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COMPARISON OF PHRASES REGARDING
MEDIA LITERACY IN THE
COMMON CORE STANDARDS FOR
ENGLISH, LANGUAGE ARTS & LITERACY

(Made public June 2, 2010)
http://www.corestandards.org/

This document is an informal line comparison by Bill Densmore of key phrases in the June 2, 2010 "final" version of the voluntary "Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects," vs. the March 10, 2010 public-comment draft. The draft excerpts are shown in *light italics*; the analogous language in the final version in **boldface**. Underlining is added to emphasize additions, deletions or changes, which appear to strengthen or cite media-literacy tenets.

Searching on the term "media" in the English standards shows no reference to media literacy as a term or concept, and no mention of "news" at all. However, the word "media" is used in many places, and some language in the final standards is improved from the March draft, from the perspective of referencing general media-literacy tenets. The indications of strong support from higher education groups suggest that a key market driver for the adoption of these voluntary standards – college expectations – is potentially in place.

It would have been desirable to have some explicit reference to consuming (and creating) news as being a core literacy standard. However, there is reference to the need to be able to work with "informational texts" and that could certainly include news.

SOURCE: Introduction, Page Four:

HEADING: Research and media skills blended into the Standards as a whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum, in like fashion, research and media skills and understanding are embedded throughout the Standards rather than treated in a separate section.

HEADING: Research and media skills integrated into the Standards as a whole

http://www.mediagiraffe.org/common-core

To be ready for college, workplace training and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, report on and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to research and to consume and produce media is embedded into every element of today's curriculum, in like fashion, the associated skills and understandings are embedded throughout the Standards rather than treated in a separate section.

HEADING: Shared responsibility for students' literacy development

Excerpt only:

"Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex information text independently in a variety of content areas."

SOURCE: Introduction, Page 7:

"They demonstrate independence . . . students are able independently to discern a speaker's key points, request clarification, and ask relevant questions."

"They comprehend as well as critique . . . they also question an author's or <u>speaker's assumptions and premises</u> and assess the veracity of claims and the <u>soundness of reasoning</u>." *(In the draft this read: ". . .they also question an author's or speaker's assumptions and assess the veracity of claims." – soundness of reasoning added)*

"They use technology and <u>digital media</u> strategically and capably . . . They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals."

At Page 8 of the Introduction:

HEAD: Speaking and Listening: Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative and <u>media sources, evaluate</u> what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

Draft read: "Students must learn to sift through and evaluate multiple points of view, listen thoughtfully in order to build on and constructively question the ideas of others while contributing their own ideas, and, where appropriate, reach agreement and common goals through teamwork." (Addition of concept of "media sources.")

At Page 10, within the K-5 Reading Section (college/career readiness standards for reading):

HEAD: Integration of Knowledge and Ideas

7. Integrate and <u>evaluate</u> content presented in <u>diverse media and formats,</u> including visually and quantitatively, as well as in words.

Draft read: "7. Synthesize and apply information presented in diverse ways (e.g., through words, images, graphs, and video) in print and digital sources in order to answer questions, solve problems, or compare modes of presentation."

8. Delineate and evaluate the argument and specific claims in a text, including the <u>validity of the reasoning</u> as well as the relevance and sufficiency of the evidence.

DRAFT read: "8. Delineate and evaluate the reasoning and rhetoric within a text, including assessing whether the evidence provided is relevant and sufficient to support the text's claim."

At Page 18: with the K-5 College and Career Readiness Standards in Writing

6. Use technology, including the Internet, to produce and publish writing and to interact and <u>collaborate with others.</u>

DRAFT READ: "6. Use technology, including the Internet, to produce, publish and interact with others about writing."

9. Draw evidence from literary or informational texts to support <u>analysis, reflection and research</u>.

DRAFT READ: "Write in response to literary or informational sources, drawing evidence from the text to support analysis and reflection as well as to describe what they have learned." (The requirement that an output be written is removed; research is added).

SELECTED REFERENCE URLS:

A consensus statement about the importance of news literacy (Oct. 25, 2008, Philadelphia)
http://www.mediagiraffe.org/wiki/index.php/Reboot-statement

A comprehensive statement of support released by big-city educators:
http://www.cgcs.org/newsroom/CommonCore_Release_Letter.pdf

Statement by National Higher Education Organizations on the Release of the Common Core State Standards:
http://www.acenet.edu/AM/Template.cfm?Section=Press_Releases2&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=36923

And the National Association of State Boards of Higher Education:
http://www.prnewswire.com/news-releases/nasbe-sees-common-core-standards-as-major-advance-in-public-education-95406979.html