

The CCLS and IFC Alignment from Theory to Practice: A Sample of the Process

The NYS Common Core Learning Standards (CCLS) for Literacy establish a framework to ensure that all students graduate college and career ready. The skills and strategies articulated in the NYC Information Fluency Continuum (IFC) are aligned with the CCLS and open up opportunities for librarians and teachers to engage in sustained collaborative planning and teaching as they infuse these skills and strategies into classroom instruction, project based learning, and the implementation of the Citywide Instructional Expectations. The following process and accompanying student work illustrate how the CCLS and IFC work together to help students learn how to write an opinion based on an analysis of informational text.

Step 1: Start by identifying the standard named in the Citywide Instructional Expectations.

One of the focus standards in the Citywide Instructional Expectations in Literacy for grade 5 is Common Core Writing Standard W.5.1: Write opinion pieces on topics or texts supporting a point of view with reasons and information.

- a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.
- b) Provide logically ordered reasons that are supported by facts and details.
- c) Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
- d) Provide a concluding statement or section related to the opinion presented.

Step 2: Determine the embedded Information Fluency Skill.

In order to be able to master the CCLS standard, students will learn how to support an opinion with reasons and information. IFC Standard 1 includes the following Priority Benchmark Skill: "Forms opinion and uses evidence from text to back it up." Clearly, this IFC Priority Benchmark Skill aligns with parts a and b of the Common Core standard above.

Step 3: Collaborate with classroom teachers to develop instruction that teaches and enables students to practice the identified skill in the context of classroom content.

Step 4: Use and adapt an IFC formative assessment to capture student work to analyze students' development of the skills and provide additional instruction and practice when necessary.

Formative assessment 5.7 (Using Evidence to Support Opinions) is included for use in the IFC. A modified version of this assessment was used in the sample lesson included here.

Next Steps: Return to the Common Core Standard.

To accomplish parts c and d of Common Core Writing Standard W.5.1, guide students through the following:

- Use the graphic organizer to develop a paragraph that starts with a clear introduction of their topic and a clearly stated opinion.
- Provide facts and details, drawn from the text, to support their opinions.
- Link opinions and reasons.
- Develop a concluding statement related to the stated opinion.

In continued collaboration with the classroom teacher, use the IFC graphic organizer as a starting point for additional lessons including strategies and practice for refining opinion statements.

Grade Level: 5

Necessary Prior Knowledge: Sections of the library

Lesson Duration: Two class periods -- One for Mini lesson and Guided Practice, one for Independent Practice and Sharing/Reflection

Learning Outcomes: The student will know and be able to form an opinion about a book based on facts and details from that book.

Common Core Writing Standard W.5.1:

Write opinion pieces on topics or texts supporting a point of view with reasons and information.

- a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are logically grouped to support the writer's purpose.
- b) Provide logically ordered reasons that are supported by facts and details.
- c) Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
- d) Provide a concluding statement or section related to the opinion presented.

Information Fluency Continuum Standard 1, Benchmark Skill 5.7:

Forms opinion and uses evidence from text to back it up.

	Procedure	Resources
Mini Lesson	<ul style="list-style-type: none">• Work with students to define: opinion, personal reason, fact and, detail• Explain: "After selecting and reading a picture book of your choice, you will be asked to state your opinion of that book and to support your opinion with facts and details from the book. Let's do one together."	
Guided Practice	<ul style="list-style-type: none">• Picture book read aloud: <i>The Bravest Woman in America</i> by Marissa Moss• Model completing the graphic organizer: Supporting your opinion about a nonfiction book (see teacher completed graphic organizer). **Elicit and explain while modeling.	<i>The Bravest Woman in America</i> by Marissa Moss Projected graphic organizer.
Independent Practice	<ul style="list-style-type: none">• Each student selects a Dewey area to find a picture book about a topic of interest• Students read their picture book• Students complete the formative assessment: Supporting your opinion about a nonfiction book (see student completed graphic organizer)	Copies of the graphic organizer: Supporting your opinion about a nonfiction book.
Sharing/ Reflection	Ask for volunteers to share their opinions and important facts or details from their books that support their opinions and personal reasons. Discuss.	
Assessment: Collect completed formative assessment (Supporting your opinion about a nonfiction book) and review.		

Follow Up/Extension: Collaborate with the teacher to design a lesson on using linking words and phrases to connect opinions with reasons and details from a nonfiction book. Model this activity using the teacher completed graphic organizer from the lesson above.

Teacher Completed Sample

Name _____ Class _____ Date _____

Supporting your opinion about a nonfiction book

Title: *The Bravest Woman in America* by Marissa Moss

Section of the Library: 300's

My opinion: I like this book because it shows that a girl can be brave and strong.

1st own personal reason to back it up:

Ida Lewis was brave.

Important facts or details from book to support that reason:

- a) When the waves were high and rough, she knew how to stay calm.
- b) When she saw the boys falling out of their boat, she rowed out to rescue them even though there was a storm starting.

2nd own personal reason to back it up:

Ida Lewis was strong.

Important facts or details from book to support that reason:

- a) She was able to row the boat smoothly through the water.
- b) She was able to pull the drowning boys into the boat during a storm.

Name: _____

Class

5b

Date:

10/2/11

Supporting your opinion about a nonfiction book

Title: Poseidon

Section of the library: 2005

My opinion: I like this book because it has important facts on Poseidon

1st own personal reason to back it up:

Poseidon was an important god

Important facts or details from book to support that reason:

- a. Like he played an important role in the titan war
- b. Poseidon created the first horse

2nd own personal reason to back it up:

~~Poseid~~ Poseidon is a good fighter

Important facts or details from book to support that reason:

- a. Poseidon was one of the leaders in the Trojan war
- b. Poseidon competed with Athena to be leader of Athens