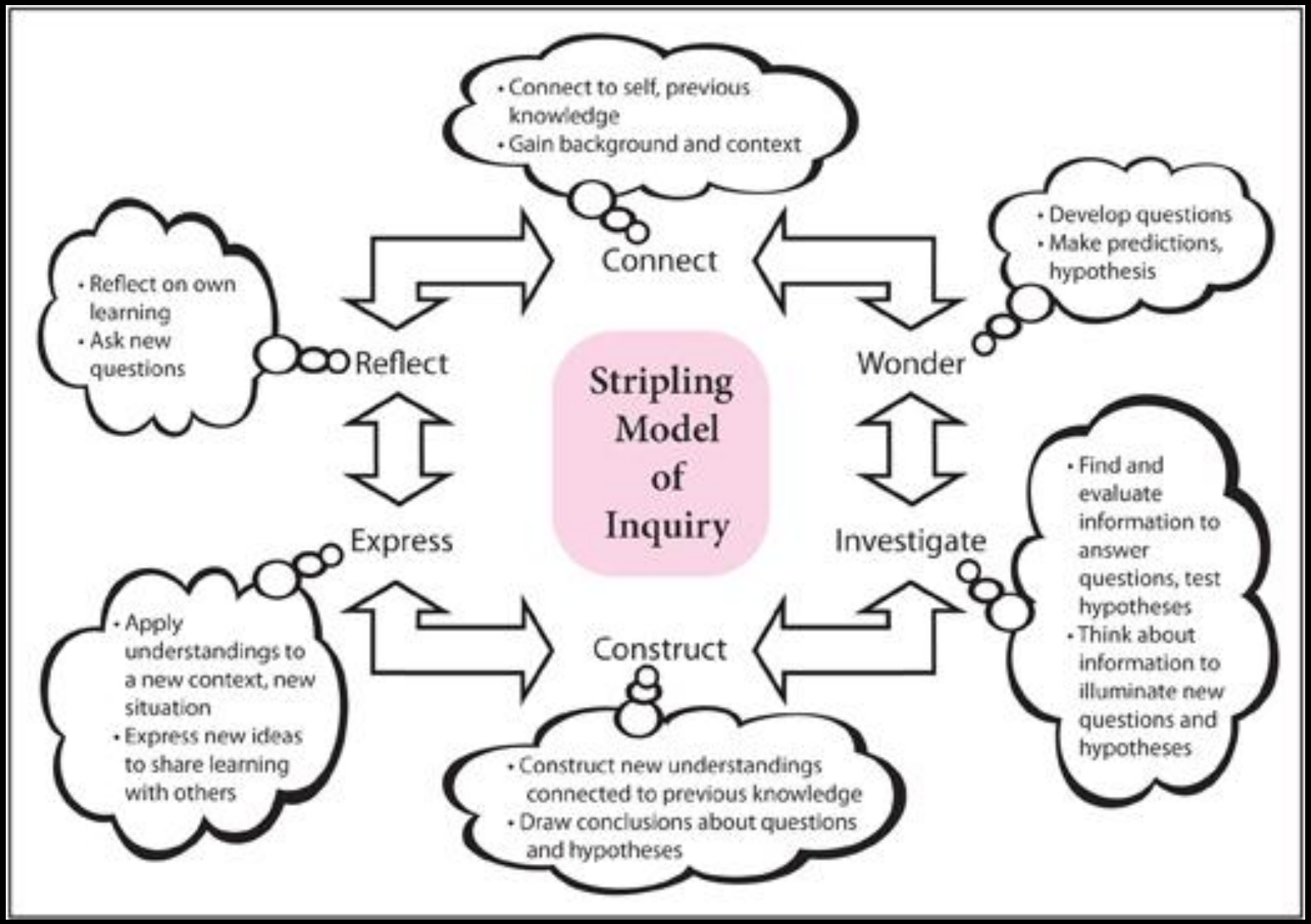
Negotiation— the ability to travel across diverse communities, discerning and respecting multiple perspectives, and grasping and following alternative norms

Visualization— the ability to create and interpret data representations for the purpose of expressing ideas, finding patterns, and identifying trends

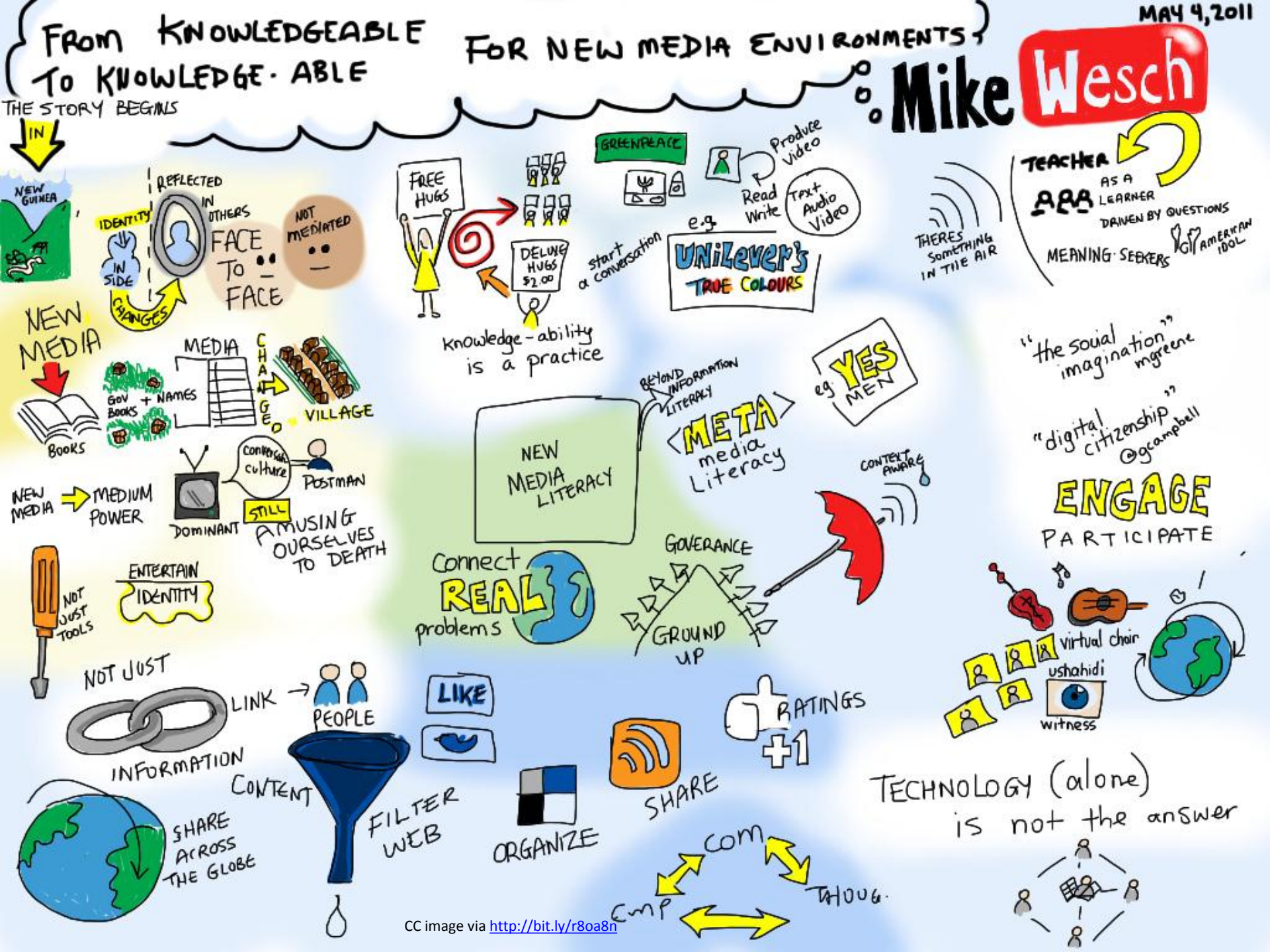
PROJECT NEW MEDIA LITERACIES

CREATE CIRCULATE CONNECT COLLABORATE

http://playnml.wikispaces.com/PLAY%21+Framework



Graphic used with permission from Dr. Barbara Stripling



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Georgia Performance Common Core Standards are *NOT* prescriptive—
they are designed to allow teachers to be creative and thoughtful in how the standards are taught

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provide instructional leadership and co-develop professional development

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“The future of school libraries and school librarians hangs in the balance. But the final decision cannot be made by administrators or school boards alone. It must be shaped and made by librarians in concert with, and frankly, at times in opposition to those who hold power in our schools. We must shape the future not to save ourselves, our jobs, or some sense of tradition. *No, we win this victory for our students*.”

Dr. R. David Lankes
School Libraries: What's Now, What's Next, What's Yet to Come
http://www.smashwords.com/books/view/96705

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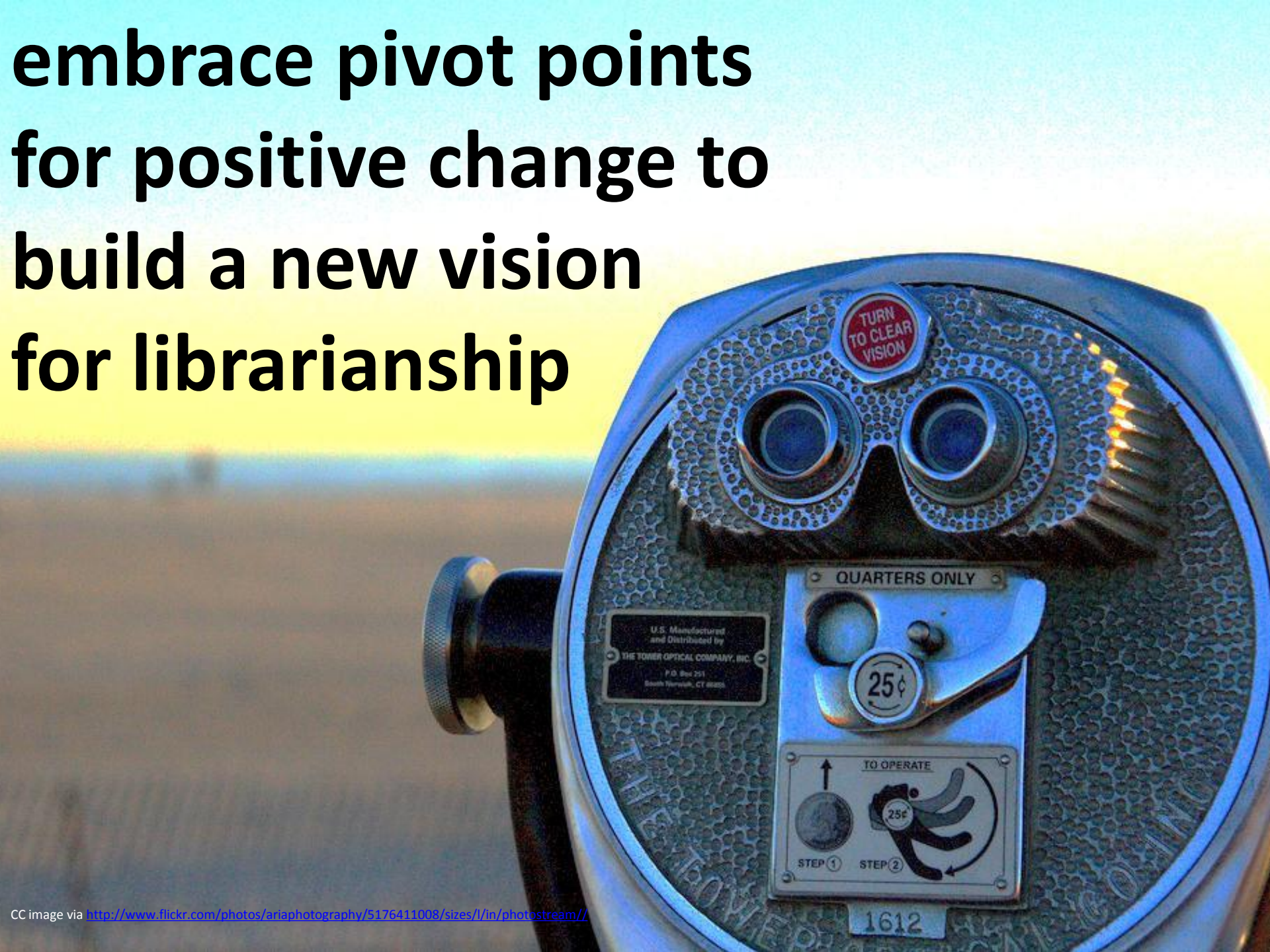
embrace pivot points for positive change to build a new vision for librarianship



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change and understanding= *innovation*

Participatory Librarianship and Change Agents: http://blip.tv/file/1566813

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