Making Frameworks Work: Using the ACRL and Common Core Standards to Ease the Transition from High School to College

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http://hdl.handle.net/2027.42/123068
Making Frameworks Work: Using the ACRL Framework and Common Core Standards to Ease the Transition from High School to College

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Who We Are...

University Library Associates (ULAs) at the University of Michigan Libraries

Liz Settoducato

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Meaningfully integrate ACRL Framework into instruction

Support students by bridging the gap between high school & college

Turn standards students already know into a roadmap for successful research
Why Common Core Science?
# Crosswalks and Correlations (1)

<table>
<thead>
<tr>
<th>Common Core English Language Arts Standards » Science &amp; Technical Subjects » Grade 11-12</th>
<th>ACRL Framework for Information Literacy for Higher Education</th>
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<tbody>
<tr>
<td><strong>CCSS.ELA-LITERACY.RST.11-12.2</strong> - Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</td>
<td>Research as Inquiry</td>
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<td><strong>CCSS.ELA-LITERACY.RST.11-12.5</strong> - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</td>
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<tr>
<td><strong>CCSS.ELA-LITERACY.RST.11-12.6</strong> - Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</td>
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<td>CCSS.ELA-LITERACY.RST.11-12.4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.</td>
<td>Information Has Value</td>
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<tr>
<td>CCSS.ELA-LITERACY.RST.11-12.8 - Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</td>
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<td>CCSS.ELA-LITERACY.RST.11-12.10 - By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.</td>
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<td>CCSS.ELA-LITERACY.RST.11-12.1 - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</td>
<td>Authority is Constructed and Contextual</td>
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<td>CCSS.ELA-LITERACY.RST.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</td>
<td>Scholarship as Conversation</td>
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**ACRL Framework: Research as Inquiry**
- CCSS.ELA-LITERACY.RST.11-12.1 - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
- CCSS.ELA-LITERACY.RST.11-12.5 - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- CCSS.ELA-LITERACY.RST.11-12.6 - Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

**ACRL Framework: Information Has Value**
- CCSS.ELA-LITERACY.RST.11-12.4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.
- CCSS.ELA-LITERACY.RST.11-12.8 - Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- CCSS.ELA-LITERACY.RST.11-12.10 - By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

Compare to frequency of other Framework ideas
Research as Inquiry
Information Has Value
Information Creation as a Process
Searching as Strategic Exploration
Scholarship as a Conversation
Authority is Constructed and Contextual
Case Study - Introduction

- Instructor request for 90 minute information literacy session
- Course in the English department: “Race in the Age of Obama”
- Primary learning outcome: students will be able to critically and effectively evaluate sources for relevance and usefulness in future assignments
Case Study - Choice of Articles

Alvina Garza, a labor organizer in Oakland, explores a type of racial activism.

Photography by Anya Sarrazin for The New Yorker

On February 18th, as part of the official recognition of Black History Month, President Obama met with a group of African-American leaders at the White House to discuss civil rights issues. The guests—who included Representative John Lewis, of Georgia; Sherilyn Ifill, the director-counsel of the National Association for the Advancement of Colored People; and Wade Henderson, who heads the Leadership Conference on Civil and Human Rights—were asked to present the President to act decisively on criminal-justice issues during his last year in office. Their urgency, though, was tempered by a degree of sentimentality, evident in the office. Their urgency, though, was tempered by a degree of sentimentality, evident in the office.

We were very much aware that this was the last History Month of this Presidency.

Catherine L. Langford
Montené Speight

The social media campaign #BlackLivesMatter presents an ideology counter to the historical and contemporary narratives of African Americans that reject the idea of a color line. The hashtag attempts to shift the narrative paradigm that consists of African-American discrimination and violence by deconstructing and dehumanizing the Black lives that are not perceived as human. The hashtag is a social media campaign that raises awareness about the individual and communal worth of Black lives. Black lives matter movement is expanding and spreading. Although multiple questions remain, there is no effort to diminish the world of policing. Policing is a positive process that addresses policing the Black body. The privilege of color and that entrenches that work does not help bring about equality.

Black Lives Matter has come to signify a new era of black power, black resilience, and black resistance. This is our revolution.

Alvina Garza, #BlackLivesMatter Co-Founder

The #BlackLivesMatter movement began following the July 2013 death of George Zimmerman for the shooting death of Trayvon Martin. Porchelle Collins posted the text for the movement on her Facebook status with the hashtag #BlackLivesMatter. That friend was Alvina Garza, who posted, "Black lives matter. I love you. I love us. Our lives matter." Following the Zimmerman acquittal, after she repeated her friend's message, Collins asked Garza if she would like to participate in a social media campaign. Garza agreed, and the two women invited other women to join their efforts. The three women relied on friends to share stories about how they were Involved in the movement and began using the hashtag in their other activism efforts.
Case Study - What I Did

1. Introduced students to activity - told them to find these two articles through our website
2. Gave students 5 minutes to skim both articles - gave them tips for doing this effectively
3. Facilitated whole group conversation about what differentiates these articles
4. Asked, “How would you use these articles in a paper for class?”
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<th><strong>Recommended Change in Lesson Plan</strong></th>
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<td>Have students discuss the differences between the articles among themselves first; encourage peer learning</td>
<td>CCSS.ELA-LITERACY.RST.11-12.7 - Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</td>
<td>Scholarship as a Conversation</td>
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<td>Ask questions that are explicitly connected to learning objectives</td>
<td>CCSS.ELA-LITERACY.RST.11-12.1 - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</td>
<td>Authority is Constructed &amp; Contextual + Scholarship as a Conversation</td>
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Moving Forward - Better Questions to Ask

Who is/are the author(s)? Do you trust them? Why?

When was the source published? Does it matter? Why?

What’s the purpose of the article?

What is the new source? Is it reliable? Why?

Who’s the intended audience of the article?

Could you verify the contents of the article (if you wanted to)?
Strategies for Your Classroom

- Show, don’t tell
- Let students lead
- Connect learning objectives to Framework ideas
Thank You!

Access these slides online: bit.ly/ccssACRL

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