

# Common Core

True, False, and What It Means to  
Public Librarians

# Public Libraries

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

Up To the Minute

The New York Times Magazine

March 9, 2014

THE  
SAT  
IS NOT  
FAIR



The quest to create a prep-proof test. BY TODD BALF

# What Does the New SAT Require?

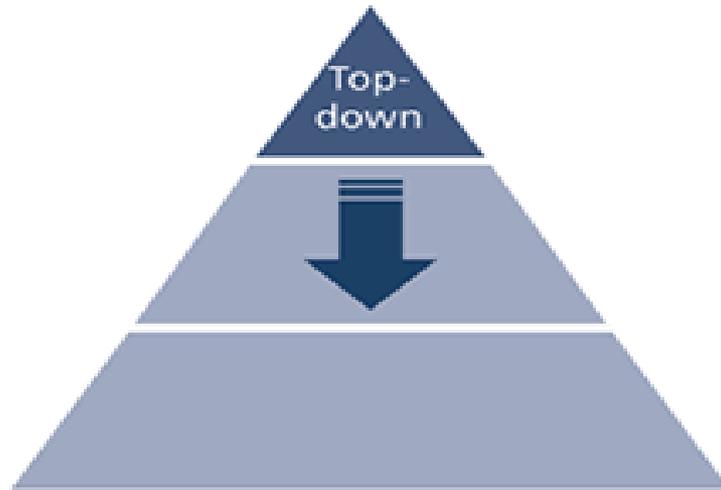
- Read for what the text says
- Find evidence in the text
- Question evidence, compare and contrast
- Build argument based on what you can find in the text

# 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

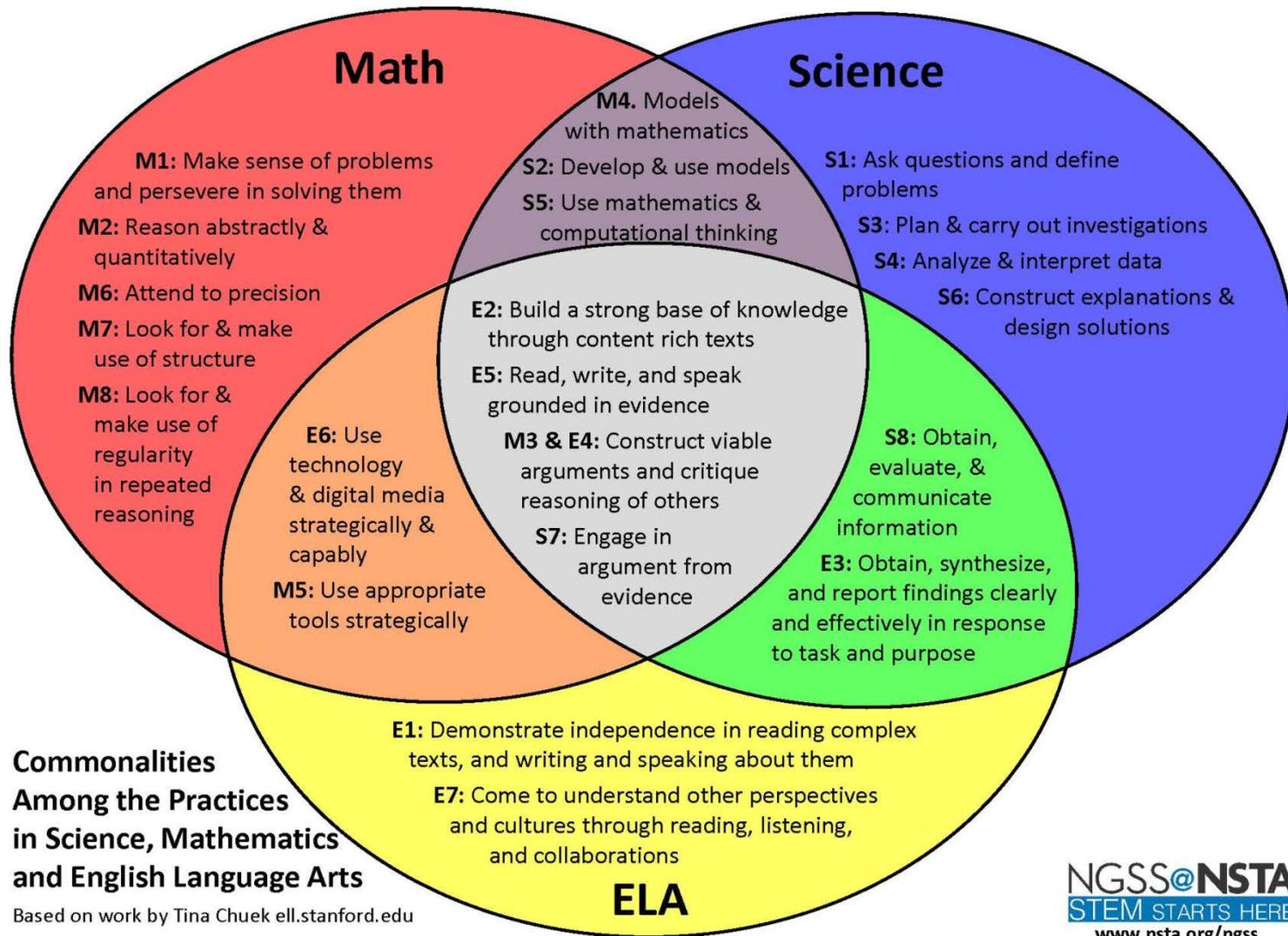
- Take a Common Core Approach to the Common Core:
- Question
- Experiment
- Share
- Evaluate
- Learn
- Grow

# 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



**Commonalities  
Among the Practices  
in Science, Mathematics  
and English Language Arts**

Based on work by Tina Chuek ell.stanford.edu



# 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

# Or Do You?

- How well do you know your NF?
- How recently have you weeded your NF?
- How often do you display NF?
- What makes for excellence in NF
- Can you name the NF prizes?
- Is all nonfiction school-related?
- What makes for NF pleasure reading?

# For Example

- Can you name one favorite (yours, or the young people you serve)
- NF author?
- One favorite NF book on History?
- On Science?
- On Engineering?
- On Math?

# 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 they do**

# Dirty Little Secret

- Everyone involved with reading – 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

# Is CC the End of Pleasure Reading?

**No!**

# The Perplex



OK, What Is CC?

# 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

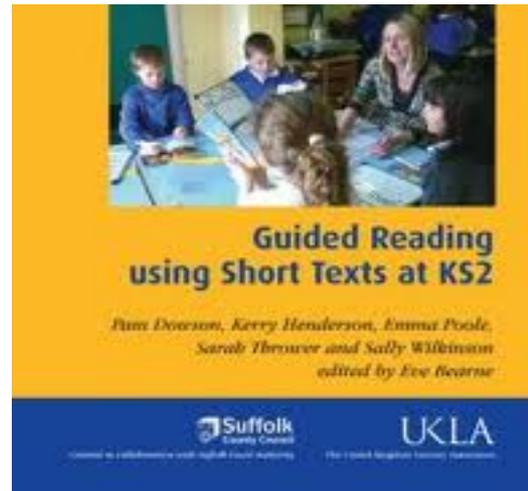


**No!**

# 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 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

# Your Role

- Make sure you have good information to respond to myths and misunderstandings
- You are not expected to be an advocate for CC, or to lead the charge against it.
- As ever, you are a trusted source of useful, reliable information
- Inform yourself

# Start Here

- Read the standards:  
<http://www.corestandards.org/>
- Read California info:  
<http://www.cde.ca.gov/re/cc/>
- Read guidance from other states
- <http://www.engageny.org/>
- <http://www.ksde.org/Default.aspx?tabid=4754> (note different name, same challenge)
- And always

# Question

- That is the CC approach to the CC

So,



# The California Dilemma



# Is This About Right?

- 38,000,000 people
- Approximately 9 million people 18 and under
- 900 school librarians – worst ratio in US
- LA is buying 750,000 “Common Core ready” tablets
- Thus the Public Library is the front line for the Common Core

Can You Be Replaced By a Tablet?

**IT DEPENDS**

On You

# How?

- 3 Shifts +
- Nonfiction +
- Collaboration =
  
- **Outreach:** you explain, answer, explore, share, support the standards – help students, parents, teachers

# Once Again

- Read the standards
- Make sure you know, understand, know where to look if you have questions

# CC Made Simple



# ELA/Literacy: 3 shifts

1. **Building knowledge through content-rich nonfiction**
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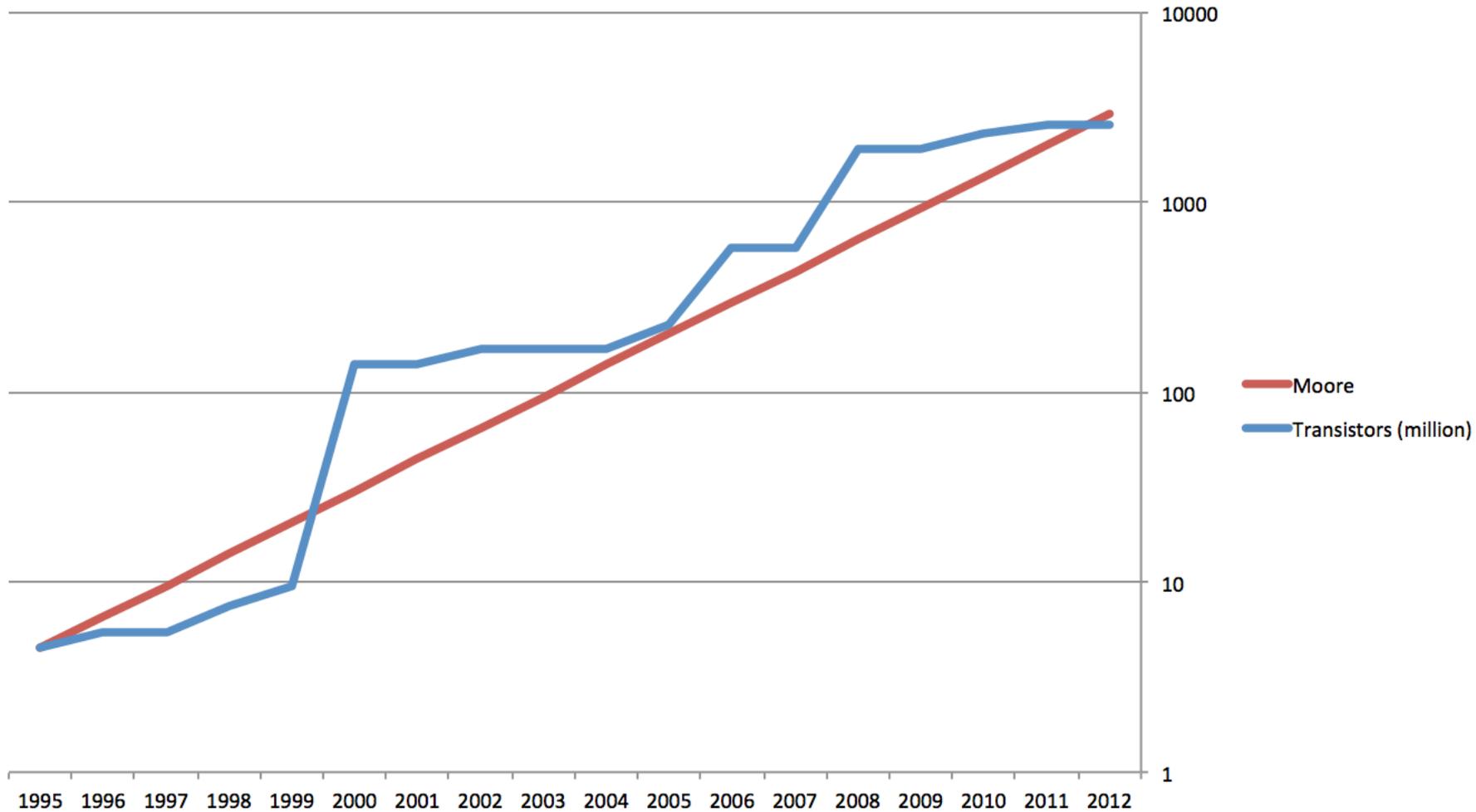
# **Building knowledge through content-rich nonfiction**

- Knowledge
- Content-Rich

# Textbooks

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

# Moore's Law



# ML As Experience

## What Happens in an Internet Minute?



## And Future Growth is Staggering



# We Need to Train Young People

- 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

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

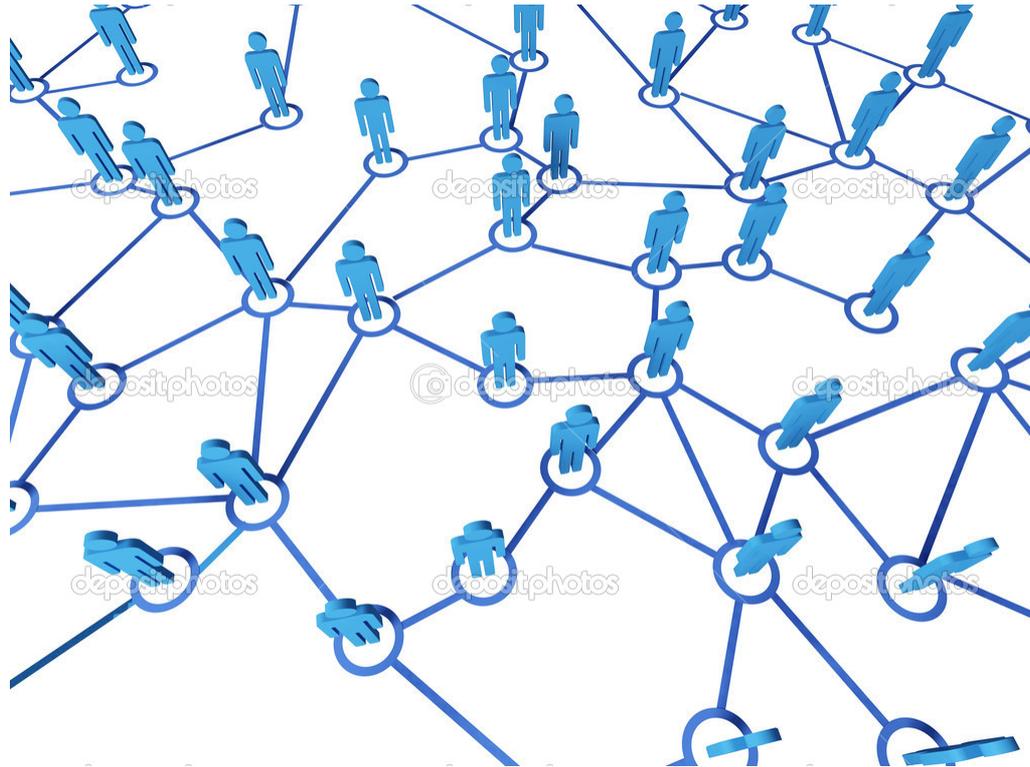
# Content-Rich Nonfiction



# 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>

# Nonfiction

## Treasure Hunts

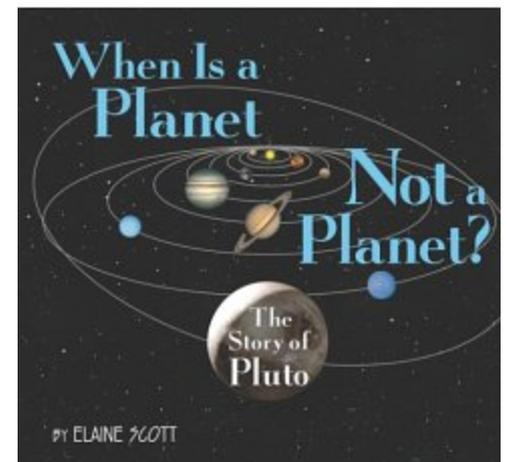
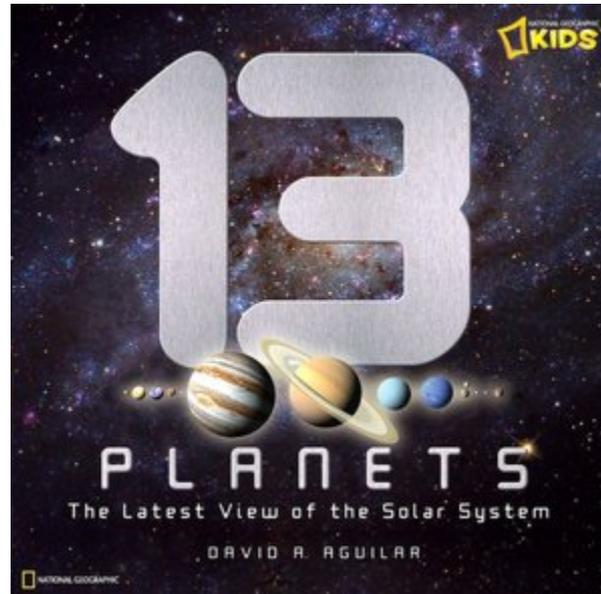
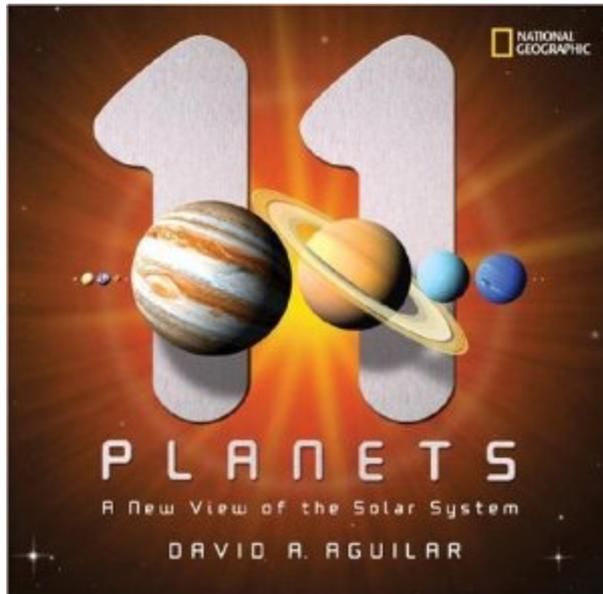
- Create a scorecard – define the text features and turn young people loose.
- How many kinds of text features can students find?
- Display a group of book on the same subject, with shelf-talkers highlighting what features each has or does not have.

# One Idea Leads to Another

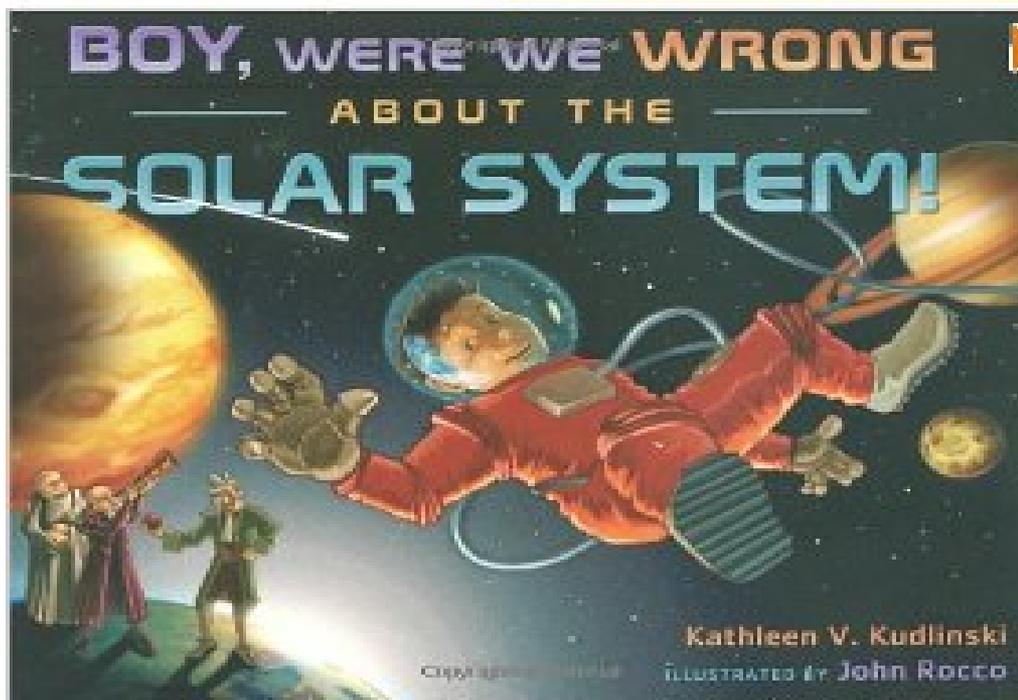
- Citation
- Annotated Citation
- Author Note
- Book to site, to media, to magazine
- Cluster

# Pluto

## Display



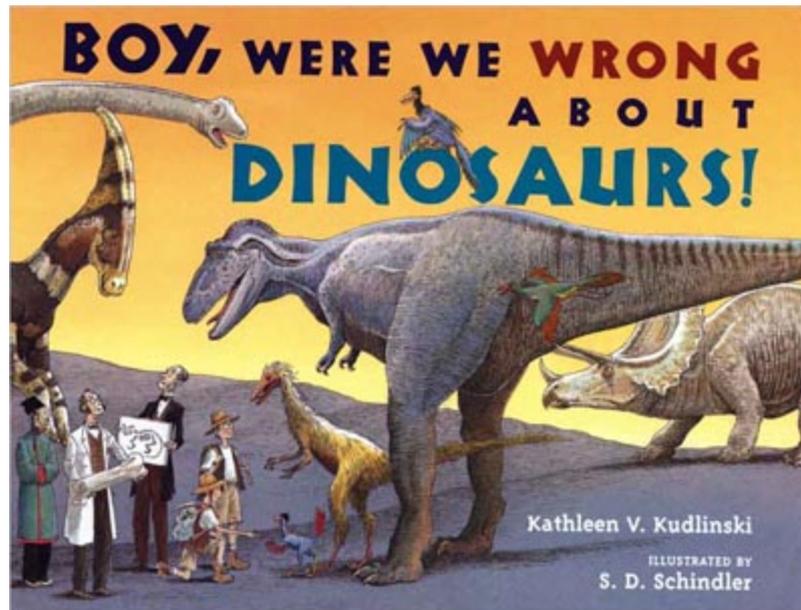
Click to **LOOK INSIDE!**



# Why?

- 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 Young Readers

- 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



DAILY  WOLF

# THE TRUE STORY OF THE 3 LITTLE PIGS!

BY A.WOLF



AS TOLD TO JON SCIESZKA  
ILLUSTRATED BY LANE SMITH



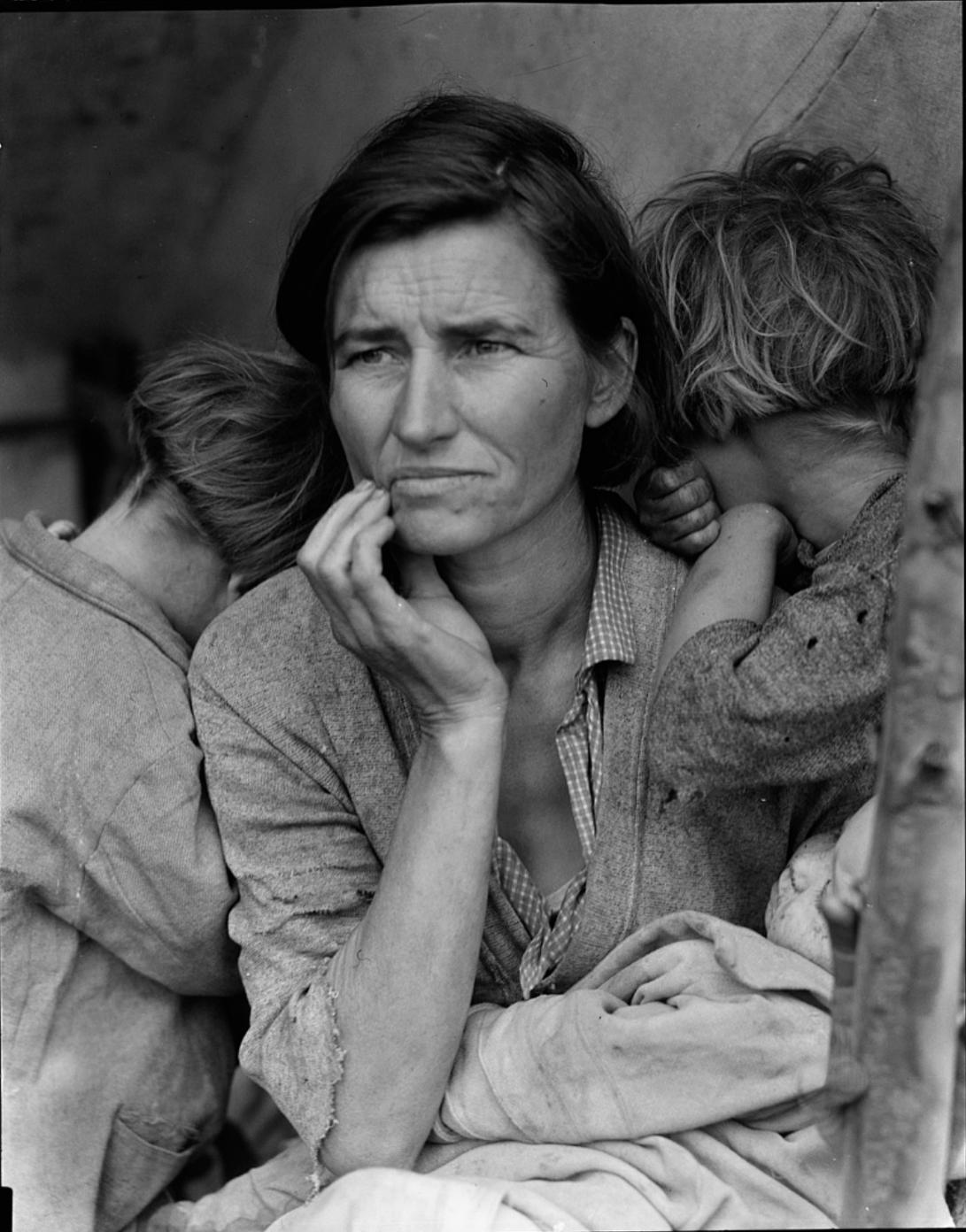
# Pourquoi Tales

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

# We are surrounded with opinion

- Op-eds
- Sports talk radio
- Political cartoons
- Campaign ads
- Commercial ads
- Reality contest shows
- Displays

NY  
KORBA-C

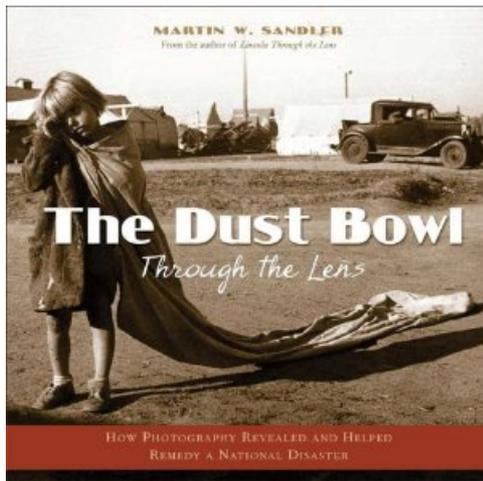


# Dust Up

## Dorothea Lange

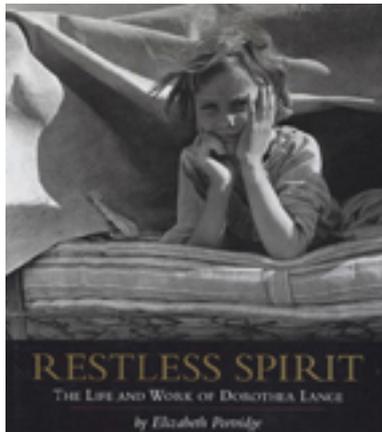
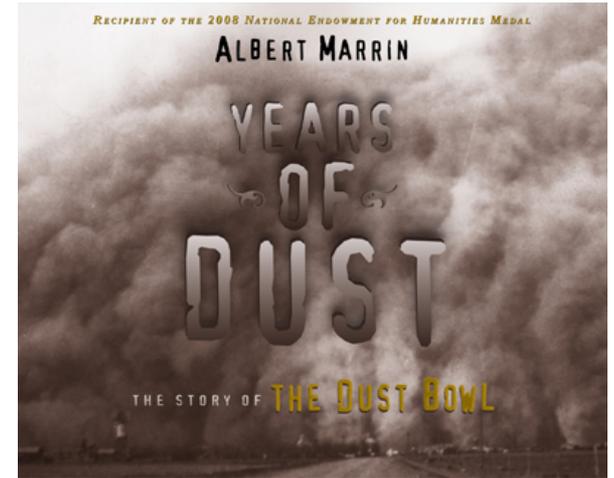
There are no known restrictions on the use of Lange's "Migrant Mother" images.

[http://www.loc.gov/rr/print/list/128\\_migm.html](http://www.loc.gov/rr/print/list/128_migm.html)



*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

# Nonfiction Read Aloud

- Stories of scientists; animal trainers; environmental heroes; animals who guide, help, work with people;
- True-life puzzles, mysteries,
- Fast-paced page-turning NF

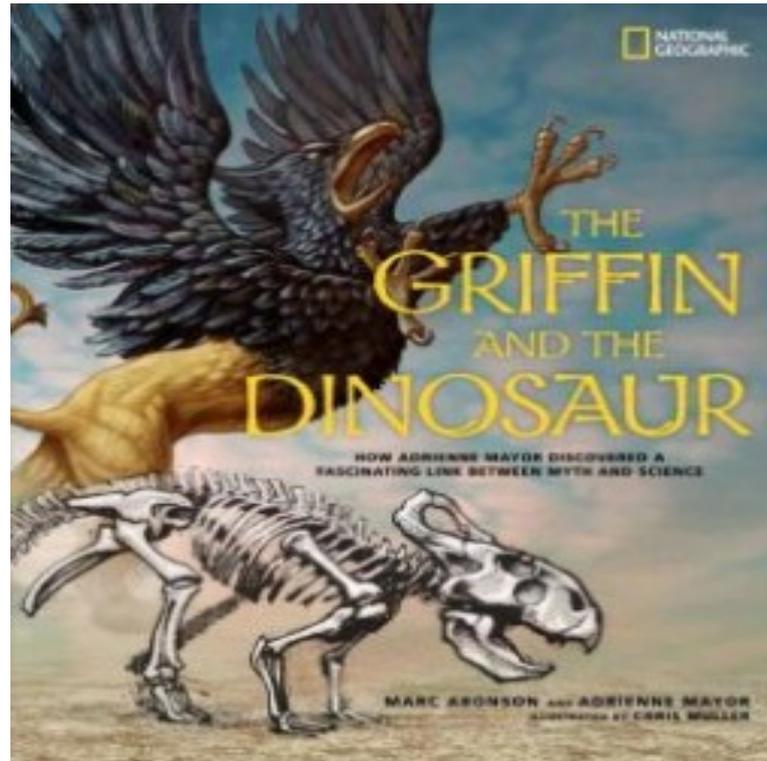
# Post a Picture

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

# Product Placement

- Close Your Eyes for Next Few Slides While Marc Talks About His Books

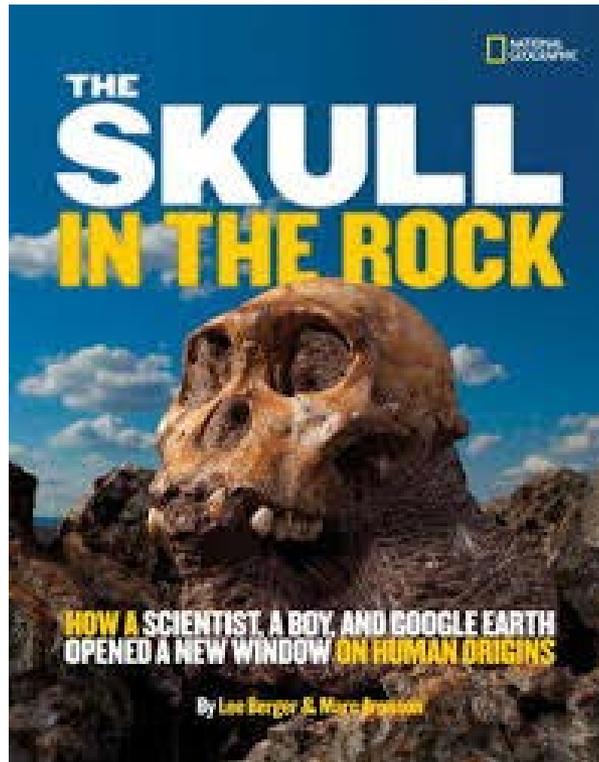
# Adrienne Mayor's Story



# One Women's Journey To

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

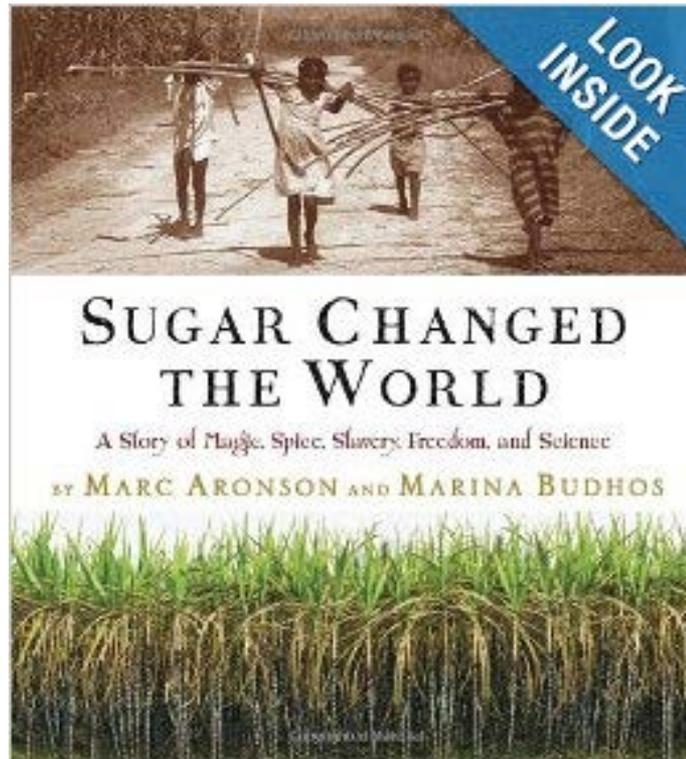
# Lee (Mathew) Berger's Story



# A Father's and Son's Journey To

- New Discoveries
- New Interpretations
- New POVs
- Based on Evidence
- Making Contentions
- Testing Ideas and Observations
- Challenging Other Views

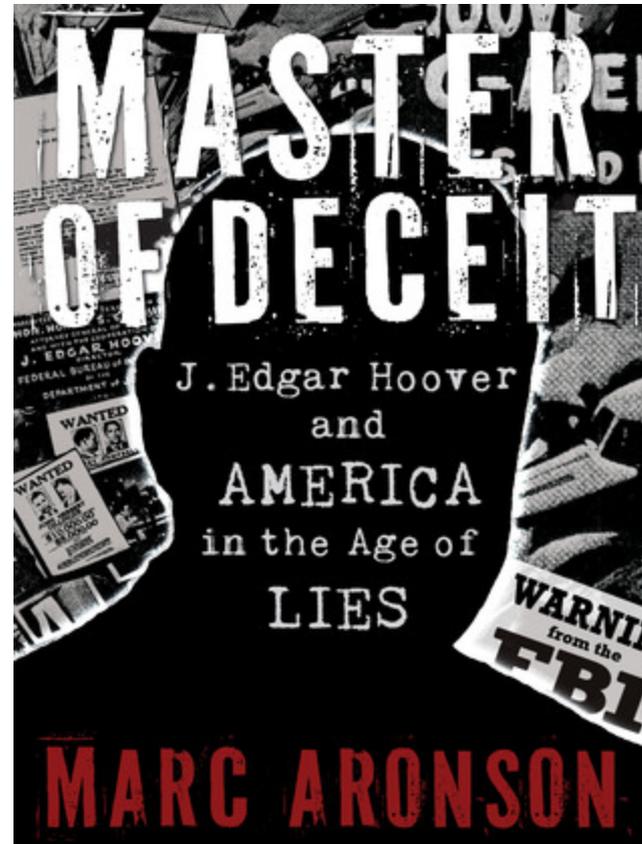
[sugarchangedtheworld.com](http://sugarchangedtheworld.com)



# Bragging

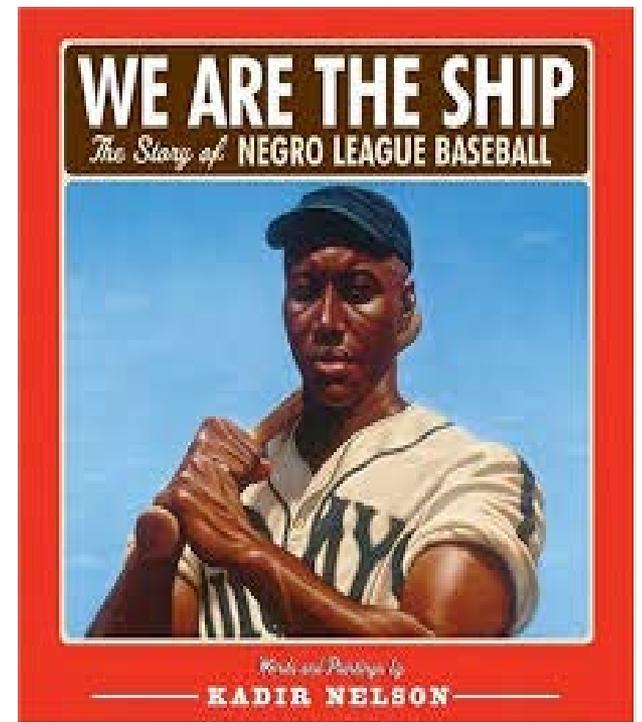
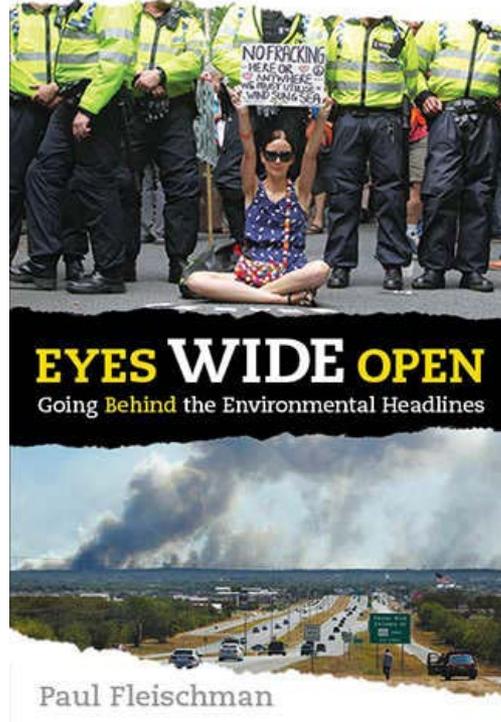
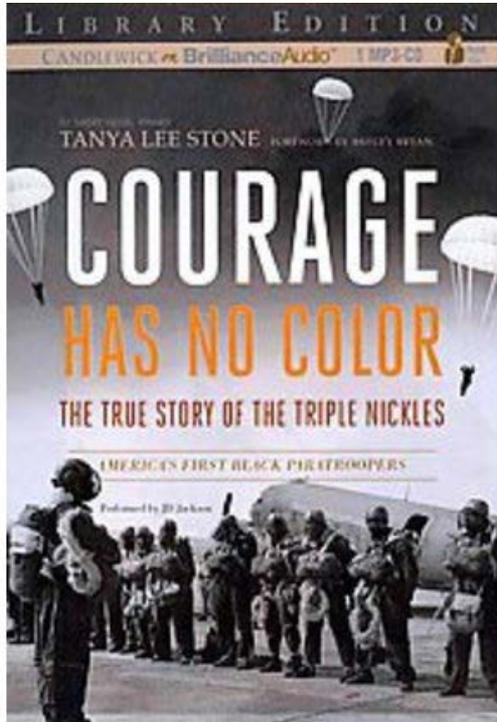
- On CC Curriculum in New York and Louisiana
- Husband and wife's journey to
- New Discoveries... you can fill in the rest

# All the Way Through HS



- Read it yourself – reading J. Edgar Hoover from left and from right, and making sense of the conflicting arguments

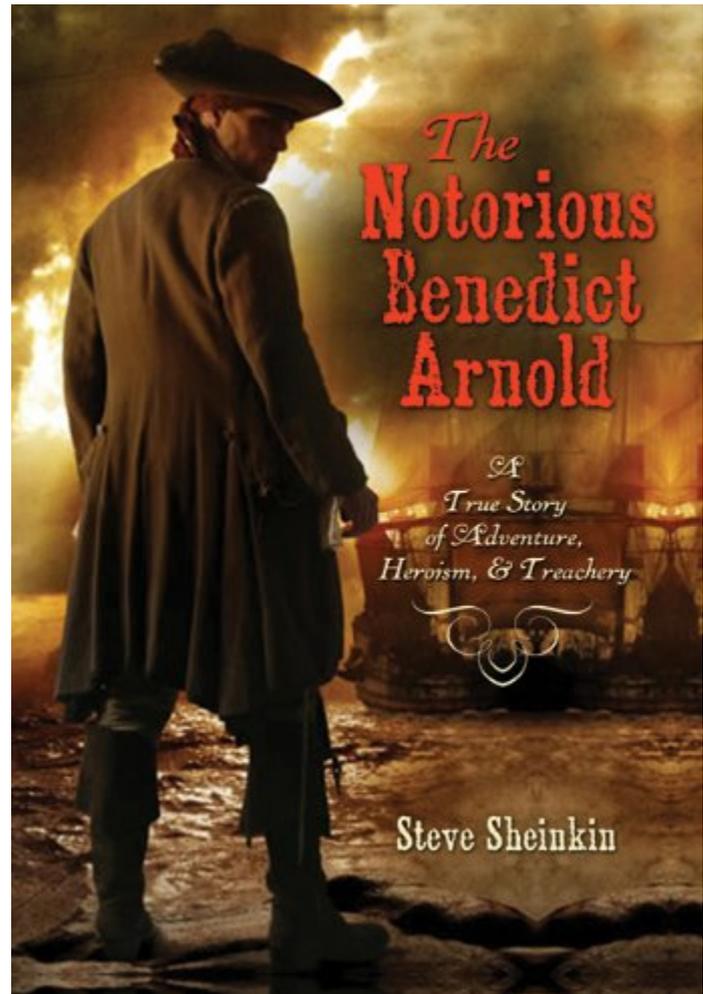
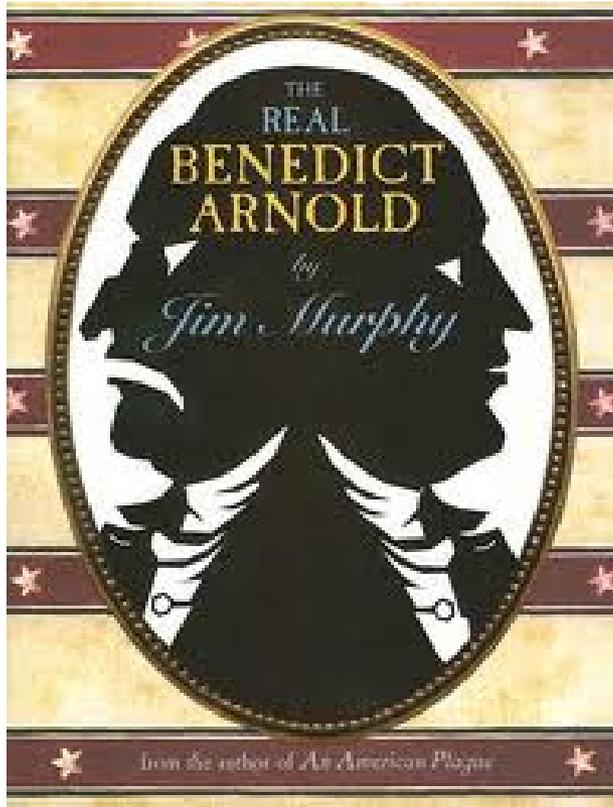
# POV



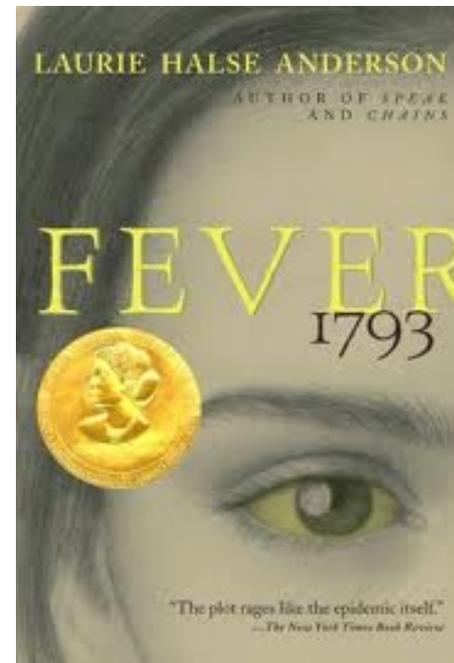
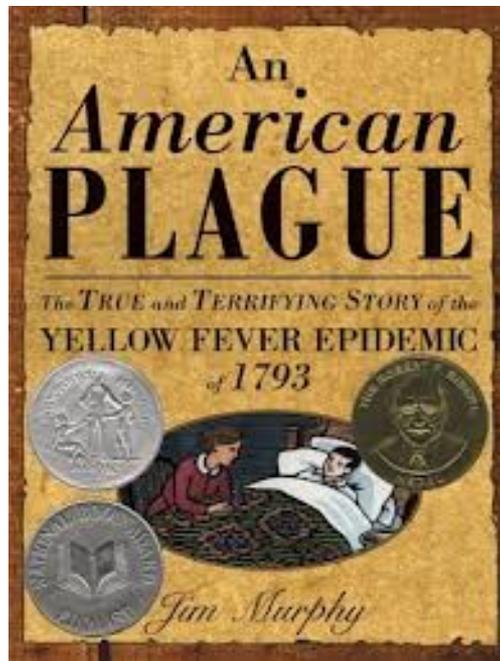
# Look at Your Library

- How can you juxtapose fiction and nonfiction; types of nonfiction; print and other materials
- To help readers 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**

Read and



# 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 linking young readers, parents, teachers, schools
- 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 success stories

# NF Lists

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

# Can You Be Replaced By a Tablet?

- Yes if you
- Don't know the standards
- Don't know your nonfiction
- Do not display materials to help students understand evidence, argument, and POV
- Do not seek collaboration
- Are not the hub of information for parents, teachers, students, and admins

# Because the Great Irony Is

- The CC Needs You
- Exactly You
- Your skills
- Your training
- Your experience









