

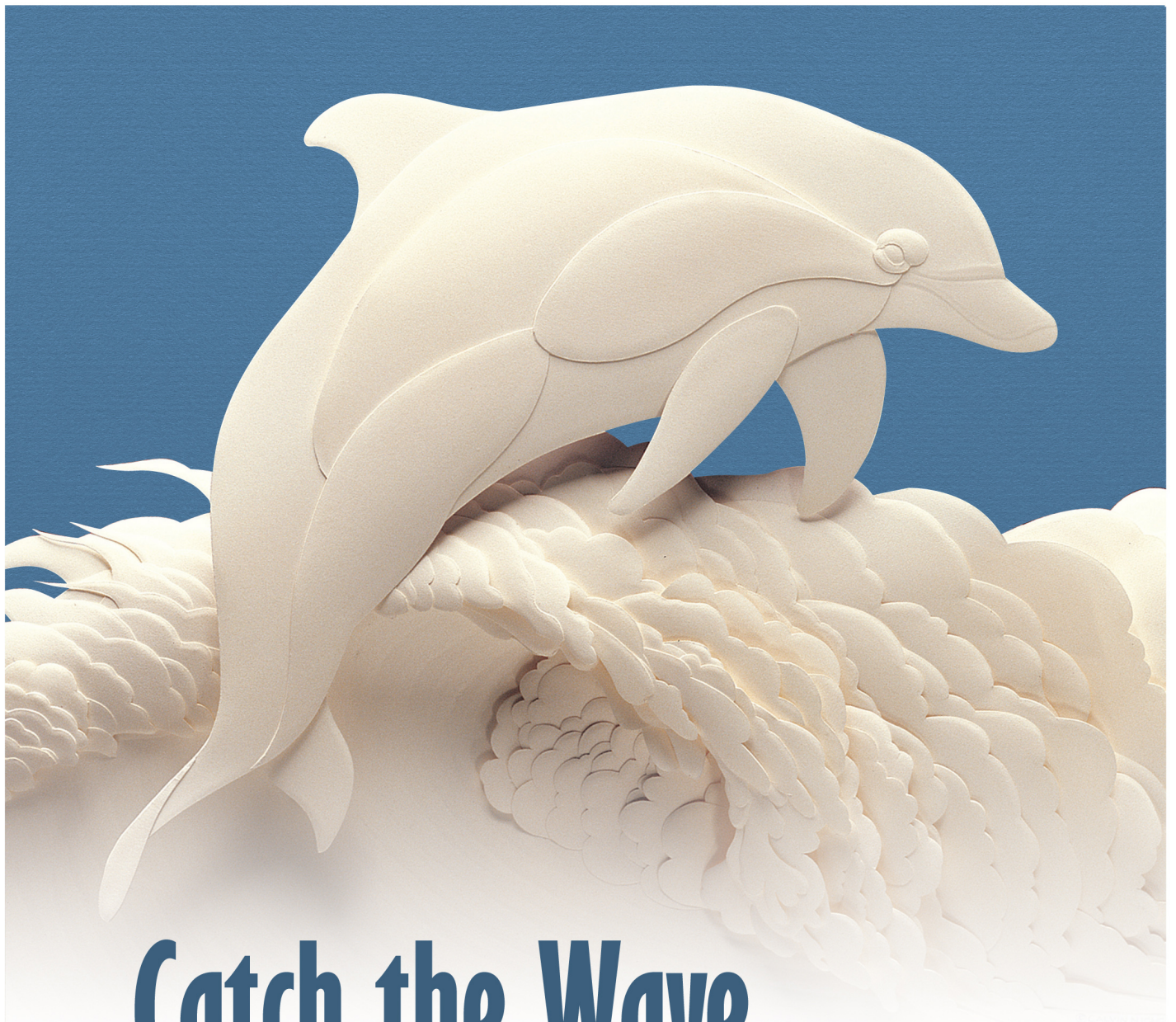
# INTERCHANGE

Journal of the Oregon Association of School Libraries

Spring 2013

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# INTERCHANGE

Volume 41 Issue No. 3

Spring 2013

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### **OREGON ASSOCIATION OF SCHOOL LIBRARIES dba Oregon Educational Media Association**

*MISSION STATEMENT* OASL provides progressive leadership to pursue excellence in school library media programs by:

- advocating information literacy for all students;
- supporting the highest levels of library media services in schools;
- supporting reading instruction and enjoyment of literature;
- strengthening member professionalism through communication and educational opportunities;
- promoting visibility in education, government and the community

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## School Libraries, Now More Than Ever! *by Guest Editor, Michael Weidlich*



As we see school library programs being cut throughout Oregon, we can wring our hands and fret about the futures of students or we can persevere in the face of adversity and continue to educate our administrators as well as our parents and students, legislators, and other civic leaders on the essential nature of our work of “feeding” our staff and students with a steady stream of quality, authoritative information, rather than what comes up on the first page of a *Google* search or *Wikipedia*.

This spring we are taking a look at how teacher-librarians around Oregon are interacting with the Common Core State Standards (CCSS) and supporting student learning at all levels. Peggy Christiansen talks about how she coordinates the CCSS with the Oregon School Library Standards in supporting her staff and students in *Integrating the Common Core Into the High School Curriculum*. Miranda Doyle describes some of her initial experiences in supporting her staff in moving towards the CCSS in *Five Baby Steps Toward the Common Core*. Jim Tindall writes about how he makes use of the *Discovery Education* website and its ability to correlate media with the CCSS. Gesse Stark-Smith discusses useful resources for primary-source documents and other relevant information in, *Where Can I Go? Resources to Support the Common Core State Standards*. Deanna Draper tells us about *Learning 4 Life*, the national plan for implementing the *Standards for the 21<sup>ST</sup>-Century Learner and Empowering Learners: Guidelines for School Library Media Programs*, created by the American Association of School Librarians (AASL). And Constance Palaia Marr writes about how she applies the CCSS to her elementary school’s curriculum in, *Complementing The Common Core Standards in the Elementary Library*. I wrote a review of a book that teaches leaders at all levels of management how to understand, manage and guide effective, efficient organizational change. Additionally, you’ll find other informative articles throughout the issue.

I would encourage you to use your teaching skills to continue to educate your staff, principals and district administration about the kinds of things you do as they’re related to the CCSS. It is easy for people to think that computers can take the place of librarians because they do not understand what we do. I have heard that the current information age is like riding a tsunami of information. It is our job to educate our learning communities about what we do, and to advocate for strong library/media programs so that our students do not go out into the world equipped with a paddle (the latest technology) but no idea where they are going. Instead, we want to send them out with a compass (an understanding the *process* of learning) so they can manage the waves of information to effectively navigate the world of the 21<sup>ST</sup> century to the safe harbor of a fulfilled and meaningful life.

*Michael Weidlich has been an elementary school teacher in second through sixth grade for eight years, a teacher-librarian for eight years in both Oregon and Washington, and was the District Media Coordinator for a local school district for two years. He is currently a Software Trainer for the Cascade Technology Alliance. He can be reached for questions and comments at [weidlicm@coho.net](mailto:weidlicm@coho.net)*

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## Cover Artist Emily Weidlich



Emily Weidlich, a sophomore at Reynolds High School in Troutdale, Oregon, has enjoyed art her entire life and has been seriously studying art since she began middle school. She is currently playing varsity softball for her high school team and played varsity volleyball during the fall. She also enjoys reading and writing. Thanks, Emily, for this issue’s cover art!



## From the President's Desktop *by Susan Stone*

*What do School Librarians have in Common with the Common Core?*

Have you noticed just how prominently the work of a school librarian is called out in the Common Core State Standards (CCSS)? It's true, we're mentioned throughout the document, even though you won't find the term "library" anywhere in the text. You will, however, find the term "research" and all its various elements sprinkled generously across the standards. Witness a sample of CCSS English Language Arts (ELA) standards for writing:

- *Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.*
- *Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.*
- *Draw evidence from literary or informational texts to support analysis, reflection, and research.*

Sounds like good old-fashioned information literacy to me, the domain of the 21<sup>ST</sup> Century school librarian.

Whether you're in favor of Oregon's adoption of the CCSS or not, or whether you believe in its value, the word on the street is that our students will be assessed on these standards beginning in the 2014–15 school year. Students will be called upon to develop the capacity to build knowledge by researching and responding analytically to literature and informational texts. When students research, they are reading challenging texts independently, identifying textual details related to their topic, and pulling information from multiple sources.

Recently, my CCSS focus has been on the "shifts" within the ELA standards at the secondary level, in both instruction (for teachers) and learning (for students and teachers): Increase Reading of Informational Texts, Text Complexity, Academic Vocabulary, Text-based Answers, Increase Writing from Sources, Literacy Instruction in all Content Areas (<http://www.ode.state.or.us/wma/teachlearn/commoncore/common-core-shifts-ela.pdf>). In each of these areas, I find connections for the expertise of the school librarian and the opportunity to collaborate with my content area teachers. I am driven to find, curate, and offer informational texts at higher levels of text complexity to support instruction in the classroom and to direct student exploration. I focus attention on the practice of citing evidence from a text if/when pursuing research, or when discussing a novel, i.e., "what passages in the book prompt you to think Jem and Scout were embarrassed by Atticus?"

Given that the term "research" is sprinkled throughout the standards, I've been interested to see how students would be assessed on their "research" skills or information literacy practice. To date, Oregon is planning to use assessments from the Smarter Balanced Assessment Consortium (SBAC), and although I've not seen all of the assessments, I have also not yet seen one that actually assesses the full range of information literacy. I've seen examples that evaluate a student's ability to synthesize and use information from texts that are provided, but so far none where a student explains or exhibits the ability to locate, or discern authority between multiple resources, or demonstrates how to navigate various information databases to find information that most effectively responds to an assignment.

It concerns me that the concept of "research" is being used rather generically, without thought to the instruction, guidance, steps, and materials needed to ensure that students in fact become effective users of information and technology. It could be that librarians might offer some valuable feedback and perhaps even examples of how missing elements might be assessed. If students are to be assessed on their "research skills"—the domain of a teacher-librarian—then it would seem prudent that teacher-librarians might be at the table to contribute to the assessment questions and activities.

If we are to see our work so well represented in CCSS, I'm motivated to better investigate how all the facets of "research" will be assessed. Want to join me? Email me at [ssone@pps.net](mailto:ssone@pps.net) with your thoughts!

*Susan Stone is the OASL President and a teacher-librarian on special assignment for Portland Public Schools. You can reach her at [ssone@pps.net](mailto:ssone@pps.net).*

### **Works Cited**

*Common Core State Standards Initiative.* <http://www.corestandards.org/>

*Smarter Balanced Assessment Consortium.* <http://www.smarterbalanced.org/about/member-states/#oregon>

# Discovery Education and the Common Core by Jim Tindall



One of the benefits to school libraries of the Common Core Standards is its underscoring of the essence of literacy across the curriculum. This may aid your administrator in seeing your expertise as a source of leadership.

There has always been a basketful of reasons why our facilities and services

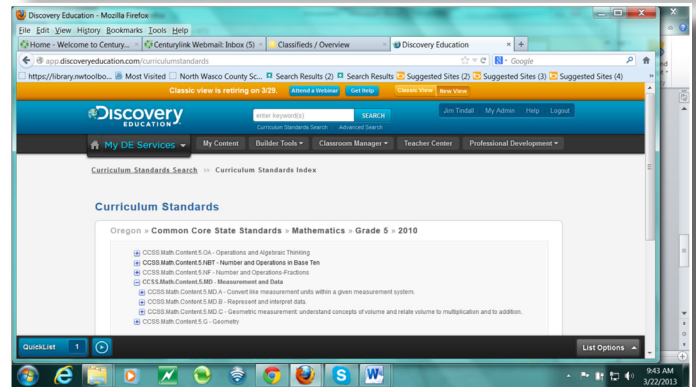
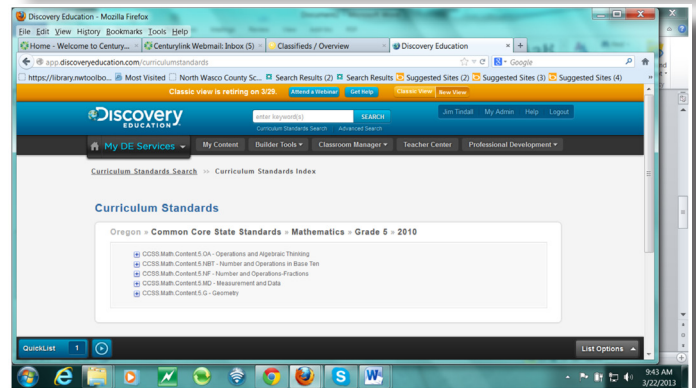
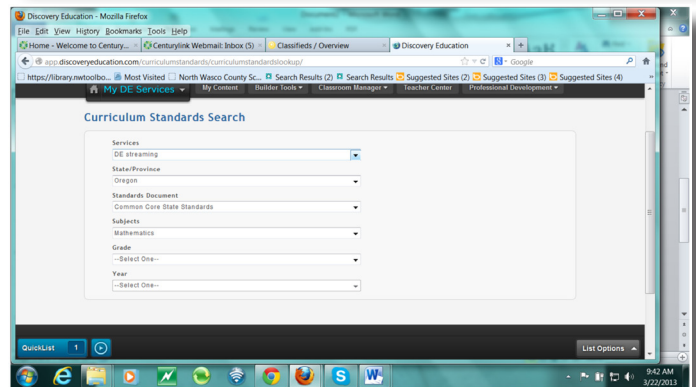
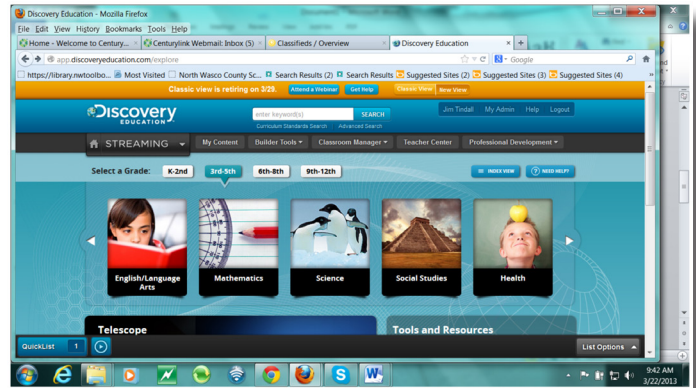
are indispensable for effective student learning. Today, listening skills of policy and decision makers are piqued by the Common Core. This is an opportunity for the school library community!

North Wasco County School District is fortunate to receive access to Discovery Education Streaming from Columbia Gorge ESD. This product is larger than simply a collection of videos; however, this brief article will focus on these resources and their searchability using Common Core State Standards. This is a product that would be a grand complement to our state licensed databases!

In its promotional literature, the company writes, “Discovery Education’s commitment to support the emphasis on quality, rigor, and relevance of content literacy and numeracy in the CCSS is evident in our products and services. Through the use of digital content and multimodal text, Discovery Education continues to reinforce the essential role of digital media and technology in the classroom, as required by the CCSS. By combining our expertise and commitment to student engagement and achievement, we are ready to support schools and educators ...” In addition to the content, teachers are able to assess student learning using Discovery’s numerous student data capabilities.

Discovery Education Streaming is a 12 month subscription beginning July 1. A subscription provides access to content for every teacher and student in the building. Oregon districts receive a discounted rate by purchasing their subscriptions through the Oregon Educational Technology Consortium (OETC). Pricing includes plans for K-8 schools or high schools, with low enrollment options.

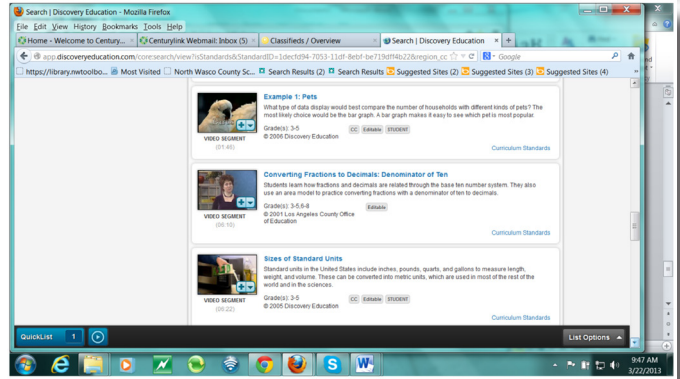
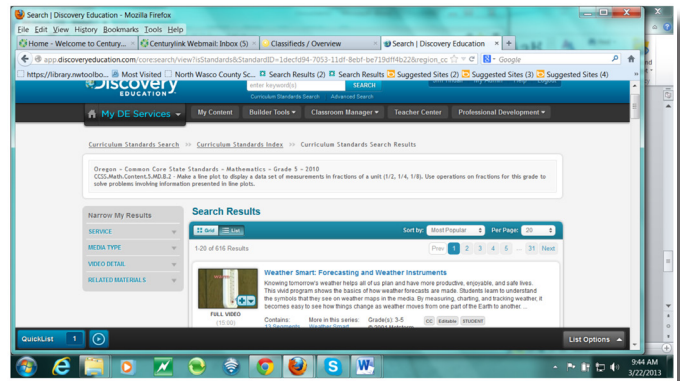
A sample search may aid the reader in grasping the wealth of resources that Discovery provides in meeting the challenges of the Common Core Standards. An educator can swiftly find material to teach a standard; searching does not require huge blocks of planning time. Materials may be streamed and need not be downloaded to your precious server space.



continued from page 3

Below the Discovery search window is a link to “Curriculum Standards Search.” In the following search windows, vertically select “DE Streaming,” “Oregon,” and “Common Core State Standards,” Next, one may select math or language arts for the CCSS. Today I am searching “Mathematics.” If you don’t work a lot with your mathematician colleagues, consider this the terrain of new business! I’ve selected fifth grade. Immediately the screen displays the standards. I’ve chosen, “CCSS Math Content 5 MD: Measurement and Data.” Then from its subset click I’ve clicked, “5 MD B: Represent and Interpret Data.”

I’m now studying “5 MD B.2,” which states, “Make a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ). Use operations on fractions for this grade to solve problems involving information presented in line plots.” When a Discovery user clicks on the specific standard, a search is initiated and results appear. In this case (by opening the Media Type to the left), 94 full videos, 519 video clips, 1 game, and 2 songs are accessible (additionally, clicking on “Related Materials” to the left reveals 40 Teachers’ Guides). A selection of these video clip titles include: “Reading Graphs,” “Fractions on Number Lines,” and “Finding Range, Median, and Mode.” As an example of a clip abstract, I’ve selected “Pets.” This is followed by the description, “What type of data display would best compare the number of households with different kinds of pets? The most likely choice would be the bar graph. A bar graph makes it easy to see which pet is most popular.”



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These visual resources, from my perspective, are the gold mine. If a teacher wants to teach a concept, there is surely a video clip here of several minutes that focuses on that concept.

In writing this article I was assisted by Discovery's Scott Koziol, whose contact information follows. He is happy to hear from you if you'd like a month-long trial for your school or library district.

Scott Koziol, Regional Manager – West, Discovery Education

Scott\_Koziol@discovery.com (310) 843-6198

*Jim Tindall serves as the district librarian for North Wasco County School District in The Dalles. He is a past board member of both OASL and OLA, along with being a past president of Oregon Educational Media Association (OEMA, the previous name of the OASL). You can reach him at tindallj@nwasco.k12.or.us.*

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## OverDrive READ Makes eBook Reading Easier! *by Kate Houston*



OverDrive READ eBook reader is a new way for you to read eBooks, right from your web browser. No need for software, instead just open a READ title in a web browser on your smartphone, tablet or computer and starting reading.

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Apple users download the MP3 file version of any audio title. PC users can download either the WMA or MP3 file versions. But MP3 files are more versatile and, if the publisher allows it, you may be able to burn the MP3 to disc or thumb drive. For device compatibility for audio files, visit

<http://help.overdrive.com/article/0026/What-are-WMA-MP3-audiobooks>

If you have any other questions, please don't hesitate to contact your public library! We are happy to help you!

*Kate Houston is a School Corps Librarian for Multnomah County Library in Portland.*

*You can reach her at [kateho@multcolib.org](mailto:kateho@multcolib.org).*

## Using the Oregon School Library Standards to Connect With the Common Core *by Peggy Christensen*



There is a quote by the Roman philosopher, Seneca, which really resonates when it comes to the Common Core State Standards. He said, “If a man knows not what harbor he seeks, any wind is the right wind.”

When I started sifting through the Common Core Standards five years ago, before they were adopted by the state of Oregon, my first reaction was, “Wow!” They seemed both daunting and overwhelming. I could mentally hear the warning, “...and that’s not all.” But I have to say, I think the Common Core State Standards (CCSS) are a good thing.

Strong features of the CCSS are the sub-categories within the disciplines and the progressive development of skills. The breaking down and grouping of standards (e.g. Reading Literature, Reading Informational Text, Writing, Speaking & Listening, Language, Reading Literacy in History, Reading Literacy in Science and Technology, and Writing for Literacy in History, Social Studies, Science & Technology) makes it easier to get a vision of what, specifically, needs to be taught. The staircase of increased complexity as the student moves through the standards from grade to grade allows one to see both where the student is going and what proficiencies they should have already acquired.

Another strength of the CCSS is that the standards were identified and articulated based on the best data available (what skills students need in order to have success in the work force or to continue their education) along with the assurance that as the data changes, so will the standards. Like our constitution, they are a living document.

Performance-based assessment is part of the standards and that is another aspect that makes the CCSS strong. It is like the old adage, “the proof is in the pudding.” You may say you can do it, but the assessment is based on whether or not you demonstrate proficiency.

The standards are a national educational footprint. It shows we are serious about education and we are united in our collective commitment to provide global skills to our students and hold both them, and ourselves, accountable.

But, for all the strengths that can be attributed to the standards, the fact remains they are rather daunting and overwhelming. The reader might be wondering, “So as a teacher-librarian, do you use the standards?”

My answer is, “Yes.” I use them all of the time, but I use them as they relate to the Oregon School Library Standards. For me, the newly written Oregon School Library Standards are the nexus of the Common Core. I write curricula based on what the library standards dictate, knowing, unequivocally, that when I do, I am embracing the Common Core State Standards. The reason I am so sure of this is because there is a cross-walk between the Oregon School Library Standards and the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects. The official web site, where the Oregon School Library Standards can be viewed, <https://sites.google.com/site/oregonschoollibrarystandards/home> gives the option of viewing the standards with indicators and alignment to the CCSS (among others). They align with the Common Core anchor standards. I have taken this process one step further and aligned three of the Oregon School Library Standards to all of the cross overs in the CCSS in Reading and Language Arts. You can find this at <http://marshfield.cbd9.net/library>. This is the place I should caution that this more intensive crosswalk is considered “unofficial” and to admit there are bound to be standards that were overlooked or maybe even misplaced. If you find them, please point them out.

Conducting research directly relates to the Oregon School Library Standards as well as many of the standards in the Common Core. This process encompasses the areas of Information Literacy, Reading, Social Responsibility and Technology Integration. I spend a lot of time teaching the research process to students.



*continued...*

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Earlier this year, I taught the research process to the 8<sup>TH</sup>, 10<sup>TH</sup> and 11<sup>TH</sup> grade history classes. I began by using primary sources as a launching platform to build curiosity for the subject under exploration. I eased into the use of primary source material by having the students do a one-minute response on a “universal-themed task card” (e.g. change, conflict, transportation) prior to undertaking the unit of study. That one-minute response card (which is personalized to the experiences of the student) is tied to an activity about what it means to “think historically.” This task is based on an article by Thomas Andrews and Flannery Burke who emphasize studying history through lenses that incorporate the five C’s: “Change, Context, Causality, Contingency and Complexity.” It is published under, “What

Does It Mean to Think Historically?” Perspectives (January 2007), online at <http://www.historians.org/perspectives/issues/2007/0701/0701tea2.cfm>.

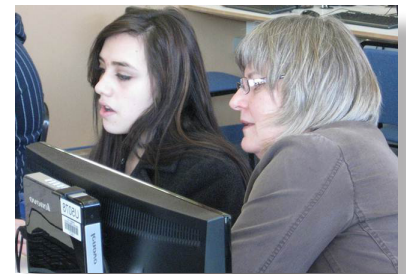
Once the students have completed this first step of their research journey the classroom teacher leads a discussion about their personal responses to the universal theme and the six Cs. Then the students examine primary source materials related to the topic under study (e.g. child labor Laws, public education laws, transportation and the American Revolution). After viewing and responding to the primary sources, the classroom teacher conducts another discussion about their findings. All of this gets students directed and thinking about the research they are about to undertake. Then I step in to teach the process of research.

I follow the Oregon School Library Standards when I write my lessons, but with a click of the mouse, I can crosswalk to all the standards related to Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects. Because I have spent a lot of time looking at the CCSS, I am on relatively equal footing with the classroom teacher regarding the standards that need to be covered (sometimes, even a step or two ahead). My experience with the CCSS is usually very much appreciated. It manifests the concept of “two heads are better than one.” Not only is there a sharing of the burden to help students reach the standards, but it is a great way to build collegial support.

It was not until I got through the fourth research project that I started to collect data as they related to the research process and the Oregon School Library Standards. It was an online survey using *Survey Monkey*. The data I focused on was as follows:

- Did the students understand the research process?
- How well did they manage more complex nonfiction reading?
- What skills did they learn using technology?
- What were their reflections regarding the process of the research (what they saw to be strengths, and what areas caused them trouble).

The survey stayed on my library web page for a finite period of time, after which I interpreted the data. Even though it is “soft” data, I hope to use it to improve my job as an instructor and to demonstrate to my administrative team the direct impact the Oregon School Library Standards and the CCSS have made on student learning, according to the student’s responses and written testimony. I also had access to citing the students’ performance assessments on the final product.



continued...

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I will be teaching the research process to the other grade levels and subject areas during the second semester, including English language arts, biology, health, and forensics. Each time I work with a different discipline area and a different grade, I know where I need to start, what I need to do and how I am going to get there.

Our district has a software program called Curriculum Loft (through CIM Tech Solutions), which allows us to upload our assignments to “the Cloud” and click on all of the CCSS that relate. Therefore, the classroom teacher knows exactly which standards are being addressed from the standpoint of their specific discipline area. I have asked the representative from the CIM Tech Solutions to add the Oregon School Library Standards to the software, to make the tool more applicable to what I do from the standpoint of a teacher-librarian.

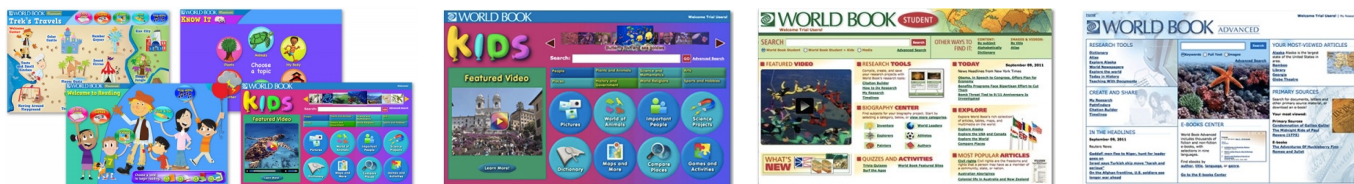
Even though the work is not easy, not for me and certainly not for the students, it is extremely rewarding. There is nothing like watching students struggle and push themselves to complete the project, and witnessing to their pride and excitement about what they did.

The Oregon School Library Standards as they relate to the Common Core State Standards have helped me not only determine which harbor I seek, they have also provided the strong, steady wind at my back.

*Peggy Christensen has been the teacher-librarian at Marshfield High School in Coos Bay, OR for the last 10 years. She also serves as the District Librarian for all of the elementary schools. When she came to Marshfield, she began writing library standards for the high school. Later she wrote all the district library standards. From 2011–2012 she served on a Library Services and Technology Act (LSTA) committee that wrote the Oregon School Library Standards. Those standards have been endorsed by OASL and can be accessed at <https://sites.google.com/site/oregonschoollibrarystandards/home>*



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# SAVE THE DATE



## Five Baby Steps Toward the Common Core by Miranda Doyle



Last year, teachers in our district often asked me for lists of books—on the Renaissance, for example, or hi-lo books for a struggling reader, or dystopian novels for the *Hunger Games* fans. Just recently, however, I’ve been getting some new requests.

In the past few weeks, one teacher needed “a list of all books in the library that fall in the lexile range of 925–1185.” Another wondered if I could generate a list of award-winning novels within a particular lexile range. A third emailed from a department meeting to ask for book suggestions; they were all talking about whether they could align their current novels to the

Common Core State Standards (CCSS).

Change is in the air. I’m sensing a trend as these requests pop up in my email inbox, and I’m scrambling to meet the challenge. Common Core State Standards call for students to read complex literary and informational texts. Quantitative

evaluation—using readability measures such as lexile—is one of three factors considered in measuring text complexity. Of course, I also expect to see more demand for informational texts and literary non-fiction, as we shift in that direction—by high school, 70 percent of what students read is expected to be informational.

I hope there will be much more to our roles as teacher-librarians than simply gathering lists of books and other appropriate texts. We should certainly be central to supporting our schools in many of the other standards, from the research and investigation expected of students to the requirement that they know how to use digital tools. However, at the moment, I’m focused on the types of requests I’m getting from teachers, and pondering how I can best support them right now.

My current plan centers on five ideas. I’m sure I’ll adapt them along the way, and add others, but this is where I plan to start:

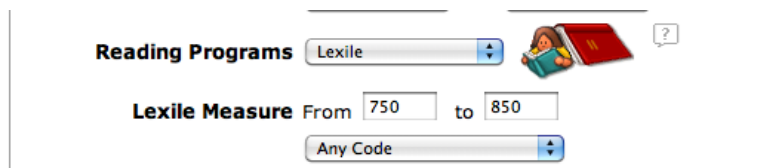
**1. Thrust our new library catalog into the spotlight.** My school district switched to Follett *Destiny* over the summer. Our new catalog makes it much easier to search our library resources. We used Mitinet, a subscription service, to enhance our MARC records. They added lexiles, as well as award listings and kid-friendly subject headings.

Now I can easily create and email or print a list of all the award-winning novels in one library in a particular lexile range. One email request answered, in 10 minutes or less! I can also quickly generate a list of non-fiction books on a topic with a lexile between 925 and 1185, or whatever range a teacher wants.

My next goal is to spread the word and show teachers how easy it is to do these searches. I created a PowerPoint, along with a one page, illustrated, step-by-step instruction sheet, and a brief screencast tutorial that I’ll be sharing with schools. I’m scheduled to visit an elementary school in April to share this information and hope to invite myself to additional staff meetings soon.

Of course, lexile is only one measure of text complexity—the others, such as whether the text will add value and interest the reader, can’t be measured by a computer. But I hope we can at least provide a good selection of texts to evaluate further. Also, since students in Oregon receive a lexile comprehension score on their Individual Student Report, teachers and students can also use the lexile searches to help find materials at the appropriate reading level.

**2. Market our databases.** Many of our library databases include a lexile score—for example, *World Book Online* has a lexile at the top-left side of the page in each article. *World Book Student* and *World Book Advanced* both



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allow users to search by lexile ranges by going to the “Advanced Search.” Many of the Gale databases provided to us through OSLIS also have lexiles and lexile searches—for example, *Student Resources in Context*, *Opposing Viewpoints*, and *U.S. History in Context*.

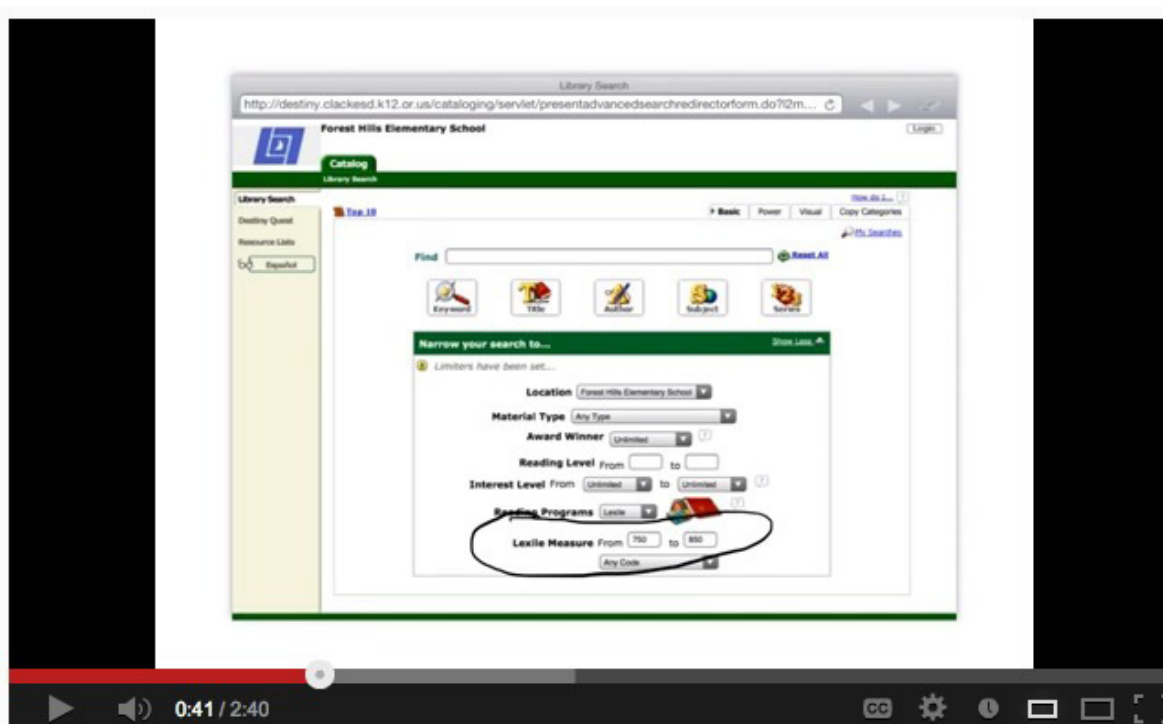
If a database doesn’t include lexiles, I hope to make teachers aware of the free tool at <http://www.lexile.com/analyzer>. Registration is required, but then users can upload a plain text document—for example, a database article copied and pasted into the document—to get a lexile measure.

**3. Push our primary sources.** Our library books, databases, and free, high-quality websites such as the Library of Congress give us access to a wealth of primary sources. Speeches, letters, historical documents, and other materials certainly qualify as complex texts. Who better to locate and help students use these sources than teacher-librarians? I will be reminding teachers that I can show students how to access these types of resources.

**4. Experiment with eBooks.** Our district has jumped into providing eBooks and audiobooks through Overdrive; although we do have unlimited-use audio, the eBooks are mostly on the one-to-one model. I’m hoping to try out some unlimited-access non-fiction eBooks to support the curriculum as well, perhaps through Follett, ABDO, or another provider. We are adding iPad labs and Chromebooks at many schools, so students will have their own devices to access one book or small collection of books on the topic they are studying.

While there seem to be some good options out there, I’m hoping for a day to come when some of the highest quality non-fiction is available with unlimited access—award winners and truly rich, engaging titles. We do have Gale reference eBooks, which are valuable for research, but not the kind of fascinating texts that turn our students into life-long readers.

Still, there are many non-fiction eBooks that are better than textbooks in the quality of the writing and illustrations. They also provide a more in-depth look at a topic than the textbooks and websites, which often simply skim the surface.



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**5. We aren't cheap, we're frugal.** In a time of tight resources, I also want to make sure teachers know about some of the high-quality free materials available—and make sure they don't have to waste hours sifting through piles of junk to find it. Please note, “junk” is not actually the word that leaps to mind for what a random Google search pulls up, but I'm trying to remain professional here. I mentioned the Library of Congress earlier, and they have fabulous lesson plans available and searchable by the CCSS at <http://www.loc.gov/teachers>.

Open Educational Resources (OER) are free teaching resources that can be used as they are or altered to fit a teacher's needs. One great source of these resources—one that I discovered at the Northwest Council for Computer Education Conference in February—is *OER Commons*, at <http://www.oercommons.org>. The lessons are searchable by specific Common Core Standards in Math and Language Arts.

I know these five steps are just the beginning. Meanwhile, I'm trying to spread the word about the resources we already have, and to anticipate the next type of question that might start flooding my inbox. I'm also going to learn as much as I can about the Common Core State Standards and how our libraries can become central to what's sure to be an exciting transition.

*Miranda Doyle is the teacher-librarian for Lake Oswego School District. She is a reviewer for School Library Journal, author of 101+ Great Ideas for Teen Library Websites (Neal-Schuman), and National Board Certified in Library Media. She is looking forward to teaching a class on mobile computing in education at Portland State University this spring. Miranda grew up on the southern Oregon coast, took a 24-year detour to the San Francisco Bay Area, and is thrilled to be back in Oregon at last. You can reach her at [doylem@loswego.k12.or.us](mailto:doylem@loswego.k12.or.us).*

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## L4L ... Learning 4 Life

### **Learning Standards for the 21<sup>ST</sup>-Century Lesson Plan Database** by Deanna Draper

*L4L* is the national plan for implementing the *Standards for the 21<sup>ST</sup>-Century Learner and Empowering Learners: Guidelines for School Library Media Programs* created by the American Association of School Librarians.

Jennifer Maurer, school consultant at the state library, and Deanna Draper, OASL higher Ed representative, are the Oregon representatives to the national *L4L* committee. Recently, the AASL *L4L* task force offered training webinars for all the representatives. They also offer *L4L* workshops at conferences, including the ALA Mid-winter conference.

*The Standards for the 21<sup>ST</sup> Century Learner* and the *L4L* plan can be read and downloaded on the AASL web page: [www.ala.org/aasl](http://www.ala.org/aasl), by clicking on “Guidelines and Standards”. The Oregon State Library also has available copies of the AASL publications designed to help you implement the standards.

The highlight of *L4L* is the *The Standards for the 21<sup>ST</sup> Century Learner Lesson Plan Database*. The searchable database consists of lesson plans developed by school librarians at all levels. The plans have been vetted by experienced teacher-librarians and library school instructors. You can access the *Lesson Plan Database* at <http://aasl.jesandco.org>

Anyone can use the lesson plan database. You do not have to belong to ALA or AASL. The *L4L* task force recommends you create an account on the lesson plan webpage so you will receive update information and be able to submit your own great lesson plans to the database.

The database site has been designed to “magically” insert links to the Common Core Standards. If you submit a lesson plan, you will receive an online badge that you can place on your site or e-mail. In addition, AASL will send a letter of recognition to your administrator if you wish.

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Note the following:

- As of this writing, there are 109 lesson plans so far
- Planners receive a digital badge
- Common Core Standards automatically inserted
- Teacher-librarian's administrator gets letter of recognition
- Courses will be offered on using the AASL *Best Websites for Teaching and Learning* to create lesson plans
- Social Media
- Emerging leaders will- focus on promoting to administrators this year

Deanna Draper and Jen Maurer, school library consultant extraordinaire, are the Oregon *L4L* representatives. Maurer and Draper are available to offer presentations and information on how Oregon teacher-librarians can benefit from *L4L* and the database.

*Ms. Deanna Draper retired from Beaverton School District after 22 years as a teacher-librarian. She is a former instructor and academic advisor at PSU for the library media program. Currently, she he occasionally works as an on-call reference librarian (what public libraries call substitutes) for the Beaverton City Library. She likes to travel with her husband as much as possible. Recent trips include Spain, San Diego, Houston, and Hawaii.*

*You can reach her at draper4235@comcast.net. If she's not out traveling the world, she'll gladly reply to your emails.*

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## **Complementing The Common Core Standards in the Elementary Library**

*by Constance Palaia Marr*



I am the library manager for Fruitdale Elementary School in Grants Pass, Oregon. I was first introduced to the Common Core in the summer of 2011 when our faculty was busily unwrapping and unpacking during district-wide professional development workshops. I was fascinated, and though I am not a teacher, I asked to participate in as many workshops as possible. I was very excited about new across-the-board standards for the country for a few reasons, one of which is that since my family moved from Riverside, California, to Evanston, Illinois, for my fourth grade year, I completely missed learning long division. A more immediate reason is that I work in a poor, rural, racially homogeneous district and saw the CCSS as a means of furthering social justice,

of leveling the socio-economic playing field in education. Josephine County is 93% white, has a “below poverty” rate of 18.8% and only 16% of the population has earned a bachelor’s degree or higher. I also liked the idea of moving from “rote and recall to rigor and relevance,”<sup>1</sup> because it makes so much more sense.

I am passionate about public education and have always felt that because, as a library manager, I interact with every student in every grade, I have the ability and duty to collaborate across grade levels. My faculty and administration have welcomed my endeavors to help them teach and meet the CCSS, and have demonstrated their support by including me wholeheartedly in their mission to use every available resource to help our students reach their highest potential.

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As David Coleman, founder of Student Achievement Partners said in an address to the New York State Department of Education, “This is a change of the spirit. It’s a change of what we think about kids and practice every day, of moving from a world where we’re trying to protect them from the things we think are hard, to help them embrace and encounter those things that are hard to practice them, as an aid to them rather than an attack on them, so it is a moral and ethical move.”<sup>22</sup>

My principal and Title 1 teacher gave me their blessings and some funds and let me loose to find materials to align with the standards. I began by wading through standard-by-standard and soon realized that finding a book or primary source to conform to a specific standard was beyond my time constraints and really not necessary. This may be the most important thing that I learned and of the most value to other librarians. I identified areas of my collection that were lacking and set out to fill the gaps. My fiction collection is already rich, and I have spent a lot of time researching, buying, and cataloging a nice “Writing Traits” section. I have spent years building my “Biography” section, so I concentrated on non-fiction informational texts. I looked at hundreds of books. My main parameter was that the books should be Accelerated Reader in a reading range of 1.1–5.0, or Lexile level of 25–800. At that time vendors did not have a Common Core search option and now most of them do. My favorites are PermaBound, Bound to Stay Bound, and Scholastic for their ease of use and the options available for searching. I particularly like Pebble’s *Animal Offspring* series, Crabtree Publishing’s *Introducing Habitats*, and books by Gail Gibbons, Bobbie Kalman and Seymour Simon. The Words are Categorical series by Brian P. Cleary and the *Dear America* historical fiction series are also wonderful. I catalog the books with the copy category “Common Core,” and have actually shelved them all together so that my faculty takes and uses them. Since disseminating information to my faculty can sometimes be challenging, I keep up on their weekly lesson plans and make a concerted effort to e-mail resources or to take books and posters to them that I think might be valuable.

I also love the National Endowment for the Humanities *Edsitement* resources. I have the Picturing America poster library and use it as often as I can. I have active magazine subscriptions (*Zoobooks*, *National Geographic Kids*, *Sports Illustrated Kids* and *American Girl*). I have a rock collection, a stuffed golden eagle, bird nests and Native American artifacts for loan. I often use the Southern Poverty Law Center’s *Teaching Tolerance* materials, as well as Peter Yarrow’s free *Operation Respect* lessons, and have an assortment of lesson plans for Positive Behaviors Interventions and Support (PBIS), as they relate to teaching tolerance and anti-bullying programs. These correlate to the standards of drawing inferences from a text, determining a theme, referring to details, summarizing details, telling a story—the list of possibilities is extensive.

Our elementary school has been teaching *Junior Great Books* for many years in grades 3–5, we use PBIS, have a beautiful, sustainable organic garden and do extensive intervention in reading, writing and arithmetic. Our organic garden opens up possibilities for science, math and language arts applications. I subscribed to the *Territorial Seed Garden Planner* so students could actually plot and plan their beds online. All of these roll nicely into a holistic integration of standards to our academic day, and have given us a head start on utilizing the Common Core.

Although integrating the Common Core can be challenging, it is also edifying and rewarding. My words of wisdom to others attempting the same task are, “Keep it simple,” and “Be creative.” As Antoine de Saint Exupery said, “If you want to build a ship, don’t drum up people to collect wood and don’t assign them tasks and work, but rather teach them to long for the immensity of the sea.”



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<sup>1</sup> Jaeger, Paige. “Common Core: Moving from Complex to Calm, Cool, and Collected.” ALA Online Course. <http://www.classes.ala.org/course/category.php?id=8>

<sup>2</sup> Coleman, David. “Bringing the Common Core to Life.” Transcript of speech given April 28, 2011. <http://usny.nysed.gov/rttt/docs/bringingthecommoncoretolife/fulltranscript.pdf>

*Constance Palaia Marr is the daughter of teachers. She moved a lot during her childhood, attending six schools from kindergarten through high school and lived in Riverside, California; Evanston, Illinois; Sacramento, California; Washington D.C; Kabul, Afghanistan; and Silver Spring, Maryland (in chronological order). She graduated from The Evergreen State College in 1976 with a well-rounded liberal arts degree emphasizing Art and Psychology. She has had many careers including jewelry design, textile design and garment manufacturing. She and her husband, Kevin, and their, then, 15-month-old daughter, Sylvia, bought the historic Motel Del Rogue on the banks of the Rogue River in Grants Pass in 2000. She and her family still own and run the motel. She has been the library manager at Fruitdale Elementary since 2007.*

## Helpful Common Core Resource Sites

<<http://www.ala.org/alsc/awardsgrants/bookmedia/sibertmedal/sibertpast/sibertmedalpast>>

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

<<http://www.ascd.org/common-core-state-standards/common-core.aspx>>

<<http://www.corestandards.org>>

<<http://edsitement.neh.gov/>>

<<http://www.edutopia.org/common-core-state-standards-resources?gclid=CJXw2I7UiLMCFQ7hQgodYzQALA>>

<<http://www.history.org>>

<<http://www.juniorlibraryguild.com/services/commoncore/correlations>>

<<http://learningtogive.org/resources>>

<<http://www.ncte.org/awards/orbispictus>>

<<http://www.ode.state.or.us/search/page/?id=2860>>

<<http://www.perma-bound.com/state-standards.do?state=or>>

<<http://www.scholastic.com/commoncore/common-core-book-list-nonfiction.htm>>

<<http://schoolcounselingbyheart.wordpress.com/2012/11/30/goodbye-bully-machine-on-stage/>>

<<http://www.sharemylesson.com/article.aspx?storyCode=50000148>>

< <http://www.territorialseed.com/>>

<<http://www.tolerance.org/classroom-resources>>

<<http://www.titlewave.com/main/regional?SID=d234516dcdb0a519592149c8110d42>>

(Must be registered user of “Titlewave.”)

<<http://usny.nysed.gov/rttt/docs/bringingthecommoncoretolife/fulltranscript.pdf>>



## Where Can I Go? Resources to Support the Common Core State Standards

by Gesse Stark-Smith



Librarians across the state are talking about the Common Core State Standards (CCSS). Whether you work in a school or public library, you are probably reading articles, watching webinars and doing everything you can to help the teachers and students in your districts adjust to curriculum changes. This process can be overwhelming! In this article I will focus on one particular change that we will see with the Common Core standards for English Language Arts: a strengthened focus on using multiple sources which offer distinct perspectives on the same topic. I will locate this change in the standards and explain why it offers such an excellent opportunity for librarians to work with teachers and students.

We can see this focus on different sources in the standards for “Reading: Informational Text” under the “Craft and Structure” and “Integration of Knowledge and Ideas” sections. Following a chain of ELA standards from the latter category we can see that a fifth grade standard has students “integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.” (CCSS.ELA-Literacy.RI.5.9). True to the “staircase of increasing complexity” described in the Common Core methodology, as students progress through the middle school grades they are asked to “compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).” (CCSS.ELA-Literacy.RI.6.9) and to “analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.” (CCSS.ELA-Literacy.RI.7.9). This moves the research process beyond synthesizing different sources to comparing them. This chain culminates in standard RI.8.9 where students must “Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.” At the high school level, students are required to use these analytical comparison skills to analyze particular historical texts, such as founding governmental documents.

This aspect of the Common Core Standards may be one of the more challenging for teachers and one of the best opportunities for librarians to step in to provide expertise. English Language Arts teachers who in the past may have relied on a particular (and possibly a literary/fictional) text for a unit will be looking for ways to pair texts that offer different perspectives on the same topic. Teachers may particularly need help finding primary source documents to fulfill standards like RI.6.9 above, which suggests pairing a memoir and a biography. Librarians can use their knowledge of library databases, reliable web resources and high quality nonfiction books to help teachers find what they need.

First, let’s take a look at the databases we can recommend. Databases that provide access to historical newspapers can help students compare contemporary and current perspectives on an event. If your library has access to *The Oregonian* Historical, *National Geographic* or a similar database, make sure the teachers in your district know about it. Does your public library provide database access to something that OSLIS doesn’t have? Highlight this resource when you visit schools or work with teachers and students in the library. Many teachers and students may not know about the databases they can access either via OSLIS or their public library. Teachers may be less familiar with databases and not think of them as a resource for informational texts. *Opposing Viewpoints*, which is available through OSLIS, is a great place for older students to look for different perspectives on current issues.

In addition to databases, there are lots of good web resources that provide the kind of texts teachers need. Following the idea mentioned above about using historical newspapers, you can recommend the *Historic Oregon Newspapers* project from The University of Oregon (<http://oregonnews.uoregon.edu/>). This site includes sample lesson plans using the newspapers they make available.

For finding texts from different perspectives on all sorts of events, I always recommend the Library of Congress’s (LOC) resources for teachers. LOC offers a teaching blog (<http://blogs.loc.gov/teachers/>), primary source sets on a variety of historical topics (<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/>) and classroom materials that can be searched by Common Core State Standard (<http://www.loc.gov/teachers/standards/index.php>).

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You might also have luck with archives and museums covering a specific topic, which provide digital access to their holdings. For example, the Lyndon B. Johnson Library in Austin, TX, provides digital access to media coverage (including audio clips of interviews with key players) about the Civil Rights movement <http://www.lbjlib.utexas.edu/johnson/lbjforkids/civil.shtml>).

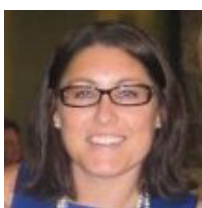
Often teachers don't have the time to stay current with new books being published for children and young adults. (Often librarians don't either, but for us it's a priority!) The books that teachers have been using for years may not work well with the CCSS, or may need to be paired with other texts to offer multiple perspectives. Additionally, with budget cuts, school libraries might not have the depth or breadth teachers need. As you read books and reviews, keep track of re-occurring subjects tackled from different angles. Can you make a display or a booklist of literary and informational texts (fiction and nonfiction, that is) about the same topic? If you booktalk during classroom visits try including memoirs, biographies and novels that all relate to a certain historical period or social issue. If you want help getting started, the Cooperative Children's Book Center at The University of Wisconsin has begun making lists targeted at meeting the CCSS. "Made for Each Other: Paired Texts for the Common Core Standards in Middle and High School Classrooms," offers a lot of great ideas and gives you a sense of how you might compile collections of books. (<http://www.education.wisc.edu/ccbc/books/made%20for%20each%20other%20bibliography.pdf>)

Comparing sources with different perspectives isn't just part of the Common Core, it is also an important part of learning to be a critical consumer of information. Librarians are uniquely qualified to help teachers find the resources they need as they adjust to these new standards. So, get out there and tell the teachers in your school/district that you are here to help! Talk to them about the Library of Congress resources or the great informational texts hiding in your databases. Show them autobiographies of historical figures that they can pair with their favorite novels. These are just a few ideas and I'm sure there are lots of other great ways that you are already connecting your teachers with the resources they need. While you're busy doing all these great things, don't forget to take the time to share your knowledge with your colleagues across the state. What's your favorite spot to find primary resources or texts from different perspectives? Let us know!

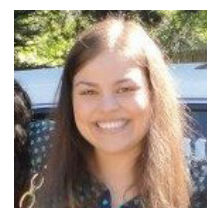
*As part of Multnomah County Library's School Corps, Gesse Stark-Smith visits K-12 classes across the county, booktalking and teaching information literacy skills. When not learning about the Common Core, she reviews books for School Library Journal and occasionally takes a break from YA and children's literature to indulge her love of classic mysteries. You can reach her at [gesses@multco.us](mailto:gesses@multco.us).*

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## **Library "Clustering" & The Common Core** by *Stephanie Thomas and Ayn Frazee*



Clustering is something that teacher librarians have already been doing for years. Now that Common Core is here to stay in Oregon, we have an opportunity to remarket and repackage "clustering", also known as "pairing" or "conceptual text sets", to our constituents. Clustering allows librarians to showcase their expertise in matching resources with curricular needs for teachers and administrators who are clamoring to make sure students are getting daily practice with shorter, more denser, informational text and multimedia across all disciplines.



**So what is "clustering?"** We were originally inspired to cluster after reading "Putting it All Together," an article in *School Library Journal*, November 2012, by Marc Aronson and Susan Bartle. In the article, the authors discuss how the Common Core's English/Language Arts (ELA) guidelines are changing the way reading is taught in K-12 schools. The focus has shifted from emphasizing fiction, to emphasizing shorter, more denser, informational text with a variety of purposes.

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“So rather than encouraging students to respond subjectively to short stories, chapter books, or novels (“I Feel this way about that character” or “I can relate to the story”), the Common Core requires students to analyze the evidence they find in fiction and nonfiction texts.” (Aronson p. 29).

Aronson and Bartle define clustering as the “art of exploring a topic with a number of related resources, and it typically involves arranging those materials in attractive, student-friendly displays.” The displays are meant to help students make connections, whether on their own or with the assistance of the librarian. Who better to provide the resources and matching necessary to achieve this goal than us?

**So what is the rationale for “clustering?”** Common Core requires students to think about the “craft and structure” of a text, which includes recognizing the chapter headings, titles, table of contents, glossary, index, sidebars, etc. Since we know as librarians that not all books are created equal, clustering allows the librarian the opportunity to select the best combinations of books that spark a “conversation” around a topic rather than just a “book about penguins”—the example that Aronson and Bartle describe in their article. We really like the way they explain it:

“The goal isn’t necessarily for kids to say, “Book A is better than book B.” Rather it’s to get students to think about the different approaches to informational and narrative texts: Why does a certain title present information this way, and another that way?”

### **So how do I “cluster?”**

- Display a few different books with contrasting features
- Display fiction, nonfiction and multimedia together with the same theme/topic
- Add “shelf-talkers” to your resources on display, highlighting important features and text structures adding context. You might even have students add “shelf-talkers.” The Parkrose High School Library has “Reader-to-Reader” display cards from Brodard which can be used to “sell” books but also as a method for providing additional connectivity to the cluster.



- Display different books on the same topic but with multiple points of view. Common Core ELA guidelines require students to be able to “analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.”
- Include multimedia such as slideshows and films on author’s websites or possibly Skype with authors.
- Include a variety of short articles or informational text from your library’s database collection or periodicals.

**So what about text complexity?** In her *School Library Monthly* March 2013 article, “Text Sets, Deep Learning, and the Common Core”, Jean Donham defines some additional points of consideration when selecting clusters or text sets. “The Common Core asserts that lexile scores alone are not a measure of complexity.” A text set [or cluster] might include titles that differ in these aspects defined in the Common Core:

- Qualitative: Does the text invite the reader to interpret meaning at multiple levels?
- Quantitative: Sentence length, word length, sentence structure.
- Reader and Task: Reading is a transaction between reader and task. The reader brings to the task background knowledge, motivation, and interest. Reignite the role of librarians in reader’s advisory.”

Consider selecting a cluster or text set with a variety of complexities and offer various approaches to the topic or theme.

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Examples of clusters we created at Parkrose High:

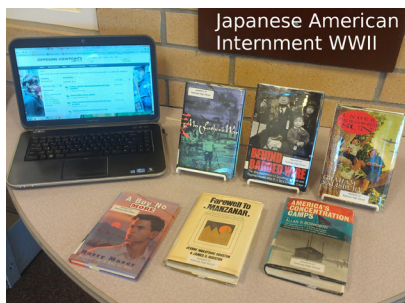
## Sports



In this clustering we included both fiction and nonfiction titles. The books represent a broad range of reading levels and topics, and we made sure to select high interest titles as the display is intended to attract students. We chose:

- *Damage* by A.M. Jenkins
- *Great Careers in the Sports Industry Series: Dream Jobs in Sports Management and Administration* by Jeri Freedman (2013)
- *Dream Jobs in Sports Marketing* by Heather Moore Niver (2013),
- *The Britannica Guide to Baseball* edited by Adam Augustyn
- *Outcasts United: The Story of a Refugee Soccer Team that Changed a Town* adapted for young people by Warren St. John
- *Tangerine* by Edward Bloor
- *Inside the Industry: Sports* by Brian Howell (2011)
- *Front and Center* by Catherine Gilbert Murdock (2009)
- *The Britannica Guide to Football* edited by Adam Augustyn
- *Playing Without the Ball* by Rich Wallace (2010)
- *Whale Talk* by Chris Crutcher (2003)
- *Kick* by Walter Dean Myers and Ross Workman (2011)

## Japanese American Internment during WWII



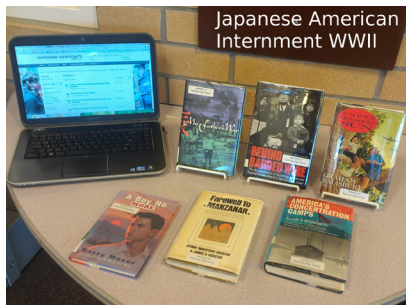
For this cluster, we chose to include both print and online resources. We displayed a mixture of both nonfiction and historical fiction books. We utilized the OSLIS resource Gale Opposing Viewpoints in Context which presents students with arguments both for and against the racial profiling of Japanese Americans during WWII and racial profiling today. Books displayed are:

- *My Father's War* by Adriaan van Dis (1996)
- *Behind Barbed Wire: The Imprisonment of Japanese Americans During World War II* by Daniel S. Davis
- *Under the Blood Red Sun* by Graham Salisbury
- *A Boy No More* by Harry Mazer
- *Farewell to Manzanar* by Jeanne Wakatsuki Houston and James D. Houston
- *America's Concentration Camps* by Allan R. Bosworth

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## Poetry



In anticipation of Poetry Month in April, we created this dynamic cluster that works with our online Poetry Analysis LibGuide: <http://pfs.libguides.com/poetry-analysis>. In addition to displaying our online resource, we showed off an array of diverse poetry and free verse titles, both new and old. Books included:

- *Locomotion* by Jacqueline Woodson,
- *A Night Without Armor* by Jewel
- *Time You Let Me In: 25 Poets Under 25 Selected* by Naomi Shihab Nye
- *October Mourning: A Song for Matthew Shepard* by Lesléa Newman
- *Red Hot Salsa: Bilingual Poems on Being Young and Latino in the United States* edited by Lori Marie Carlson
- *Listen Up! Spoken Word Poetry* edited by Zoë Anglesey
- *Brutal Imagination* by Cornelius Eady
- *Think Again* by JonArno Lawson, illustrated by Julie Morstad
- *19 Varieties of Gazelle* by Naomi Shihab Nye
- *Your Own, Sylvia: a Verse Portrait of Sylvia Plath* by Stephanie Hemphill
- *Slam* edited by Cecily von Ziegesar

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**I stumbled across this article** while looking for a short pair-reading for a CCSS professional development session for our librarians. As I read through this piece by Lauren Davis, Senior Editor for Eye on Education, I found myself substituting “Librarian” for Teacher, and “Library Media Center” for Classroom. Amazing how on target it reads! Try it! -*Susan Stone*

## 5 Things Every Teacher Should be Doing to Meet the Common Core State Standards



by Lauren Davis, Senior Editor, Eye On Education



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*continued...*

# 5 Things Every Teacher Should be Doing to Meet the Common Core State Standards

by Lauren Davis, Senior Editor, Eye On Education

**W**hen reading the Common Core State Standards, it's easy to get caught up in the details of each standard. ("Okay, I need to teach compound-complex sentences.") However, it's also important to take a step back and reflect on the big picture. How will the standards change your teaching approaches? How do the standards alter the definition of what it means to be an effective teacher in the 21st century?

The Common Core State Standards highlight five shifts that should be happening in every classroom. Teachers should:

- Lead High-Level, Text-Based Discussions
- Focus on Process, Not Just Content
- Create Assignments for Real Audiences and with Real Purpose
- Teach Argument, Not Persuasion
- Increase Text Complexity

We'll explore each of these items in more detail.

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## 5 Things Every Teacher Should be Doing to Meet the Common Core State Standards

### Lead High-Level, Text-Based Discussions

When you ask students to discuss a text as a whole class or in small groups, make sure that your questions are grounded in the text, and that students refer to the text in their responses. You may wish to begin a discussion by focusing on an author's word choice and then moving to the bigger picture. In *Publishers' Criteria for the Common Core State Standards in English Language Arts and Literacy*, David Coleman and Susan Pimentel, two authors of the standards, explain:

An effective set of discussion questions might begin with relatively simple questions requiring attention to specific words, details, and arguments and then move on to explore the impact of those specifics on the text as a whole. Good questions will often linger over specific phrases and sentences to ensure careful comprehension and also promote deep thinking and substantive analysis of the text (p.7).

You can also ask students for their opinions and personal reactions, but Coleman and Pimentel argue that you should not begin with such an approach.

The Common Core State Standards call for students to demonstrate a careful understanding of what they read before engaging their opinions, appraisals, or interpretations.... Often, curricula surrounding texts leap too quickly into broad and wide-open questions of interpretation before cultivating command of the details and specific ideas in the text (p. 9).

Of course, even if you craft strong questions, you cannot assume that students know how to be effective participants in a class discussion. In *Teaching Critical Thinking*, Terry Roberts and Laura Billings speak about the importance of explicitly teaching speaking and listening skills, which are emphasized in the Common Core. For example, have students set goals before a discussion. Goals might include:

- Speak at least three times
- Agree or disagree with someone else in detail
- Ask a question
- Keep an open mind (Roberts and Billings, p. 21).

After the discussion, you can ask students to assess how they did. Eventually, students will become skilled at holding high-level discussions on their own.

### Focus on Process, Not Just Content

Content knowledge obviously matters. However, the Common Core State Standards stress the importance of student discovery. In other words, we cannot merely fill students' heads with content; we should provide them with opportunities to discover information on their own. For example, when teaching vocabulary, we shouldn't ask students to memorize a list of words. Instead, we should engage students in the gathering-information and learning process. Give students the opportunity to really understand the word and connect it to their own lives. "When students make multiple connections between a new word and their own experiences, they develop a nuanced and flexible understanding of the word they are learning" (The Common Core State Standards, Appendix A, p. 32).

**You can also ask students for their opinions and personal reactions, but Coleman and Pimentel argue that you should not begin with such an approach.**

## 5 Things Every Teacher Should be Doing to Meet the Common Core State Standards

In *Vocabulary at the Center*, Benjamin and Crow describe what discovery-based word study could look like in the classroom:

An example of a meaningful engagement would be for students to create a blog about a topic of interest and carry on an online conversation that is laced with target words. Even if the target words do sound forced, at least the student is combing through the new vocabulary in search of words that actually communicate their ideas (p. 117).

In that activity, students are discovering how words can help them communicate. They are not memorizing a bunch of random words that they will forget days later. They are learning how to learn and use new words, a skill that will stay with them throughout school and beyond.

The Common Core State Standards also emphasize the learning process in relation to research. The standards emphasize “extensive practice with short, focused research projects” (Coleman and Pimentel, p. 11). The purpose of research isn’t just to learn about a topic but to become familiar with the research process itself. Students should “repeat the research process many times and develop the expertise needed to conduct research independently” (Coleman and Pimentel, p. 11). As a result of this repeated practice, students will understand the research process and will be able to carry it out on their own later. Students will become “self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials” (The Common Core State Standards, Introduction, p. 7).

### Create Assignments for Real Audiences and with Real Purpose

The standards emphasize the importance of writing for a variety of audiences. Students should “write routinely over extended time frames...for a range of tasks, purposes, and audiences” (p. 41). Of course, you could teach audience by making up a fake audience each time you assign a project. (“Pretend you’re writing a letter to a chef, asking him to change the menu to suit vegetarians. Pretend you’re giving a speech to the Board of Ed.”) However, if our goal is to prepare students for college and career readiness, why not use real audiences and give students more authentic experiences, like the ones they will have later?

In *Tween Crayons and Curfews*, Heather Wolpert-Gawron discusses the importance of creating assignments that require students to “develop an authentic goal” and use “authentic skills in which to achieve it” (p. 60). For example, at her school, the school bell made an unpleasant noise. The students decided that they wanted the bell to be fixed. They developed a thesis, organized a petition, wrote letters, and prepared an oral statement to be read for the principal and vice principal. Because they were working on a real issue and had to present their findings to real people, they were more motivated to do a good job. In addition, these students are more prepared to write for and present to real audiences in the future.

### Teach Argument, Not Persuasion

Some people use the terms *argument* and *persuasion* synonymously; however, the Common Core State Standards draw a distinction between the two. According to Appendix A of the CCSS, persuasive writing might “appeal to the audience’s self-interest, sense of identity, or emotions,” whereas a logical argument “convinces the audience because of the perceived merit and reasonableness of the claims and proofs offered rather than either the emotions the writing evokes in the audience or the character or credentials of the writer” (p. 24). The following table shows some common elements of each genre.

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## 5 Things Every Teacher Should be Doing to Meet the Common Core State Standards

### Persuasion vs. Argument

Genre	Definition	Common Features
Persuasion	Appeals to the emotions of the audience	Uses techniques such as bandwagon, plain folks, glittering generalities, name calling, and snob appeal
Argument	Appeals to logic and reason	Consists of a thesis/claim, evidence, concession/refutation, and a more formal style

The CCSS favor argument over persuasion because it requires more logic and reason, and is more in line with the kind of writing that students will be expected to do in college. Teachers may wish to rethink the kinds of prompts they assign. For example, instead of asking students to persuade the principal to extend recess, have students write a research-based argument about the importance of recess and physical activity. This is not to say that there isn't a place for persuasion in the classroom. Teaching persuasive techniques such as bandwagon can be useful when doing a media literacy unit and having students analyze advertisements, for example. However, the CCSS ask that teachers make argument a higher priority in the classroom.

### Increase Text Complexity

Text complexity is a key aspect of the Common Core State Standards. According to Coleman and Pimentel:

Research makes clear that the complexity levels of the texts students are presently required to read are significantly below what is required to achieve college and career readiness. The Common Core State Standards hinge on students encountering appropriately complex texts at each grade level to develop the mature language skills and the conceptual knowledge they need for success in school and life (p. 3).

Coleman and Pimentel refer to "appropriately complex texts at each grade level." But how can teachers choose texts that are at the right level? Appendix A of the standards recommends that teachers use a combination of qualitative and quantitative measures (p. 8). Don't rely solely on Lexiles or other formulas, even though they seem "official." The formulas are imperfect and do not take subject matter into account. Use your own judgment. Also be careful not to choose material that is too challenging. In *Rigor Made Easy*, Barbara Blackburn stresses the importance of balance:

Look for balance: material should be difficult enough that students are learning something new, but not so hard that they give up. If you like to play tennis, you'll improve if you play against someone who is better than you. But if you play against Venus and Serena Williams, you'll learn less because you are overwhelmed by their advanced skill level (p. 19).

**Besides making sure that an individual text is challenging enough, you can also raise the level of content in your classroom by using multiple sources of information. Providing multiple sources on the same topic can help students see a variety of perspectives, and it can help students adjust to texts at varying levels of difficulty.**

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## 5 Things Every Teacher Should be Doing to Meet the Common Core State Standards

Besides making sure that an individual text is challenging enough, you can also raise the level of content in your classroom by using multiple sources of information. Providing multiple sources on the same topic can help students see a variety of perspectives, and it can help students adjust to texts at varying levels of difficulty. For example:

After reading the fictional book *The Watsons Go to Birmingham—1963*, by Christopher Paul Curtis, students can read nonfiction online, encyclopedia articles, and/or magazine articles to compare the story to Birmingham, Alabama, during the civil rights period. You could add another step by reading current newspaper and magazine articles to compare it to Birmingham today, detailing the changes that have occurred (Blackburn, p. 24).

By exposing students to various sources on the same topic, you are adding more depth and perspective to the lesson.

### Summary

As you align your curriculum to the Common Core State Standards, don't forget to pause and reflect on the big picture. How are these five shifts happening in your classroom? What have you already been doing well? What would you like to change? Adjusting your lessons to cover the standards will take time and work. Stopping to ask yourself questions along the way can help you achieve success.

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## NCLE Report Reveals School Librarians as Highly Involved Leaders Inside and Outside of Their Schools

CHICAGO – A new report released by the National Center for Literacy Education (NCLE) reveals that school librarians are highly involved leaders playing a critical role in their schools through consistent and sustained collaboration with other educators. Additionally, school librarians not only participate in but deliver professional development to peers, educators and staff in their schools. The report, *Remodeling Literacy Learning: Making Room for What Works*, details key findings from a nationwide survey of more than 2,400 educators representing all grade levels and subject areas. It investigates the connection between professional learning, educator collaboration and student learning. The report is available at [www.literacyinlearningexchange.org](http://www.literacyinlearningexchange.org).

Survey findings indicate that many schools are not structured to support the professional collaboration educators identified as important in strengthening their practice. Despite this, educators are participating in some forms of school-based collaboration, and school librarians are often participating at rates equal to or greater than other educators. With the already small amount of time set aside for collaboration during the school day dwindling, a substantial number of school librarians are participating in professional learning networks on their own time. Fifty-one percent reported seeking and sharing ideas at least weekly in online networks and communities. Of those school librarians participating in the survey, 66 percent indicated they also provide professional development to peers and other educators, and 58 percent provide these services to staff inside their school. Further, 60 percent indicated their decision to do so was voluntary.

More specific data pertaining to school librarian responses to the NCLE survey can be found in an infographic created by AASL. To view, please visit <http://www.ala.org/aasl/research/ncle-infographic>.

The American Association of School Librarians, [www.aasl.org](http://www.aasl.org), a division of the American Library Association (ALA), promotes the improvement and extension of library services in elementary and secondary schools as a means of strengthening the total education program. Its mission is to advocate excellence, facilitate change and develop leaders in the school library field. AASL is one of 30 professional education associations, policy organizations and foundations part of the NCLE coalition.

<http://www.ala.org/news/press-releases/2013/04/ncle-report-reveals-school-librarians-highly-involved-leaders-inside-and>  
Contact information for Jennifer R Habley, AASL Web Communications Manager is [jhabley@ala.org](mailto:jhabley@ala.org).



What are Common Core Standards and how do they pertain to what we do in the library? We, in this case, means paraprofessionals who are listed as library personnel, either for planning the library programming or carrying out the programming of certified staff.

I posed this question to the library staff in our district, and the response was limited. Perhaps that indicates the need for more outreach and support of the paraprofessionals who will also be teaching and supporting the standards. Sammy, a middle school librarian, shared her lessons doing research projects that support the standards. At the elementary level, we read stories that support classroom curricula, use reasoning skills when voting for different award books, such as the Patricia Gallagher award or the ORCAs, and support classroom research projects by talking about processes, appropriate sources and citing those sources. Though the time given us to support out teaching colleagues is often decreasing, we do the best we can with the resources at hand.

While library paraprofessionals may not all yet be confident describing how the work we do is tied into the CCSS, it is in all of the work we do with students. The Oregon Battle of the Books is one of the biggest ways we encourage literacy and thirst for reading. Even a cursory glance at the standards shows how well we support the standards through the OBOB work we do: the first and last English Literature standards are clearly taught through OBOB.

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“Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.” (3.RL.1) and “By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.” (3.RL.10)

As the Oregon Battle of the Books teams were heading toward the finale, two of our student participants wrote these reviews, showing their proficiency at meeting several other English Literature standards.

“I am writing about *Out Of My Mind*. I liked it because 1. It is funny, 2. It gives clues about what will happen and has a sharp plot, 3. And it has interesting words and phrases. I thought it was funny when the mom goes psychotic on the doctor who wants to send Melody to a nursing home. The story made me feel sad when Melody couldn’t go to the contest and angry when her team did not call her. I was happy at the end when Penny was okay.”—Max, 3<sup>RD</sup> grade.

“I am writing about *Zapato Power: Freddy Ramos Takes Off*. I liked it because it is a mystery. Freddy doesn’t know who got him the magic shoes or who wrote “poopy” on the wall or who stole the lunch. I thought it was funny when [we found our who] was behind it because he was trying to write “puppy”. It made me think about what I would do with the shoes.”—Max, 3<sup>RD</sup> grade.

“*How To Steal a Dog*. What I didn’t like about the book is that they steal a dog. It was one way to get money. There are other solutions. They needed \$500 more. The mom tried to earn the money. She didn’t know the two kids were planning on stealing a dog. In the end they return the dog. The family gets an apartment.”—Tristan, 3<sup>RD</sup> grade

The following book reviews give a glimpse into a young person’s way of thinking.

“*The Hobbit*, by J.R.R. Tolkien. When Bilbo Baggins of Bag-End, meets a wizard and thirteen dwarves who want to share an adventure with him, he has no idea how he got on the road without a handkerchief. He will encounter many strange sights and adventures as he makes his way to the Lonely Mountain. When he gets lost in a goblin cave, he finds a most precious “birthday present” belonging to the most terrible looking creature. I like this book because you have no idea what will happen next! The songs are very creative, too.”—Wiley, 5<sup>TH</sup> grade

“I’m reading the book, *Island of the Blue Dolphins*, by Scott O’Dell and in my opinion it’s a good book. This book is about Karana, the Indian girl who lived alone for years on the island of the blue dolphins after her tribe moved away and tough times approached. I would recommend it if you like an adventurous story with a weird twist to it. One dislike of mine was it took awhile for me to get interested in the story. However, if you are willing to wait for an exciting ending, read this book. I give it 3 out of 5 stars.”—Jonathan, 5<sup>TH</sup> grade

The past two years have been an amazing learning experience. We, the staff in school libraries, are privileged to have a wonderful group of representatives at the state level. Since I am retiring from my job, it is time to pass the responsibilities of representing paraprofessionals to someone else. May the work these people do continue to raise public awareness on the necessity of school libraries and provide support for all the wonderful programs that continue to encourage student achievement.

*Laura Friesen is a paraprofessional at Bertha Holt Elementary in Eugene. You can contact her at [friesen@4j.lane.edu](mailto:friesen@4j.lane.edu)*

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## **Book Review The New Economics: For Industry, Government, Education, By W. Edwards Deming (1<sup>ST</sup> Edition–1993, 2<sup>ND</sup> Edition–2000)**



*reviewed by Michael Weidlich*

Have you ever, after going to a conference and hearing about some inspirational activity or event, come back and tried to replicate it in your situation, or organization, only to have it fail? Or maybe you’ve known someone this has happened to, or heard of someone? All that’s left of the idea are the shards of the botched event or activity, along with the organizer’s self-respect in tatters, and their co-workers shaking their heads and muttering in low tones, “Poor Stacey, she really tried...” If you have ever experienced this fate, I would recommend you

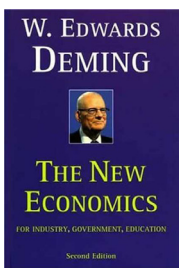
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read *The New Economics: For Industry, Government, Education*, by W. Edwards Deming. The author addresses the importance of understanding how systems, or organizations and those connected to them in some way, operate. He applies his knowledge of statistics, systems, variation, the theory of knowledge, and human psychology, to the problems facing the country then, and even more so, now.

I am currently enrolled in a class through San José State University's School of Library and Information Science, titled *The Hyperlinked Library*, taught by Dr. Michael Stephens. One of the central tenets of the class is the importance of understanding and addressing change as it applies to libraries. I have noticed that much of the writing in professional journals describes the importance of planning for, and acting upon, change, but the nuts-and-bolts, day-to-day practicality of *how* to plan and implement these changes seems to be lacking. I needed a theory on how to institute and plan for change from an expert. That's where Deming comes in. He gained notoriety in the early 1950s, when he went to Japan after their defeat in World War II and offered to show them how to use statistical analysis to improve their business and economic model. The rest is history: Japan went from being a defeated country in 1945 to being a global economic power far beyond its relative size. Deming and others, developed the concept of Total Quality Management, which describes an approach to leadership at any level to help managers plan for long-term success through customer satisfaction. It is centered around the philosophy that each individual within and associated with the "system," or organization, works to support the overall aims of the organization, in order to help everyone associated with the "system" to be successful in all types of ways. There may be some of our fellow teacher-librarians who have had more experience with this model than I have. If so, I would love to hear from you about your experiences with this model.



Understanding how systems work can be powerful, and even more so using statistics to understand human interactions and what role evaluation plays in the overall system, such as the rollout of the new teacher evaluation system for Oregon. Deming, on the back cover of the paperback version of *The New Economics*, states what his goal in writing the book is:

The aim of this book is *to provide guidance for people in management to successfully respond to the myriad changes that shake the world* (emphasis added). Transformation into a new style of management is required. The route to take is what I call profound knowledge- knowledge for leadership of transformation. Transformation is not automatic. It must be learned; it must be led.

As we begin to use what he defines as profound knowledge to view and understand the organization, we can make it as efficient and effective as possible at meeting the needs of those it serves. This, in turn, helps the organization achieve the "aim," or goal, of the system by "optimizing" the performance of the organization and each individual within the current system.

Deming's theory about people, his thesis, is that everyone is born with certain innate characteristics, including the desire to be the best they can be. Deming refers to this as "self-optimization," which includes a love of learning.

He then goes on to describe how certain recent management inventions, such as evaluating people by rank, grading people on either a curve, or by standards, robs people of the intrinsic motivation necessary for innovation and builds fear into their psyche, prohibiting them from being willing to risk trying something new or different.

Merit systems (such as ranking people, putting them in or "boxes," creating competition between people, or "incentive pay,") treating everyone as if they were the same, and ignoring differences within people, result in people being "suboptimized," or less than they could be if they worked together for each member of the organization's benefit. By pitting people, groups, and divisions against each other, each entity becomes its own "profit center." The results are humiliation, fear, self-defense, and competition for the high grade or, the high rating in the job. This "play to win" attitude supplants the natural inclination of people to work/learn for the joy of it replacing intrinsic motivation with extrinsic motivation, which in turn sacrifices the individual's self-esteem and dignity.

As an example of the prevailing managerial style, the coach of an athletic team I am aware of asked all the players to rate each other on two criteria:

- 1) The "best" to the "worst" players
- 2) Work ethic

A player that was new to the team felt mortified and humiliated. The coaches discussed the "results" with each player privately following the vote. This did nothing to improve the skill levels of the players. It may have been an honest attempt to "motivate" the players, but it left some feeling discouraged, not motivated.

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Deming states categorically, “Ranking is a farce. Apparent performance is actually attributable mostly to the system in which the individual performs, not to the individual.” To illustrate his point, he generates a mathematical equation where  $x$  is the individual’s contribution,  $(yx)$  is the effect of the system on the individual’s performance. By providing an arbitrary number for performance, such as 8 mistakes per year, or sales of \$8 million dollars the formula looks like this:  $x+(yx)=8$ .

Deming notes that the value for  $x$  is what we want to know, but there are two unknowns in the equation, so we cannot solve for  $x$ . This is the reason that partially basing teacher evaluation on student test scores is flawed. The system in which each teacher finds himself or herself will determine, to some degree, student performance, of which the teacher, is one of multiple factors involved. Any teacher who has worked for some time in different schools will tell you that regardless of the socio-economic status of the community, each school functions differently.

An article about student achievement in India contrasts in the article that the emphasis here in the United States on blaming teachers for the lack of student achievement, while in India, if a student isn’t performing, *they* are held accountable. The author suggests that students perform much more effectively within that context, regardless of the quality of the instruction, or the accessibility to materials.<sup>1</sup> While I support accountability, the point is not who to “blame” for a lack of achievement, but that each individual within a system, or within a larger culture, has factors outside of their control that directly affect their performance. But, because there is more than one variable within the equation, the individual’s performance cannot be measured accurately.

Deming also notes that there is a thing that has become known in educational circles as the *Pygmalion effect*,<sup>2</sup>: those that are rated high in the beginning tend to stay highly rated, while those that are rated low, stay low. This results in demoralization, and is the result of management not understanding “variation by common causes.” Variation by common causes is the idea that the independent output of any system will always vary to some degree. This variation is not the result of the workers, but is *built into the system*, no matter what the workers do (emphasis added).

In reference to the opening paragraph’s scenario tries and failing to implement an activity or or event in one’s own situation Deming explained it this way. The people recreating the activity or event don’t understand the theory behind the activity; they are just copying the example without understanding why they are doing it, and since each situation is unique, that activity, or its application, might not work the same way in a new setting.

By explaining how to accurately apply statistical theory, we learn to understand and appreciate a “system,” or organization and its constituent components. This helps us to understand how the knowledge of variation can be used to help people within the organization be successful. Therefore, we can act on a theory of knowledge, being able to act upon relevant information. We are also able to differentiate between various causes of errors, along with understanding people’s psychological needs and desires, which helps management make better decisions relative to the long-term well-being of all.

Leaders, in addition to managing the day-to-day planning and organization of the company, also must do the long-term planning, preparing, and implementing that is necessary to begin to “optimize” their organizations for the benefit of everyone associated with it. The manager’s main job, as Deming sees it, is to understand what is important to an individual, to understand each one as people, and motivate them by varying degrees of intrinsic and extrinsic motivation.

This book is about treating everyone the way they would want to be treated, not ranking or evaluating them based on things over which they have no control, but treating them as individuals who matter, who matter to the leadership of the organization, and make a very real difference to the organization’s future. We can all reflect on how these lessons are applicable as we look at moving into a new era of education and standards in the United States.

<sup>1</sup>Groom, T. (2011, August 8). Lessons from India: Blame students, not teachers, for failure to learn. *The Oregonian*. Retrieved from <http://www.oregonlive.com>

<sup>2</sup>Rosenthal, R., & Jacobsen, L. (1968). *Pygmalion in the Classroom*. New York, NY: Holt, Rinehart and Winston.

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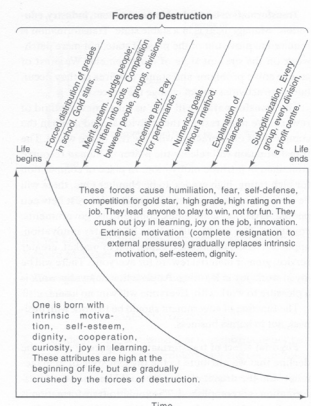


Fig. 10. The forces along the top rob people, and the nation, of innovation and applied science. We must replace these forces with management that will restore the power of the individual.

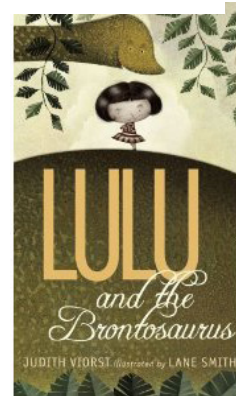


# BEVERLY CLEARY CHILDREN'S CHOICE AWARD

Congratulations to the 2013 Beverly Cleary Children's Choice Award winner, Judith Viorst for *Lulu and the Brontosaurus*.

The Beverly Cleary Children's Choice Award (BCCCA), sponsored by the Oregon Association of School Libraries (then the Oregon Educational Media Association), was established in the spring of 2002.

This award is to encourage reading by highlighting good quality literature (fiction and nonfiction) written on the second-third grade reading level, taking into account text format and the illustrations of the books. The contest will encourage reading books that students may not otherwise find on their own and are not necessarily the popular best sellers.



## ORCA Updates by Stuart Levy

This year we held the 3<sup>RD</sup> annual Oregon Reader's Choice Award, co-sponsored by 3 OLA divisions (OASL, CSD, OYAN), along with the Oregon Reading Association and the Pacific Northwest Booksellers Association.

Seventy schools participated in 2013, representing twenty-eight school districts, the Portland Archdiocese, and independent private schools. We also had thirteen public libraries participate, representing five library districts. All of the names of the participating institutions will be posted on the ORCA homepage (<http://www.olaweb.org/orca>).

### The winners this year are

Upper Elementary (Junior) Division Winner, out of 2600 votes  
*Meanwhile: Pick Any Path, 3856 Story Possibilities* by Jason Shiga

Middle School (Intermediate) Division Winner, out of 864 votes  
*Smile* by Raina Telgemeier

High School (Senior) Division Winner, out of 445 votes  
*Clockwork Angel* by Cassandra Clare



Thank you to all of the libraries and schools that participated, plus the members of the ORCA committee for making all of this happen. This award has proven to be a great program to promote reading among children and young adults throughout the state. Please continue to promote the ORCA to Oregon youth where you can.

*continued...*

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The ORCA Committee has also selected the titles for the 2014 ORCA books. The names of the 3 divisions have been officially changed for 2014 to be more clear of the intended audience and to tie in with the OBOB names. It also gives you flexibility for marketing, depending on the grade levels of your schools and libraries.

Upper Elementary Division

*Abe Lincoln at Last!* by Mary Pope Osborne  
*The Emerald Atlas* by John Stephens  
*Inside Out & Back Again* by Thanhha Lai  
*Liesl & Po* by Lauren Oliver  
*Pie* by Sarah Weeks  
*Vanishing Acts* by Phillip Margolin and Ami Margolin Rome  
*Young Fredle* by Cynthia Voigt  
*Zita the Spacegirl: Far from Home* by Ben Hatke

Middle School Division

*Amelia Lost: The Life and Disappearance of Amelia Earhart* by Candace Fleming  
*Between Shades of Gray* by Ruth Sepetys  
*Dead End in Norvelt* by Jack Gantos  
*Middle School: The Worst Years of My Life* by James Patterson  
*A Monster Calls* by Patrick Ness  
*The Mostly True story of Jack* by Kelly Regan Barnhill  
*Okay for Now* by Gary D. Schmidt  
*Wildwood* by Colin Meloy

High School Division

*Anya's Ghost* by Vera Brosgol  
*Au Revoir, Crazy European Chick* by Joe Schreiber  
*Beauty Queens* by Libba Bray  
*The Berlin Boxing Club* by Robert Sharenow  
*Daughter of Smoke and Bone* by Laini Taylor  
*Divergent* by Veronica Roth  
*Everybody Sees the Ants* by A. S. King  
*The Scorpio Races* by Maggie Stiefvater

ORCA Committee members: Carol Brown, Korie Buerkle, Lee Catalano, Rebecca Cohen, Lisa Elliott, Linda Erickson, Adrienne Gillespie, Kathryn Harmon, Trey Imfeld, Nina Kramer, Stuart Levy (Chair), Kira Porton, Rick Samuelson, and Tracy Smiles.

**Please continue to promote the ORCA to Oregon youth where you can.**



### **OBOB State Competition** *by Molly Sloan, with additional content by Dana Berglund*

On Saturday, April 13<sup>TH</sup>, some very well-read students from grades 3–12 converged on Chemeketa Community College in Salem for the State Battle of the Books Tournament. After competing and winning at their school and regional levels, the best of the best went head to head at the state competition. The high school competition was filled with diverse teams from six different counties. The team from Portland’s Oregon Episcopal School, who had hosted the Region 1 competition, was able to pull ahead of the team from South Eugene High School.

The winning middle school team from Access Academy in Portland expressed their feeling of privilege at making it to the finals at all, considering they were a team of all sixth graders. The school has had a presence at the last two state battles. Last year’s team members chose not to compete this year, but they were still at the school to help coach and mentor this year’s team. One of their coaches, teacher Amy McBride, said that the experience really helped them all learn to listen. Moreover, she felt they created a culture of respect and learned how to exhibit grace in winning. Their lead over Cascade Middle School from Bend was finally gained in the last rounds—by only five points.

The elementary battles were full of nail biting and breath holding, but none more than the final battle between William Walker Elementary and Findley Elementary, both of the Beaverton School District. These two teams met in the finals of their regional competition and were fated to meet again in the state final. The teams matched each other stroke for stroke in the 32 question battle, and Findley was only able to take the lead after 6 rounds of questions. The sportsmanship and courtesy of both teams was exemplary. The Findley team was especially notable because they were 3rd graders, the youngest of all Battle of the Books participants.

It was great day for the readers of Oregon, and it etched great memories into the minds of all who were present.

*Molly Sloan is the librarian at Portland Jewish Academy, and was formerly the librarian at Findley Elementary in Beaverton. She can be reached at [msloan@pjaproud.org](mailto:msloan@pjaproud.org).*

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Parts of this article also appeared in *Pressing On*, the online newsletter of OASL, Volume 27, May 2013.  
<http://oregonlibrarylady.org/OASLNews5-13/OBOB-2013.html>

The final OBOB lists for the 2013-14 school year have also been released. Find the lists at <http://oboblsta.pbworks.com/w/file/66103905/2014%20OBOB%20final%20lists.pdf>

## Senate Bill 344 and House Bill 2652 Defend Our Privacy by Leigh Morlock



Justin Basset, a statistician from New York City, is best known for his refusal to give a prospective employer his Facebook password. His story highlighted a policy that is becoming more popular among employers: Hand over your social media password if you want a shot at working for us. Colleges and universities are now following suit, requiring students or prospective students to provide access to their digital lives.

As you might expect, the American Civil Liberties Union doth protest. This year the ACLU of Oregon found legislators to introduce the Social Media Privacy Act of 2013. The bills are Senate Bill 344 (Senators Ginny Burdick, Elizabeth Steiner and Representative Margaret Doherty) and House Bill 2654 (Representative Doherty).

Senate Bill 344 and House Bill 2654 would make it unlawful for an employer to require employees or applicants to reveal social media log-in information, as well as prohibiting retaliation against those who refuse.

House Bill 2654 would also make it unlawful for colleges and universities to require students or prospective students to reveal social media log-in information; to require students or prospective students to add a coach, teacher, or employee to social media accounts; and it would prohibit schools from retaliating against students who refuse to comply with such requests.

According to testimony from Becky Straus, the Legislative Director of the Oregon ACLU, requiring employees and students to provide this information is a violation of privacy:

Private activities that would never be intruded upon offline should not receive less privacy protection simply because they take place online. Of course an employer or school official would not be permitted to read an applicant's or student's diary or postal mail, listen in on the chatter at private gatherings with friends, or look at that person's private videos and photo albums. They should not expect the right to do the electronic equivalent.<sup>1</sup>

There is also concern that providing online log-in information would allow employers and schools access to online accounts indefinitely. The ACLU of Oregon underscores how sharing social media accounts provides employers and schools with information they are currently not legally allowed to ask about, such as age, religion, ethnicity, and pregnancy.

The OLA Intellectual Freedom Committee is urging the Oregon Library Association and, by extension, the Oregon Association of School Libraries to support the passage of these bills. According to librarian and Oregon ACLU President Candace Morgan, supporting these bills is in accordance with the ALA Library Bill of Rights, The Code of Ethics of the ALA, and the 2013 Legislative Agenda of OLA.

This issue, then, is most certainly an issue of intellectual freedom. Whether it is through social networking sites or coffeehouse conversations, we as Americans and Oregonians have a constitutional right to speak freely, think freely, and associate freely without jeopardizing our employment or education. As librarians and members of OLA and OASL, we are defenders of privacy and intellectual freedom. It is our duty and deep passion to uphold *The Library Bill of Rights* and *The Code of Ethics*, and I urge you to support these legislative bills by asking your local legislator to vote in favor of SB344 and HB2654.

<sup>1</sup>[http://www.aclu-or.org/sites/default/files/ACLU\\_Testimony\\_HB2654\\_022013.pdf](http://www.aclu-or.org/sites/default/files/ACLU_Testimony_HB2654_022013.pdf)

**Senate Bill 344 and House Bill 2654 would make it unlawful for an employer to require employees or applicants to reveal social media log-in information, as well as prohibiting retaliation against those who refuse.**

*Intellectual Freedom Chair Leigh Morlock teaches in the Beaverton School District. You can reach her at lamorlock@hotmail.com.*

# Resource Roundup

by Jen Maurer

## Common CoreCCSS:

### Government Information as a Source of Informational Text by Jen Maurer

In 2010, Oregon adopted the Common Core State Standards (CCSS) for mathematics and English language arts & literacy in the content areas. By the end of the current school year, all related instruction must align to the Common Core, and by 2014-15, the more rigorous Common Core Standards will be reflected in state assessments. For the ELA standards, there are six major shifts ([bit.ly/T3Hkgy](http://bit.ly/T3Hkgy)) in instruction or curricula, including an increased emphasis on informational text.

#### What is Informational Text?

The CCSS for reading classify text as either literature or informational, and initially it can be difficult to determine what qualifies as informational text. As part of the *Oregon Literacy Plan*, the Oregon Department of Education (ODE) published a document (<http://bit.ly/11bfuV5>) called *K–12 Teachers: Building Comprehension in the Common Core*. Pages R-9 through R-11 define informational text and offer examples. “Informational text is a broad category that includes the subgenres of exposition, argument, and functional text. Informational text comes in many different forms, including books, magazines, handouts, brochures, CD-ROMs, journal articles, technical texts (directions, forms, and information displayed in graphs, charts, or maps), and Internet resources, and it focuses on many different topics, including those related to history, social studies, science, arts, and technical subjects” (R-9). However, also included as informational text is literary nonfiction—biographies, personal essays, opinion pieces, and similar selections with a narrative structure. As students get older, their informational text emphasis should be on non-narrative categories like argument. It is also important that texts are high quality and increasingly complex.

#### Government Information as a Source of Informational Text

Not surprisingly, some folks are scrambling to find informational text that meets these definitions and criteria. In the previous issue of *Interchange*, this column focused on periodicals databases as a source of informational text. This time, let us concentrate on government information. By that, I mean state and federal documents, publications, and websites – both historical and current. Why look there? First, most government information is in the public domain, especially at the federal level. Of course, we still need to cite our sources, but often a class set of a specific document, for example, can be printed without infringing on copyright. Also, for many educators, government information is an untapped resource. The more we explore, the more likely we are to find quality resources to support curricula. Note, though, that unlike much informational text gathered from periodicals databases, government information does not have Lexile measures or other assigned readability levels. However, ODE endorses a CCSS rubric (<http://bit.ly/Uz3eVD>) that helps educators evaluate text complexity.

#### Elementary: Supporting Oregon Health Education Standards with a USDA Website

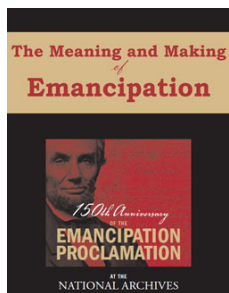


The State Board of Education adopted revised Oregon Health Education Standards in October 2012. One strand is Promotion of Healthy Eating, and for grades 4-5 (<http://bit.ly/109Cv88>), two of the associated concepts are “describe the food groups, nutrients, and portion size in the USDA recommended guidelines” and “explain the importance of variety and moderation in food choices and consumption.” Well, since the USDA is specifically mentioned, let us see what the USDA has to say on the matter. Not surprisingly, they have an excellent section that explains their definition of food groups (<http://1.usa.gov/x0R5ww>) as they relate to the

continued from page 35

MyPlate portion guidelines. The website has a generous sprinkling of graphics and breaks text into smaller sections – perfect for keeping elementary students’ attention while not overwhelming. What I was surprised by (pleasantly) is the first-rate overview of empty calories (<http://1.usa.gov/yojjFK>) with a clear explanation, examples, charts, and more. Did you know that an average 9-year-old girl should consume no more than 120 empty calories per day (USDA, “How Many”)? That is basically one can of non-diet soda. (Gulp! Wait, don’t gulp!) The Center for Nutrition Policy and Promotion has many other helpful publications (<http://1.usa.gov/J1zVKg>), like materials in Spanish.

### Middle School: Supporting Oregon Social Sciences Standards with a National Archives eBook

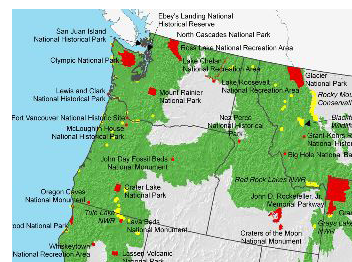


In 2011, the Oregon Social Sciences Standards (<http://bit.ly/YEMkq5>) were updated, and as of this school year, instruction must align to these more rigorous expectations. On top of that, add the layer of Common Core’s standards for literacy in the content areas. With an emphasis on developing critical thinking skills, students are expected, among other things, to “use and interpret documents and other relevant primary and secondary sources pertaining to U.S. History from multiple perspectives.” Eighth-graders study American history through the Reconstruction period, and that includes the Emancipation Proclamation. The National Archives (<http://www.archives.gov/>) offers a free eBook (<http://1.usa.gov/Ze70eX>) called *The Meaning and Making of Emancipation* which “presents the Emancipation Proclamation in its

social and political context with documents in the National Archives’ holdings.” For each included resource, there is a scan of the actual document, a transcript of the document’s text, and background information, analysis, or both. For instance, students can read a legal paper ordering a citizen, Passmore Williamson, to turn in fugitive slave, Jane Johnson, and her sons, and then read Williamson’s rebuff. As a side note, Mr. Williamson was jailed for contempt of court after refusing to cooperate (National Archives, p. 37). The eBook is available for Macs and PCs and a variety of mobile devices, including iPads and Android phones.

### High School: Supporting Oregon Science Standards with a National Park Services Report

Oregon and many other states are involved in developing the Next Generation Science Standards (<http://bit.ly/ZYDZzQ>), but in the meantime, our students must demonstrate understanding of the 2009 Oregon Science Academic Content Standards (<http://bit.ly/V0nf7C>). For high schoolers, this includes the need to “evaluate the impact of human activities on environmental quality and the sustainability of Earth systems” and to “describe how environmental factors influence resource management.” As part of its research activities, the National Park Service (<http://www.nps.gov>) produced a report (<http://1.usa.gov/ZIigMG>), *Talking Points: Impacts to Western Mountains and Forest*, which can help Oregon students relate climate change to what is happening in the Pacific Northwest. For each topic covered, author Rachel Loehman presents information under three headings: What Scientists Know, What Scientists Think Is Likely, and What Scientists Think Is Possible. For example, readers learn that the rate of glacial melting in Glacier National Park “suggests that the park’s remnant glaciers will be gone in the next 25 to 30 years” (p. 6). To learn more about glaciers and climate change, classes can also explore an excellent interactive tutorial (<http://1.usa.gov/WVsoF4>) from the National Park Service.



These featured informational text resources are just the tip of the iceberg. Besides the general information published by state and federal agencies, be sure to check government websites for content specifically developed for children or teachers. Who knew government information could be so interesting? And so helpful with Common Core? And so accessible? (Okay, maybe you did.) Have fun getting your feet wet (or wetter)

continued...



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*Jennifer Maurer is the School Library Consultant at the Oregon State Library, and her duties include working with OSLIS and the K12 aspect of the statewide databases. Previously, Jen worked with the bookmobile program at the Salem Public Library and was a teacher and a school librarian for a dozen years, split between Texas and Oregon. You can reach her at [jennifer.maurer@state.or.us](mailto:jennifer.maurer@state.or.us).*

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For more information, contact  
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