

Annotated Bibliography

“ABCs of the Common Core in Ohio” *StateImpact*. NPR Member Stations, n.d. Web. 12 Mar.

2014.

This reading was a factual presentation of the Common Core, and, as such, did not present an opinion. The Common Core is a set of expectations that students will have to meet in math and English for each grade level. New tests will replace Ohio’s previous standardized tests and will be given on computers. The Common Core was developed by teachers and math and language experts and included district superintendents and state governors.

Arevuo, Eva. “Why We Support The Common Core.” *Engine* . n.p. 25 Sep. 2013. Web.

5 Dec. 2013.

This reading was pro-Common Core. It put forth the idea that despite all of the criticism that Common Core is taking, it is a great step that many of the states have taken. The Common Core is preparing children for life after school by upgrading the quality of reasoning that is expected of students. Especially in math, there are new and better methods for figuring out how to do things. Even though this curriculum may be two years behind where students would have been on the “old” curriculum, it is still better than what we are doing right now. The old education system was failing. The article concluded that it is good that the new curriculum puts students in real life situations.

Bloom, Molly. “The Common Core Will Change High School Math Classes” *StateImpact*. NPR

Member Stations, 15 Feb. 2013. Web. 12 Mar. 2014.

This reading was more factual than opinionated and came across as relatively “neutral” in its tone. It discussed how the “old” math courses are going to be renamed. For instance, instead of a kid taking Algebra, Geometry, and Algebra 2 courses, that particular student might take CCSS Integrated Math 1, 2, and 3. The author ended by explaining that the Common Core attempts to address the question “When will I use this in life?” through its usage of “real” world problems and questions.

Bloom, Molly. "Core Questions: Do Kids Know or Care What the Common Core Is?"

StateImpact. Ideastream, 23 Oct. 2013. Web. 12 Mar. 2014.

This reading was "neutral" in its tone. The author examines whether students realize that they are getting a new curriculum - and if they even care. Melissa Cropper, the President of the Ohio Federation Teachers, says that her kids probably do not know nor care about Common Core, but that after they get used to it will like the changes. Steve Barret, a superintendent, said that kids only know what Common Core is because their teachers started incorporating Common Core-styled wording and questions into their routines (with words like "Common Core Problem").

Bloom, Molly. "Eight Must-Read Posts on the Common Core in Ohio." *StateImpact*. NPR

Member Stations, 14 Oct. 2013. Web. 12 Mar. 2014.

This reading was more factual than opinionated and came across as relatively "neutral" in its tone. This article basically goes through eight facts about the Common Core. These are: 1. *Common Core is the next big thing*; 2. *Ohio students will spend more time taking tests because of it*; 3. *Many people don't like the Common Core and they said they never had a say in the adoption process*; 4. *There are three types of people who oppose Common Core*; 5. *Anti-Common Core people do not like the fact that the Common Core is not tailored to the individual states*; 6. *Common Core math is supposed to answer questions like: "When am I ever going to use this?"*; 7. *Common Core does not ban learning from classics*; and 8. Almost two out of three Americans have never heard of – or do not understand - the Common Core State standards.

Bloom, Molly. "See How Quickly the Common Core Debate Has Shifted in Ohio." *StateImpact*.

NPR Member Stations, 25 July 2013. Web. 12 Mar. 2014.

This reading was "neutral" in its tone. The author merely presented facts that some states that had implemented the Common Core are having "buyer's remorse" and are questioning their rush to implement this new curriculum. The states of Indiana and Michigan have put the new Common Core curriculum "on hold" in their borders. Because Ohio is "up next" in terms of implementation, the Common Core's effectiveness – and how it was shut down in neighboring states – will continued to be debated for the foreseeable future.

Chang, Kenneth. "With Common Core, Fewer Topics but Covered More Rigorously". *NY Times*.

NY Times. 2 Sep. 2013. Web. 15 Dec. 2013.

This reading was anti-Common Core. It started right off by declaring that if the Common Core State Standards are adopted this year, then students will learn less. Kindergarteners originally learned patterns and numbers but now spend the majority of their time on numbers. Before the Common Core, each state had different standards. And while this resulted in some discrepancies from state-to-state and "math wars" between parents and teachers over which methods are better, the Common Core is not the answer.

Chiaromonte, Perry. "Common Core Critics Warn of Fuzzy Math and Less Fiction". *Fox News*. Fox News Network. 4 Sept. 2013. Web. 5 Dec. 2013.

This reading was anti-Common Core. It discussed concerns that the goal of the new Common Core curriculum is to get all students from across the country to hit the same *minimum* level of learning. There are now no truths: $3+4$ can now equal 11 as long as the student can explain how they got that answer. Stanford Professor James Milgram refused to sign off to the Common Core because he felt the Common Core intentionally made the new standards as non-challenging as possible. He feels that the Common Core does not do a good job of making individual thinkers out of children.

"Common Core Standard." *Dayton Public Schools*. n.p., n.d. Web. 12 Mar. 2014.

This was a webpage for the Common Core that was intended to be factual and not opinionated. The site states that the new focuses of math will be: application of mathematical ways of thinking to real world issues, major emphasis in early grades on the development of number concepts, an expectation of fluency with operations, a progression of learning of algebraic thinking (beginning in kindergarten), number operations and systems, geometry and statistics, and an emphasis at higher grades on mathematical modeling.

Felt, Kathy. "Why We Need CCSS Math". *MiddleWeb*. n.p. 6 Oct. 2013. Web. 15 Dec. 2013.

This reading was pro-Common Core. The developers that created the Common Core State Standards did so by looking at what students need for success in college and careers and then making such skills into standards. The "No Child Left Behind" law was not working very well. It was realized throughout the country that most students were doing "minimally proficient" in mathematics. This was because math used to only focus on skills and no focus as much on the understanding or application of math in the "real" world. The new Common Core testing will aim for more understanding rather than plugging in formulas.

Frenkel, Edward and Hung-His Wu. "Common Core Standards for Mathematics: The Real Issues" *Huff Post Science.*, 10 Oct. 2013. Web. 12 Mar. 2014.

This reading was anti-Common Core. It focused on three big issues facing the Common Core: math textbooks, assessments, and teacher preparation. Quite simply – there is a shortage of Common Core-aligned math textbooks. Next, when assessments are given to students who have not been immersed in a Common Core environment, how can they be tested on something that they have never learned and expect to get good results? Because this is new to teachers – and because of how rapidly it has been implemented – teachers are falling behind and become more and more stressed. These three – and very basic – issues need to be addressed before the Common Core can be successful.

Gallagher, Maggie. "Two Moms vs. The Common Core". *National Review.* n.p. 12 May 2013. Web. 15 Dec. 2013.

This reading was anti-Common Core. It discussed how the state of Indiana began the first state to retreat from the Common Core standards when Governor Mike Pence signed a bill suspending its implementation. Some parents saw that Common Core was actually lowering the standards in their child's school. One mom, Heather Crossin, noticed that her daughter was bringing home fewer and fewer math homework assignments than usual. The homework questions were very short and easy. Professor James Milgram of Stanford University said that the Common Core standards were "written at a very low level" and that they do not adequately reflect our current understanding of why the math programs." In short, the Common Core is dumbing down math education, and colleges are noticing.

Garellick, Barry. "A New Kind of Problem: The Common Core Math Standards". *The Atlantic.* n.p. 20 Nov. 2012. Web. 15 Dec. 2013.

This reading was anti-Common Core. It gave several examples of frustrated parents and their concerns over the "mental math" element of the Common Core. In their eyes, proficiency is at stake and runs the risk of being lowered. Instead of teaching multiplication tables, the Common Core standards want children to discover the knowledge for themselves. Parents of children that had always excelled in math, were now struggling. Students are now required to understand and explain their understanding of why $(2/3)$ divided by $(3-4)$ equals $(8/9)$ because $3/4$ of $8/9$ is $2/3$. This method delays when a child is learning this knowledge.

"Mathematics." Ohio Department of Education. *Ohio.gov*, 12 Mar. 2014. Web. 12 Mar. 2014.

This was a webpage for the Common Core that was intended to be factual and not opinionated. This site basically talks about how the new math Common Core standards began implementation during the 2013-2014 school year with the goal of full immersion by 2015-2016. Schools are strongly urged to start implementing these standards as soon as possible in order to acclimate their students to the standards.

Riley, Benjamin. "Innovation and Entrepreneurship in Education". *NewSchools*. n.p. 7 Aug. 2013. Web. 15 Dec. 2013.

This reading was pro-Common Core. Many teachers complained that the old assessments were not of high quality. The hope for the new Common Core State Standards is to put more rigor into the assessments that students take. On these revamped tests, students will now have to demonstrate their understanding of the subject. These new tests are more challenging, so it is not a surprise to hear that students are struggling. The new test scores should rise as everyone adjusts to the Common Core. If students test grades are not rising, the solution is not to abandon the Common Core. Rather, it is to revisit the tests themselves.

Wray, Jon. "My View: Why We Need the Common Core Standards." *Schools of Thought*. n.p. 20 Aug. 2012. Web. 12 Dec. 2013.

This reading was pro-Common Core. Each state in the country has developed their own standards for students. The Common Core is national so that if you are a teacher who has to move to a different state, your style of teaching will be accepted. If you graduate from Ohio, you do not have to worry about whether you have the skills or knowledge to get a job in a different state. But, some of these standards are unknown even to teachers. With the Common Core, everyone will be on the same page. This allows teachers to learn better – and be better.