Getting to the Core: Libraries and the Common Core Standards

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Publication Information

Greco, Nancy M.; Belair, Jim; Brock, John; and Ratzer, Mary, "Getting to the Core: Libraries and the Common Core Standards" (2012). *Lavery Library Faculty/Staff Publications*. Paper 12.  
[http://fisherpub.sjfc.edu/library_pub/12](http://fisherpub.sjfc.edu/library_pub/12)  
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Getting to the Core: Libraries and the Common Core Standards

Disciplines
Curriculum and Instruction | Library and Information Science

Comments

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Librarians Guide to Common Core Learning Standards

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Mary Ratzer - School Librarian, Shenedehowa Central Schools - Retired
What does Common Core Learning Standards mean to you?
The standards will help prepare students with the knowledge and skill they need to succeed in educational and job related training after high school.
Students who are Career and College Ready in Reading, Writing, Speaking, Listening, and Language...

1. demonstrate independence.
2. build strong content knowledge.
3. respond to the varying demands of audience, task, purpose, and discipline.
4. comprehend as well as critique.
5. value evidence.
6. use technology and digital media strategically and capably.
7. come to understand other perspectives and cultures.
College Instructors and Employers Say Graduates Are Not Prepared for College and Work

- Average estimated proportions of recent high school graduates who are not prepared

Economic reality reflects **converging expectations**.

Nearly **80%** of **future job openings** in the next decade in the U.S. will require postsecondary education or training.

**45%** will be in **“middle skill”** occupations, which require at least some postsecondary education and training.

**33%** will be in **high skilled** occupations for which a Bachelors degree or more is required.

By contrast, **only 22%** of future job openings **will be “low skill”** and accessible to those with a high school diploma.
Shifts in: ELA and Math

Diagram:
- Staircase of Text Complexity
- Text-Based Answers
- Write from Sources
- Build Academic Vocabulary
- Common Core Fundamental Shifts
- Build Knowledge in the Disciplines
- Balance Literary and Informational Text
What the CCLS are, and what they are not

Dispelling common misperceptions about the CCLS
Myths vs. Facts

- **Myth:** No teachers were involved in writing the *Standards*.
- **Fact:** The common core state standards drafting process relied on teachers and standards experts from across the country.

- **Myth:** The *Standards* are not research or evidence based.
- **Fact:** The *Standards* have made careful use of a large and growing body of evidence.

- **Myth:** The Standards tell teachers what to teach.
- **Fact:** The best understanding of what works in the classroom comes from the teachers who are in them. That’s why these standards will establish *what* students need to learn, but they will not dictate *how* teachers should teach.
Myths vs. Facts (cont.)

- **Myth:** The Standards will be implemented through No Child Left Behind (NCLB) –
- **Fact:** The Common Core State Standards Initiative is a state led effort that is not part of No Child Left Behind and adoption of the Standards is in no way mandatory.
- **Myth:** These *Standards* amount to a national curriculum for schools.
- **Fact:** The *Standards* are not a curriculum. They are a set of goals and expectations for what knowledge and skills will help our students succeed. Teachers, principals, superintendents and others will decide how they are met.
- **Myth:** The federal government will take over ownership of the Common Core State Standards Initiative.
- **Fact:** The federal government will not govern the Common Core State Standards Initiative. The Initiative was and will remain a state-led effort.
Myths vs. Facts (cont.)

- **Myth:** Adopting common standards will bring states down to the lowest common denominator.
- **Fact:** The Standards are designed to build upon the most advanced current thinking about preparing all students for success in college and their careers. This will result in moving even the best state standards to the next level.
- **Myth:** The *Standards* are not internationally benchmarked.
- **Fact:** International benchmarking played a significant role in both sets of standards.
- **Myth:** The *Standards* only include skills and do not address the importance of content knowledge.
- **Fact:** The *Standards* recognize that both content and skills are important.
Myths vs. Facts (final)

- **Myth:** The *Standards* suggest teaching “Grapes of Wrath” to second graders.
- **Fact:** The ELA *Standards* suggest “Grapes of Wrath” as a text that would be appropriate for 9th or 10th grade readers. Evidence shows that the complexity of texts students are reading today does not match what is demanded in college and the workplace, creating a gap between what high school students can do and what they need to be able to do.

- **Myth:** The *Standards* are just vague descriptions of skills; they don’t include a reading list or any other similar reference to content.
- **Fact:** The *Standards* do include sample texts that demonstrate the level of text complexity appropriate for the grade level and compatible with the learning demands set out in the *Standards*.

- **Myth:** English teachers will be asked to teach science and social studies reading materials.
- **Fact:** With the Common Core ELA *Standards*, English teachers will still teach their students literature as well as literary non-fiction. However, because college and career readiness overwhelmingly focuses on complex texts outside of literature, these standards also ensure students are being prepared to read, write, and research across the curriculum, including in history and science.
Shifts in: ELA and Math

- Staircase of Text Complexity
- Text-Based Answers
- Write from Sources
- Build Knowledge in the Disciplines
- Balance Literary and Informational Text
- Common Core Fundamental Shifts
- Build Academic Vocabulary
Break into 7 Groups

• This slide needs to be prettier with directions on how they will split up
• Read the *Shift* given to your group
• Describe the *Shift on Chart paper*
• Be prepared to share
Shift 1
Balancing Informational & Literary Texts

- Students read a true balance of informational and literary texts. Elementary school classrooms are, therefore, places where students access the world – science, social studies, the arts and literature – through text. At least 50% of what students read is informational.
Shift 1: What is read in school

- Information Text
- Narrative Non-Fiction
- Literary Text
- Appendix B
- At least 50% is informational
- Research shows students do not read informational text and remember what they read - College and Career Ready
Shift 2
Knowledge in the Disciplines

- Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through domain specific texts in science and social studies classrooms – rather than referring to the text, they are expected to learn from what they read.
Shift 2: Read in other areas

- Read in Science
- Read in Social Studies
- Read in ...
- Students will learn from what they read
Shift 3
Staircase of Complexity

In order to prepare students for the complexity of college and career ready texts, each grade level requires a “step” of growth on the “staircase”. Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level.
Shift 3: Staircase of complexity

- Every year, students climb a “step” of knowledge.
- Students not reading at levels needed.
- Teachers provide scaffolding.
- Lexile, Fountas and Pinnell, DRA, Accelerated Reader, Reading Counts.

We understand argument around leveled reading!
Shift 4
Text-based Answers

- Students have rich and rigorous conversations which are dependent on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.
Shift 4: Text Based Answers

- Read closely for information
- Information based directly on text
- Evidence comes from text to support argument
Shift 5
Writing from Sources

- Writing needs to emphasize use of evidence to inform or make an argument rather than the personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.
Shift 5: Writing from Sources

- Evidence from text
- Written response
- Use of multiple sources
- Analyze and synthesize
Shift 6
Academic Vocabulary

- Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as “discourse,” “generation,” “theory,” and “principled”) and less on esoteric literary terms (such as “onomatopoeia” or “homonym”), teachers constantly build students’ ability to access more complex texts across the content areas.
Shift 6: Academic Vocabulary

- Build vocabulary
- Words chosen strategically across disciplines
- Meaningful words
Academic Vocabulary

Tier 1
- Most basic words
- Rarely require instructional attention (baby, happy, clock)

Tier 2
- High frequency for mature language users
- Found across a variety of domains
- Have a powerful impact on verbal functioning (Coincidence, absurd, industrious, fortunate)

Tier 3
- Low frequency
- Content-specific (isotope, peninsula)
No longer ‘cool’ to ‘not do the math’

- Dr. Andrew Chen: President, EduTron, professor, research scientist MIT, consultant with Institute for Education Science at U.S. Dept. of Education, Achieve, Inc., Common Core State Standards Development Team in Mathematics, Advisory Board of the National Council on Teacher Quality
- takes a whole village to build a math culture.
Moving to a Math culture

- Changing beliefs from a focus on ability to a focus on effort increases engagement in mathematics learning, improves mathematics outcomes
- “... there are people who always say that there are math people and there are not math people. What if that is all an illusion? What if there were no such thing as math people or not math people? But there is a group of people that had enough practice with the core of number and operations and the command of it and the quantities that measure and those other things ...so that door opens?”
## Shifts in Mathematics

<table>
<thead>
<tr>
<th>Shift</th>
<th>Focus</th>
<th>Teachers significantly narrow and deepen the scope of how time and energy is spent in the math classroom. They do so in order to focus deeply on only the concepts that are prioritized in the standards.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shift 2</td>
<td>Coherence</td>
<td>Principals and teachers carefully connect the learning within and across grades so that students can build new understanding onto foundations built in previous years.</td>
</tr>
<tr>
<td>Shift 3</td>
<td>Fluency</td>
<td>Students are expected to have speed and accuracy with simple calculations; teachers structure class time and/or homework time for students to memorize, through repetition, core functions.</td>
</tr>
<tr>
<td>Shift 4</td>
<td>Deep Understanding</td>
<td>Students deeply understand and can operate easily within a math concept before moving on. They learn more than the trick to get the answer right. They learn the math.</td>
</tr>
<tr>
<td>Shift 5</td>
<td>Application</td>
<td>Students are expected to use math and choose the appropriate concept for application even when they are not prompted to do so.</td>
</tr>
<tr>
<td>Shift 6</td>
<td>Dual Intensity</td>
<td>Students are practicing and understanding. There is more than a balance between these two things in the classroom – both are occurring with intensity.</td>
</tr>
</tbody>
</table>
Math Shifts- What’s Different?

- Apply math concepts in “real world” situations. Teachers in content areas outside of math, particularly science, ensure that students are using math to make meaning of and access content.

- Students move beyond THE RIGHT ANSWER. They demonstrate deep conceptual understanding of core math concepts by applying them to new situations as well as writing and speaking about their understanding.

- Understand the world mathematically.

- Use mathematics to make decisions and real world connections.

Common Core – Mathematics - KEY IDEAS
http://www.corestandards.org/about-the-standards/key-points-in-mathematics
CC Anchor Standards Wordle

www.wordle.net
<table>
<thead>
<tr>
<th>Reading</th>
<th>Writing</th>
<th>Speaking/Listening</th>
<th>Language</th>
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<td>Key ideas and details</td>
<td>Text types and purposes</td>
<td>Comprehension and</td>
<td>Conventions of Standard</td>
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<td></td>
<td>Collaboration</td>
<td>English</td>
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<tr>
<td>Craft and Structure</td>
<td>Production and Distribution of Writing</td>
<td>Presentation of Knowledge and Ideas</td>
<td>Knowledge of language</td>
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<tr>
<td>Integration of Knowledge and Ideas</td>
<td>Research to Build and Present Knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Range of Reading and Level of Text Complexity</td>
<td></td>
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</tbody>
</table>
Common Core Writing... Let the help you:

Research to Build and Present Knowledge

W1-5: Teach them to write, then:

W6—Using technology, interact and collaborate

W7—Conduct short research projects to answer a question

W8—Gather information, assess the credibility—quote or paraphrase

W9—Draw evidence from text, support your analysis and research

W10: Do it again!

W8—Avoid plagiarism and provide citations
Argumentative/Persuasive

- A reasoned, logical way of demonstrating that the writer’s position, belief, or conclusion is valid through text-based evidence.

ELA: Claims about worth or meaning of literary works

History/SS: Analyze evidence and argue for interpretations

Science: Statements/Conclusions that use data to argue for solutions to problems
ANCHOR

Integration of knowledge and ideas:

- Use their experience and their knowledge...and logic to think analytically, address problems creatively, and advocate persuasively

- Integrate and evaluate multiple sources of information presented in different media or formats to address a question or solve a problem
Research to build and present knowledge:

- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) drawing on several sources and rating additional, related focused questions that allow for multiple avenues of exploration.
- Develop factual, interpretive, and evaluative questions for further exploration of the topic.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information avoiding plagiarism.
Production and distribution of Writing:

- Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others
- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient texts
- Explore and inquire into areas of interest to formulate an argument
Comprehension and collaboration:

- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other’s ideas and expressing their own clearly and persuasively.
ANCHOR

Presentation of knowledge and ideas:
- Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience
- Make strategic use of digital media and visual displays of data to express information and enhance understanding
Text Types and Purposes

- Write arguments to support claims in analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through effective selection, organization, and analysis of content.
- Write narratives to develop real or imagined experiences or events using well-chosen details.
Why Should Academic Libraries help support the Common Core Learning Standards?
• The Common Core Standards more closely align to academia’s expectations for college students
• Students will be better prepared for the vigor of college level research
A Real-life example at St. John Fisher College

Freshmen Seminar Class
Critical Thinking and the College Archives

- Acclimate students to campus and help develop skills for college success
- Create a nurturing environment – student-to-student/faculty-to-student
- Foster a connection to the college
Using Primary Documents from the College Archive to construct a cohesive narrative of events

Fall 1967 – Spring 1968

The story revolves around a student group called The Student Board of Administration

And in particular, a student by the name of Joseph Kaestner

Students were divided into 7 groups, each group had to read their document(s) very carefully, and report out to the rest of the group how their document added to the story!
The Students were asked to carefully examine the following types of documents.
Freshmen Students’ First Reaction to this Exercise

- Perplexed
- Confused
- Uncomfortable

What the students expected:
- That I would tell them the story and they would need to remember it and repeat it back in an assignment

I was able to look at old documents and analysis them helping to stretch my brain and do some deep thinking.

I learned that you have to work for the answers to things, and sometimes it will be frustrating, confusing, and vague, but you just have to pay attention to details to get the answers.

This exercise benefited my ability to think critically and effectively read texts.

It was also very interesting to use these primary sources of information as they give you a different perspective on history compared to reading a textbook. I feel that they give you a deeper understanding of what really happened.
This Foundational Level college exercise is directly aligned to the K-12 Anchor Standards in a number of ways.
Academic Freedom and the Middle States Commission on Higher Education

**Academic Freedom:**
*Inside Higher Ed Article (2010)*

**Middle States:**

**Standard 12:**
The institution’s curricula are designed so that students acquire and demonstrate college-level proficiency in general education and essential skills, including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, and technological competency.

**Standard 14:**
Assessment of student learning demonstrates that, at graduation, or other appropriate points, the institution’s students have knowledge, skills, and competencies consistent with institutional and appropriate higher education goals.
How can Academic Libraries help support the Common Core Learning Standards
• We’ve got the goods!
  • Access to many research databases onsite
  • Digital repositories for primary resources
    • University of Rochester Online Collections
    • St. John Fisher College Special Collections
    • UB Libraries Digital Collections

• We can introduce your students to college research
  • High School Research Visits
  • We may not advertise, make the first move
  • Make requests during our down-time – after Thanksgiving, first weeks in January, after the first week in May
Recap...

- College & Career Ready
- Problem Solving Skills
- Critical Thinking Skills
Overview

- Aligned with college and work expectations;
  - Include rigorous content and application of knowledge through high-order skills;
- Build upon strengths and lessons of current state standards;
- Informed by top-performing countries, so that all students are prepared to succeed in our global economy and society; and,
- Evidence and/or research-based.
Key Design considerations

- grade-specific
- Grade levels for K–8; grade bands for 9–10 and 11–12
- focus on results rather than means
- integrated model of literacy
- Research and media skills blended into the Standards as a whole
- Shared responsibility for students’ literacy development
Shifts for Students Demanded by the Core

6 Shifts in ELA/Literacy
- Read as much non-fiction as fiction
- Learn about the world by reading
- Read more challenging material closely
- Discuss reading using evidence
- Write non-fiction using evidence
- Increase academic vocabulary

6 Shifts in Mathematics
- Focus: learn more about fewer, key topics
- Build skills within and across grades
- Develop speed and accuracy
- Really know it, Really do it
- Use it in the real world
- Think fast AND solve problems
# Shifts in Assessments

## Six Shifts in ELA Assessments

<table>
<thead>
<tr>
<th>Shift 1: PK-5 Balancing Informational &amp; Literary Texts</th>
<th>Passages will be authentic, and will be balanced between informational and literary texts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shift 2: 6-12, Knowledge in the Disciplines</td>
<td>Assessments will contain knowledge-based questions about the informational text; students will not need outside knowledge to respond.</td>
</tr>
<tr>
<td>Shift 3: Staircase of Complexity</td>
<td>Passage selection will be based on text complexity that is appropriate to grade level per Common Core.</td>
</tr>
<tr>
<td>Shift 4: Text-Based Answers</td>
<td>Questions will require students to marshal evidence from the text, including from paired passages.</td>
</tr>
<tr>
<td>Shift 5: Writing from Sources</td>
<td></td>
</tr>
<tr>
<td>Shift 6: Academic Vocabulary</td>
<td>Students will be tested directly on the meaning of pivotal, common terms, the definition of which can be discerned from the text. Academic vocabulary will also be tested indirectly through general comprehension of the text.</td>
</tr>
</tbody>
</table>

## Six Shifts in Mathematics Assessments

<table>
<thead>
<tr>
<th>Shift 1: Focus</th>
<th>Priority standards will be the focus of the assessments. Other standards will be deemphasized.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shift 2: Coherence</td>
<td>Assessments will reflect the progression of content and concepts as depicted in the standards across grade levels.</td>
</tr>
<tr>
<td>Shift 3: Fluency</td>
<td>It will be assumed that students possess the required fluencies as articulated through grade 8; as such, students will not be allowed to use calculators in grades 3-5. Students will be allowed to use four-function calculators in grade 6 and scientific calculators in grades 7-8.</td>
</tr>
<tr>
<td>Shift 4: Deep Understanding</td>
<td>Each standard will be assessed from multiple perspectives, while not veering from the primary target of measurement for the standard.</td>
</tr>
<tr>
<td>Shift 5: Application</td>
<td>Students will be expected to know grade-level mathematical content with fluency and to know which mathematical concepts to employ to solve real-world mathematics problems.</td>
</tr>
<tr>
<td>Shift 6: Dual Intensity</td>
<td></td>
</tr>
</tbody>
</table>

www.engageNY.org
PTA Resources

A Sample of What Your Child Will Be Working on in 3rd Grade

- Reading closely to find main ideas and supporting details in a story
- Describing the logical connection between particular sentences and paragraphs in stories (e.g., first, second, third; cause and effect)
- Comparing the most important points and key details presented in two books on the same topic
- Writing opinions or explanations that group related information and develop topics with facts and details
- Writing stories that establish a situation and include details and clear sequences of events that describe the actions, thoughts, and feelings of characters
- Independently conducting short research projects that build knowledge about various topics
- Asking and answering questions about information he or she hears from a speaker or while participating in classroom discussions, offering appropriate elaboration and detail that build on what others have said
- Reading stories and poems aloud fluently, without pausing to figure out what each word means
- Distinguishing the literal and nonliteral meanings of words, such as something’s fishy and cold shoulder
- Spelling correctly and consulting dictionaries to clarify meanings of words

Talking to Your Child’s Teacher

Keeping the conversation focused.
When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In 3rd grade, these include:
- Reading grade-level books, stories, poems, and articles fluently
- Writing and speaking well, following rules of punctuation and grammar

Ask to see a sample of your child’s work. Ask the teacher questions such as: Is this piece of work satisfactory? How could it be better? Is my child on track? How can I help my child improve or excel in this area? If my child needs extra support or wants to learn more about a subject, are there resources to help his or her learning outside the classroom?
A Sample of What Your Child Will Be Working on in 3rd Grade

- Multiplying and dividing up to \(10 \times 10\) quickly and accurately, including knowing the times tables from memory
- Solving word problems using addition, subtraction, multiplication, and division
- Beginning to multiply numbers with more than one digit (e.g., multiplying \(9 \times 80\))
- Understanding fractions and relating them to the familiar system of whole numbers (e.g., recognizing that \(\frac{3}{1}\) and 3 are the same number)
- Measuring and estimating weights and liquid volumes, and solving word problems involving these quantities
- Reasoning about shapes (e.g., all squares are rectangles but not all rectangles are squares)
- Finding areas of shapes, and relating area to multiplication (e.g., why is the number of square feet for a 9-foot by 7-foot room given by the product \(9 \times 7\)?)

Keeping the conversation focused.

When you talk to the teacher, do not worry about covering everything. Instead, keep the conversation focused on the most important topics. In 3rd grade, these include:

- Multiplication and division
- Fractions

Ask to see a sample of your child’s work. Ask the teacher questions such as: Is this piece of work satisfactory? How could it be better? Is my child on track? How can I help my child improve or excel in this area? If my child needs extra support or wants to learn more about a subject, are there resources to help him or her learning outside the classroom?
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