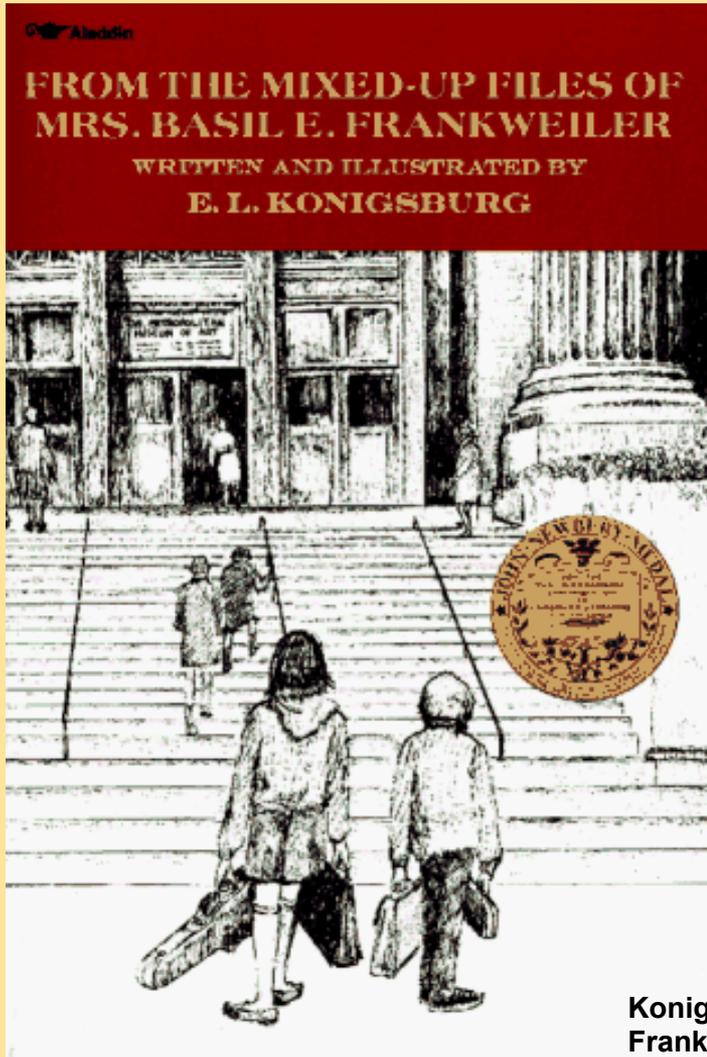


**From the Mixed-up Files of the
United States History of
Education: Common Core,
Common Goals, Common
Outcomes**

Take Five!
April 24, 2013
Allen County Museum

Museums, School Libraries, Public Libraries



"I want you, Jamie, for the greatest adventures of our lives."

Jamie muttered, "Well, I wouldn't mind if you'd pick on someone else."

Konigsburg, E.L. From the Mixed-up Files of Mrs. Basil E. Frankweiler. Santa Barbara, CA: Cornerstone Books, 1988.

Common Outcomes

up to date resources
increased communication
love of art and reading
quality library service
happiness
more frequent users of library
involvement
promote service to the community
share services via various online tools
celebrates youth
a place where teens feel they belong

successful youth
meet needs of youth

information literacy

Parents and students educated on the common core

empowered youth

cooperation with school
answers

communication

reading for pleasure as well as for information

ownership of learning

students and adults are inspired by history

increased numbers and programming

Libraries should be a community hub

lifelong learning
to be the go to place for educational needs

cooperation with school district

whole person learning
scientifically literate citizens

extended learning environment

independent learners
meet the educational needs

academic excellence

improved test scores

experimentation

"Fewer, higher, clearer" - shared ownership of speaking, writing, listening and reading across the curriculum
Use of evidence/cite appropriately

conduct research and write for deep learning

read harder texts every year

solve problems

think critically

It was difficult to look for clues. Even after their research. They were accustomed to having all the clues neatly laid out on a diagram placed in front of the exhibit.

The Standards

English Language Arts, & Literacy in
History/Social Studies, Science, and Technical
Subjects :

"to help ensure that all students are college
and career ready in literacy no later than the
end of high school."

**National Governors Association Center for Best Practices,
Council of Chief State School "The Standards." *Common Core
State Standards Initiative.* National Governors Association
Center for Best Practices, Council of Chief State School
Officers, Washington D.C. 2010. Web. Apr. 2013.**

Key Components to English/Language Arts Standards

- reading for Knowledge building through reading, speaking, listening, and writing
- reading materials that are "high quality"
- reading using careful observation
- analysing text or artwork based on evidence

National Governors Association Center for Best Practices, Council of Chief State School "The Standards." *Common Core State Standards Initiative*. National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington D.C. 2010. Web. Apr. 2013.

Students will

Read more challenging texts

list of exemplars is available at CCSS website

New text complexity levels are HIGHER than current levels

"Students should have an array of reading experiences in that same way that a long-distance runner has a varied training schedule...to build muscle, speed and endurance."

Students will

*You're supposed to do the reading!
I'm just using these pictures for relief...I have to rest my eyes sometime.*

engage in close reading, emphasizing rereading

Preparation to read should be brief; focus is on giving student the tools needed to comprehend of any text on their own

I know how they find out. They gather evidence like sketches he did and diaries and records of sales. And they examine the statue to see what kind of tools were used...

Emphasizes use of specific text to support when constructing meaning - writing encourages synthesis and analysis of multiple

Student Will

focus largely (but NOT exclusively) on informational text

Reading instruction should EMPOWER students

Most reading material read is nonfiction - literature is only a small portion of what is read

"US students do worse at reading informational text than they do at reading literary text"

(Mullins, Martin, Kennedy & Foy as stated in

Shanahan, Timothy. "The Common Core Ate My Baby." *Educational Leadership*, Jan. 2013, 10-16. *MasterFILE Premier*. Web. Mar. 2013.

Informational text

70% of what older students read should be informational

Science and history classes will be the main content areas responsible for informational text

You see, Saxonberg, Claudia had found the article about the statue too easily. She didn't even look at the first section of the paper. I keep telling you that often the search proves more profitable than the goal.

CCSS.ELA-Literacy.W.11-12.7 Conduct short as well as more sustained research projects **to answer a question** (including a self-generated question) or **solve a problem**; narrow or broaden the inquiry when appropriate; **synthesize multiple sources** on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-Literacy.W.11-12.8 **Gather relevant information from multiple authoritative print and digital sources**, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, **avoiding plagiarism** and overreliance on any one source and **following a standard format for citation**

CCSS.ELA-Literacy.W.11-12.9 Draw **evidence** from literary or informational texts to support analysis, reflection, and research.

Common Core and the Arts

Using Art as Text - Close reading and
analyzation of text =

careful study of art and attention to evidence
and artist's choices

CCSS.ELA-Literacy.RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

CCSS.ELA-Literacy.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

O.K., Claude, when do we bust out of here? And how?
Claudia stifled the urge to correct his grammar again.
"On Wednesday. Here's the plan. Listen carefully."
"Make it complicated, Claude. I like complications."

- 2012-13 School Year: First year pilot/field testing and related research and data collection
- 2013-14 School Year: Second year pilot/field testing and related research and data collection
- 2014-15 School Year: Full operational administration of PARCC assessments
- Summer 2015: Set achievement levels, including college-ready performance levels

PARCC Assessments

Partnerships for Assessment of Readiness for College and Careers -

Created model frameworks which serve as a bridge between the Common Core Standards and the assessments which will begin in 2015

Training and development for educational professionals will be available in Fall 2013...

“Model Content Framework: ELA-Literacy.” Partnership for the Assessment of Readiness for Career and College. 2013. Web. Apr. 2013.

The standards up close

English/Language Arts
Standards for Science and
Technical subjects - Grades
9 & 10

CCSS.ELA-Literacy.RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.

English/Language Arts
Standards for History/Social
Studies - Grades 6 - 8

CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

National Governors Association Center for Best Practices, Council of Chief State School Officers "The Standards." *Common Core State Standards Initiative*. National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington D.C. 2010. Web. Apr. 2013.

Peer Share

What is one event, collection, or resource you currently offer that you feel would correlate to Common Core State Standards?

I've never known you to have a hunch before, Claude. You usually plan everything."

Infohio - Ohio's PreK-12 Digital Library

- Text Complexity
- Literacy
- Research
- College and Career Readiness
- Mathematical Practices

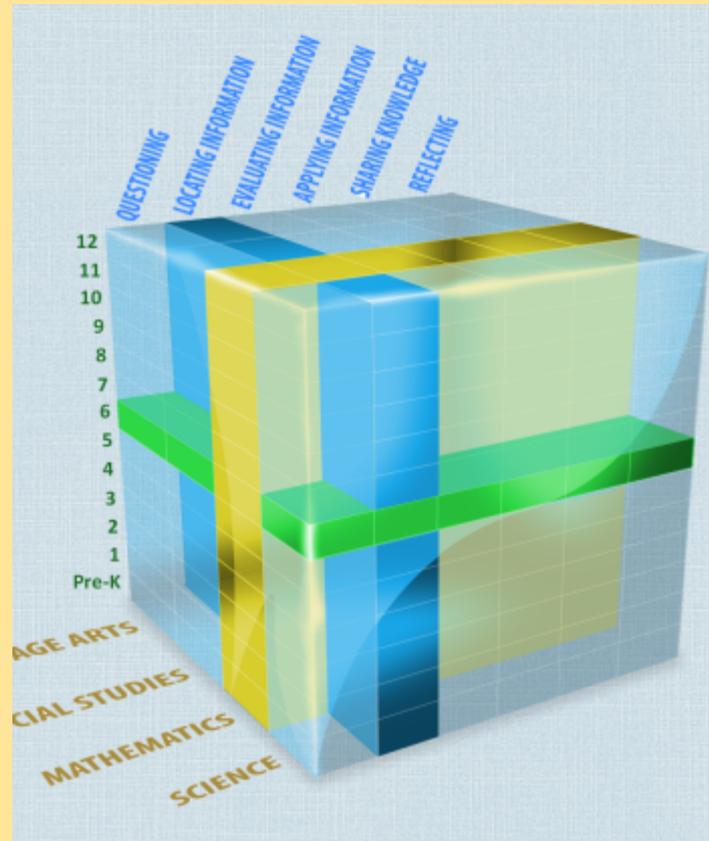


I-Matrix - tools to enhance deep, rigorous learning

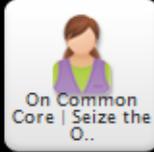
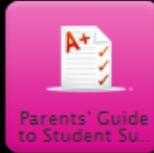
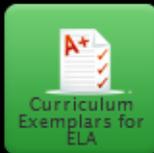
Dimensions of Inquiry

Grade level

Subject



Resources



We want you to know...

Teachers want...

- collections of books to check out tied to standards that address the concept or skill
- resources to help with lesson planning
- "It would be beneficial if museums were clear on where they made assumptions and inferences in their fact findings to have things fit into their displays. I think this would add to credibility rather than detract from it as many might believe. Rather than being textual, it would be "real life" inference at work. It could go along with answering the question, "When does anybody use this skill in real life?"
- Access to primary documents or artifacts

...and interestingly enough

"I know it's an odd point of view but white people need to understand their roots too. We need to celebrate all culture before we can truly be united as a people."

- More acknowledgement of the Appalachian influence on our Ohio culture

Parents want...

Groupings of books to help students with the individual strands

CCSS.ELA-Literacy.RL.1.6 Identify who is telling the story at various points in a text.

CCSS.ELA-Literacy.RL.1.9 Compare and contrast the adventures and experiences of characters in stories.

CCSS.ELA-Literacy.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.

National Governors Association Center for Best Practices,
Council of Chief State School Officers "The Standards." *Common Core State Standards Initiative*. National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington D.C. 2010. Web. Apr. 2013.

Collaboration

Musems, school libraries, public libraries
Take Five!

"What happened was: they became a team... there had been times before they ran away when they had acted like a team, but those were very different from feeling like a team."

Konigsburg, E.L. From the Mixed-up Files of Mrs. Basil E. Frankweiler. Santa Barbara, CA: Cornerstone Books, 1988.

Collaboration

"I think what the Common Core is saying is that we have been making school easier and easier while life has been getting harder and harder. It doesn't work. We want schools that train you for what comes after school, whether it's a vocation, the military or college. What I see as the best part for the embattled school librarian, or the public librarian where the school has no certified librarian, is that your knowledge is needed, it's important, and in fact, the Common Core cannot succeed without it."

Marc Aronson

Corsaro, Julie. Common Core: It's Not Happening Without the School Librarian. Novelist. Web. Mar. 2013

Collaboration

"As museum educators, our role in the implementation of the Common Core Standards is to adopt a shared responsibility for students' literacy and education with classroom teachers across grade levels and subject areas. Museum visits and museum-based classroom activities can be a vital part of in-depth, project-based learning that draws on the classroom curriculum, students' independent conclusions, and the museum visit experience.

Museums can also support common core by continually encouraging critical thinking skills through inquiry-based learning, developing pre- and post-visit curriculum materials that build skills to support Common Core and encourage classroom support for museum tours and programs. Finally, museum educators can continue to help make connections between our museum collections and the classroom to promote optimal use of these resources by students and teachers."

Brooklyn Historical Society Education Assistant **Samantha Gibson**

School libraries, public libraries, and museums

They listened to the guide, a very pretty young lady who worked for the museum, and they learned a lot. They didn't even mind. They were surprised that they could actually learn something when they weren't in class.

Once there, they asked the lady at the information booth where they could find books on Michelangelo. She directed them first the children's room, but when the librarian there found out what they wanted to know, she advised them to go to the Donnell Branch on Fifth-third Street.

Konigsburg, E.L. From the Mixed-up Files of Mrs. Basil E. Frankweiler. Santa Barbara, CA: Cornerstone Books, 1988.

Resources to help

Resources - Common Core State Standards

Ohio Resource Center - www.ohiorc.org -

Adolescent Literacy in Perspective magazine - offers CCSS resources for ELA

Kansas Department of Education - www.ksde.org

Rubrics for determining text complexity

Infohio - www.infohio.org

Complete CCSS toolkit

MSLA Common Core Wiki - <http://mslacommoncore.wikispaces.com/>

Numerous links to various resources

Utah Education Network - <http://www.uen.org/core/>

Resources broken down by standard and grade level

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