

1. Understand the key innovations of the Common Core State Standards (CCSS), especially:
  - Its integrated view of literacy across courses
  - The importance of reading comprehension and writing arguments
  - The important role research plays in the CCSS for ELA/Literacy
2. Learn tips for how media specialists can support the transition by focusing on reading, writing, research, and technology
3. Recognize the critical role media specialists can play in supporting the Common Core transition and helping students achieve

In mathematics, there are three instructional shifts:

- Focus strongly where the Standards focus
- Coherence: Think across grades, and link to major topics within grades
- Rigor: In major topics, pursue conceptual understanding, procedural skill and fluency, and application

In ELA/literacy, there are three instructional shifts:

- Building knowledge through content-rich nonfiction and informational texts
- Reading and writing grounded in evidence from text
- Regular practice with complex text and its academic vocabulary

- PARCC sample item, grade 7:

Anne's family is driving to her uncle's house. The family travels 383.5 miles between 10:15 a.m. and 4:45 p.m. Anne tells her family, "It's a good thing we traveled as fast as we did. If our rate had been 50 miles per hour, we wouldn't have gotten to his house until about..."

Fill in the blank to complete the following statement.

If their average rate had been 50 miles per hour, Anne's family would have arrived at her uncle's house at  :  p.m.

- In addition to the content standards, the CCSS for mathematics include 8 standards for mathematical practice:
  1. Make sense of problems and persevere in solving them.
  2. Reason abstractly and quantitatively.
  3. Construct viable arguments and critique the reasoning of others.
  4. Model with mathematics.
  5. Use appropriate tools strategically.
  6. Attend to precision.
  7. Look for and make use of structure.
  8. Look for and express regularity in repeated reasoning.

- MP2: Reason abstractly and quantitatively

“the ability to decontextualize—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to contextualize, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved.”

- MP3: Construct viable arguments and critique the reasoning of others

“They make conjectures and build a logical progression of statements to explore the truth of their conjectures.”

“...to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is.”

- MP6: Attend to Precision

“Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning.”

“In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.”

- What does literacy in the mathematics classroom look and sound like?
- How do the standards for mathematical practice provide a meaningful connection to the CCSS literacy expectations?
- Anything that strengthens the literacy skills of students also increases their ability to engage in math problem solving and interact with their classmates around mathematical ideas.



Students will read and understand grade-level complex text independently and proficiently and express that understanding clearly through writing and speaking about text.

## Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literary	Information
4	50%	50%
8	45%	55%
12	30%	70%

(2008). *Reading framework for the 2009 National Assessment of Educational Progress*. Washington, DC: U.S. Government Printing Office.

**\*Percentages apply across *all* courses**

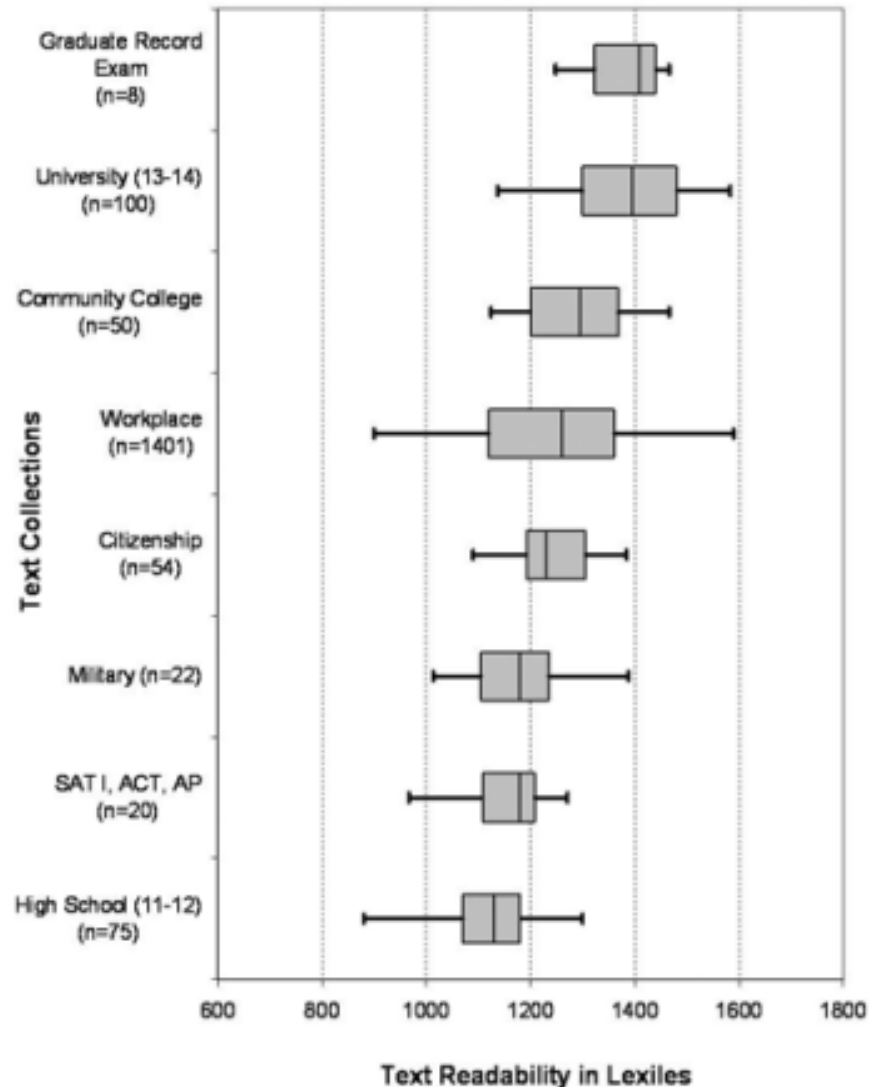
Source: p. 5 of CCSS

- CCSS focuses on gathering evidence:
  - Anchor Standard for Reading #1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
  - Anchor Standard for Writing #9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Text-dependent questions and writing-to-sources prompts hold students accountable to understanding and responding to what they have read
- Why the shift?
  - Need to spend more time inside the text, less time outside
  - Spending time inside the text puts all students on a level playing field
  - It is easier to talk about our experiences than to analyze the text

# Shift 3: Complex text

“Gary L. Williamson (2006) found a 350L (Lexile) gap between the difficulty of end-of-high school and college texts—a gap equivalent to 1.5 standard deviations and more than the Lexile difference between grade 4 and grade 8 texts on the National Assessment of Educational Progress (NAEP).”

Source of graph:  
“A Text Readability Continuum for Postsecondary Readiness,” by Gary L. Williamson  
<http://www.eric.ed.gov/PDFS/EJ822324.pdf>.



## Quotes from research summary in Appendix A:

- Reading levels among the adult population are also disturbingly low [. . .] 14 percent of adults read prose texts at “below basic” level, meaning they could exhibit “no more than the most simple and concrete literacy skills”; a similarly small number (13 percent) could read prose texts at the “proficient level.”
- If students cannot read complex expository text to gain information, they will likely turn to text-free or text-light sources, such as video, podcasts, and tweets. These sources, while not without value, cannot capture the nuance, subtlety, depth, or breadth of ideas developed through complex text.

**Conclusion: the ability to read complex texts is a prerequisite for culture, citizenship, and employment opportunities.**

## Common Scale for Band Level Text Difficulty Ranges

Common Core Bands	Text-Analyzer Tools					
	ATOS	DRP	FK	Lexile	SR	RM
2nd–3rd	2.75–5.14	42–54	1.98–5.34	420–820	0.05–2.48	3.53–6.13
4th–5th	4.97–7.03	52–60	4.51–7.73	740–1010	0.84–5.75	5.42–7.92
6th–8th	7.00–9.98	57–67	6.51–10.34	925–1185	4.11–10.66	7.04–9.57
9th–10th	9.67–12.01	62–72	8.32–12.12	1050–1335	9.02–13.93	8.41–10.81
11th–CCR	11.20–14.10	67–74	10.34–14.2	1185–1385	12.30–14.50	9.57–12.00

**KEY**

- ATOS: ATOS® (Renaissance Learning)
- DRP: Degrees of Reading Power® (Questar Assessment, Inc.)
- FK: Flesch Kincaid® (public domain, no mass analyzer tool available)
- Lexile: Lexile Framework® (MetaMetrics)
- SR: Source Rater© (Educational Testing Service)
- RM: Pearson Reading Maturity Metric© (Pearson Education)

*Not in concordance table, but integral to research:*  
 Coh-Metrix (University of Memphis/Arizona State University)  
 (Coh-Metrix provides multiple measures of analysis that today do not resolve to a single determination. These measures may still be quite useful in further analyzing quantitative and qualitative features of text.)

**From the introduction to the CCSS for ELA:**

“The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. “

## Anchor Standards for Reading

- [CCSS.ELA-Literacy.CCRA.R.7](#) Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

## Anchor Standards for Writing: Research to Build and Present Knowledge

- [CCSS.ELA-Literacy.CCRA.W.7](#) Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- [CCSS.ELA-Literacy.CCRA.W.8](#) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- [CCSS.ELA-Literacy.CCRA.W.9](#) Draw evidence from literary or informational texts to support analysis, reflection, and research.



**Research project:** The Model Content Frameworks give special prominence to research tasks, reflecting the deep connection research has to building and integrating knowledge while developing expertise on various topics. When possible, research should connect to texts selected for close readings, requiring students to closely read and compare and synthesize ideas across multiple texts. [...] students are called on to present their findings in a variety of modes.”

You have read three texts describing Amelia Earhart. All three include the claim that Earhart was a brave, courageous person. The three texts are:

- “Biography of Amelia Earhart”
- “Earhart's Final Resting Place Believed Found”
- “Amelia Earhart’s Life and Disappearance”

Consider the argument each author uses to demonstrate Earhart’s bravery.

Write an essay that analyzes the strength of the arguments about Earhart’s bravery in at least two of the texts. Remember to use textual evidence to support your ideas.

## Anchor Standards for Reading

- [CCSS.ELA-Literacy.CCRA.R.7](#) Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

## Anchor Standards for Writing

- [CCSS.ELA-Literacy.CCRA.W.6](#) Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

## Anchor Standards for Speaking and Listening

- [CCSS.ELA-Literacy.CCRA.SL.2](#) Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- [CCSS.ELA-Literacy.CCRA.SL.5](#) Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- [CCSS.ELA-Literacy.W.K.6](#) With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
- [CCSS.ELA-Literacy.W.4.6](#) With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of **one page** in a single sitting. (5<sup>th</sup> grade: 2 pages; 6<sup>th</sup> grade: 3 pages)
- [CCSS.ELA-Literacy.W.7.6](#) Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

- More reading of authentic, high-quality, published texts such as books, periodicals, and journals (including literacy in specialized disciplines: primary historical documents, scientific and technical texts)
- More interest in informational text, especially narrative/literary nonfiction. Literary nonfiction “Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience.” Examples:
  - *The Immortal Life of Henrietta Lacks*
  - *The Wordy Shipmates*
  - *Where Men Win Glory*
  - *The Violinist’s Thumb*
- More research, with a need for high-quality, complex informational sources

# What you can do this year to support the transition

- Know the Standards!
  - [www.corestandards.org](http://www.corestandards.org) (includes appendices with more info on text complexity and exemplar texts)
  - [www.parcconline.org](http://www.parcconline.org) (PARCC information and Model Content Frameworks)
- Become familiar with how Tennessee is supporting teachers in this transition on [www.tncore.org](http://www.tncore.org): Summer training materials, sample units and tasks, resources on text complexity and text-dependent questions, and much more!
- Update your collections:
  - Student collection: Review for nonfiction/fiction balance and text complexity; begin taking action to turn your collections over to include more complex text and nonfiction across disciplines—especially high interest, narrative/literary nonfiction.
  - Professional library: Common Core resources for teachers

- Talk to principals and teachers about what you have to offer in terms of texts and resources and why you are an important part of this transition
- Tap into existing resources such as Tennessee Electronic Library and tell teachers about them with the goal of getting more students doing research: every grade, multiple times per course
  - Home page: [www.tntel.info](http://www.tntel.info)
  - Common Core resources page: <http://tntel.tnsos.org/curricular.htm>

- [tncore.questions@tn.gov](mailto:tncore.questions@tn.gov)



Thank you!

TNCore

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