This document demonstrates to educators the ways in which they can integrate Points of View Reference Center (PoV) with curriculum choices to satisfy Common Core State Standards for high school students. PoV is designed for a high school audience; therefore, this document will focus on Grades 9-12.

This document illustrates how an educator supporting English, and/or History/Social Studies, and Science ethics curricula might:

- Interpret the Common Core State Standards.
- Use Points of View Reference Center to identify relevant content applicable to a number of Common Core State Standards.
- Integrate the texts and multimedia content available through Points of Reference Center with a curriculum aligned to The Common Core State Standards.

What is Points of View Reference Center?

- A comprehensive online resource providing a forum for exploring issues of debate, discussion, and controversy
- A completely full-text database that provides content at varying reading levels, text complexity, and source types including reference works, journals, magazines, radio and television transcripts, and primary source documents
- A unique topic content format, presenting Overview/Point/Counterpoint perspectives, plus a Guide to Critical Analysis
- A multimedia resource with images, charts, illustrations and videos useful for classroom presentation and instruction
- Supporting informational text articles from the world’s top political and societal publications.
- The Points of View Debate Blog - a forum for students to express and exchange their unique views on topics in the news

What is the Common Core?

Common Core State Standards Initiative developed in 2013 by the National Governor’s Association Center for Best Practices and the Council of Chief State Officers:

- Provides a clear set of educational standards for educators
- Outlines major subject areas and skills the student is to develop using the specific curriculum provided at the state level
- Centers around language and mathematical literacy, analysis, and problem-solving
- Applicable across disciplines, including Social Studies and Science
- Requires a significant change in the type of content being read in the classroom
- Presents a heavy shift toward non-fiction reading and analysis in all classrooms

Which Common Core State Standards does Points of View Reference Center Serve?

Common Core State Standards are divided into literacy standards for English Language Arts (ELA) and Mathematics. Within the ELA standards there are literacy recommendations for History, Social Studies, and Science. The goal of these is to build competencies in reading, writing, and speaking as students experience different types of content.
Text Complexity:
- Read and comprehend text at 9-10 grade level of complexity by grade 10, and 11-12 level of complexity by grade 12.
- By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

How Points of View Reference Center can help:
- Identify appropriate text complexity using Lexile values available on most content. Articles in the Points of View product are listed with a Lexile score. EBSCO partners with MetaMetrics, the company that created the Lexile score.

Text Types:
- Integrate multiple sources across formats and media types.

How Points of View Reference Center can help:
For Text Types:
- Find specific text types (called “Source Types” on Points of View Reference Center) by using the “Source Types” limiter available under the “Refine Results” tool.
- Result lists can also be limited by choosing specified Document type(s) and Publication type(s) under the Advanced Search option.
- Provides guides for identifying text types - teachers can use these samples to supplement their explanation of various writing styles, audiences, text types and writing purposes
- NOTE: Among the available source types, look for Points of View documents, a unique content format presenting Overview/Point/Counterpoint perspectives, and a Guide for Critical Analysis. See Appendix A for format examples.

Sample Alignments for Text Types and Purposes
- CCSS.ELA-Literacy.W.11-12.1
  - CCSS.ELA-Literacy.W.11-12.1a
    - Points of View text exemplar- Overview/Point/Counterpoint for a selected topic
    - Research Guide “Judging Fact vs. Opinion” (see Appendix B for excerpt)
    - Research Guide “Write a Persuasive Essay”
    - Research Guide “Write a Thesis Statement”
    NOTE: to access research guides, see ‘Reference Shelf’ section on PoV main page

  - CCSS.ELA-Literacy.W.11-12.1b
    - Points of View text exemplar- “Guide to Critical Analysis” for a selected topic
    - Points of View text exemplar- Overview/Point/Counterpoint for a selected topic
    - Research Guide “Debate Strategy”
    NOTE: to access research guides, see ‘Reference Shelf’ area on PoV main page

  - CCSS.ELA-Literacy.W.11-12.1c
    - Points of View text exemplar- “Guide to Critical Analysis” for a selected topic
    - Points of View text exemplar- Overview/Point/Counterpoint for a selected topic
    - Research Guide “Write a Persuasive Essay”
    NOTE: to access research guides, see ‘Reference Shelf’ section on PoV main page
Key Ideas and Details:

- Cite strong and thorough textual evidence to support analysis of what the text says
- Summarize the central ideas of a text
- Determine two or more central ideas of a text and analyze their development over the course of the text
- Analyze a complex set of ideas or sequence of events

How Points of View Reference Center can help:

- CCSS.ELA-Literacy.RH.9-10.1
  - Points of View text exemplar- Overview/Point/Counterpoint for a selected topic.
  - NOTE: All Overview records are secondary sources. Each record includes publication date (updated annually for currency/relevance) and author information to show validity of source. Links to other secondary sources, including periodicals/journals are embedded in the overview records for related information on a given topic. When appropriate/available for topics, some records will link to highly relevant primary source documents.

- CCSS.ELA-Literacy.RH.9-10.2 and CCSS.ELA-Literacy.RI.11-12.1-3
  - Points of View text exemplar- Overview
  - Points of View text exemplar- “Guide to Critical Analysis” for a selected topic

Craft and Structure:

- Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument
- Determine an author’s point of view or purpose in a text
- Determine the meaning of words and phrases as they are used in a text

How Points of View Reference Center can help:

- CCSS.ELA-Literacy.RH.9-10.4-6 and CCSS.ELA-Literacy.RI.11-12.4-6
  - Points of View text exemplar- Overview
  - “Understanding the Discussion” section provides the key terms and definitions, so that deeper understanding can be gained at the onset of learning about a specific topic.
  - Points of View text exemplar- Overview
    - The Overview record helps students gain progressively deeper knowledge about a topic as they read the article. The Overview, “Understanding the Discussion,” “History,” and “[Topic] Today” sections are accessible and organized for student consumption and synthesis.
    - The use of BOLD for new terms allows students to see words that are of most importance.
  - Points of View text exemplar- Overview
Curated relationships in the Related Items section of each Overview, as well as Related Sources guide students to other high-quality content that will advance their reach into the specifics regarding topics.

- *Points of View* text exemplar- Point/Counterpoint
- *Points of View* text exemplar- Guide to Critical Analysis

Recommendations provide best-practice steps for high-level research and provide examples on how to interact with the content and product.

**Integration of Knowledge and Ideas:**

- Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
- Assess the extent to which evidence in a text supports claims and conclusions.
- Compare and contrast treatments of the same topic in several primary and secondary sources.
- Corroborate or challenge conclusions of a text using other sources of information.

**How Points of View Reference Center can help:**

- [CCSS.ELA-Literacy.RH.9-10.7-9](#) and [CCSS.ELA-Literacy.RH.11-12.8-9](#)
  - Approx. 25% of the topic content includes proprietary graphs and charts. Many of the additional secondary sources (magazines/journals) include quantitative charts and research data that can help support student arguments and understanding of a given the topic.
  - *Points of View* text exemplar- Overview/Point/Counterpoint
    - Written by professionals in the area of study
    - Presents extensive bibliographies at the end of each record to show source information to support arguments
  - *Points of View* text exemplar- Guide to Critical Analysis
  - *Points of View Reference Center* contains + 1 million articles from magazines, journals, reference books, primary sources, transcripts, and more. Students can find a wealth of coverage on a topic. The articles will have varying viewpoints and opinions. All articles have tools that allow students to Print/Email/Save and to CITE the article in several bibliographic formats.
  - Research Guide – “How to Understand the Bias of a Publication”

**Writing and Research to Build Present Knowledge:**

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- Write informative/explanatory text
- Provide a concluding statement that follows and supports an argument
- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Conduct short as well as more sustained research projects to answer a question
• Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively
• Assess the usefulness of each source in answering the research question
• Draw evidence from informational texts to support analysis, reflection, and research.

How Points of View Reference Center can help:

• CCSS.ELA-Literacy.W.9-10.7-8 and CCSS.ELA-Literacy.W.11-12.7-9
  o Points of View Reference Center provides access to full text article information from multiple source types, including magazines, newspapers, scholarly journals, reference books, transcripts, primary source documents, images and biographies.
  o The product’s search interface allows for citations, broad searches by keyword and category, by individual topic, and for more narrowed research, using the interface’s Advanced Search functionality or the related source type filters.
  o Advanced Search Limiters, including:
    ▪ Publication Type
    ▪ Document Type
    ▪ Peer-reviewed
    ▪ Illustrations
    ▪ Number of Pages
    ▪ Cover Story
    ▪ Journal ISSN
    ▪ PDF
    ▪ Full Text
  o Research Guide “Evaluating a Website”
  o Research Guide “Citing Sources”
  o Research Guide “Creating a Bibliography”

Writing and Research to Build and Present Knowledge

• CCSS.ELA-Literacy.W.9-10.1 and CCSS.ELA-Literacy.W.11-12.7
  o Points of View text exemplar - Guide to Critical Analysis
  o Points of View text exemplar - Overview/Point/Counterpoint
  o Research Guide “Writing a Research Paper”
  o Research Guide “Evaluating a Website”
  o Research Guide “Selecting a Topic”
  o Research Guide “Taking Good Notes”
  o Research Guide “From Notes to Outline”
  o Research Guide “Visual Ways to Organize Ideas”
  o Research Guide “Citing Sources”
  o Research Guide “Creating a Bibliography”
  o Research Guide “Points of View Special Interest Groups”
  o Research Guide “Debate Strategies”
  o Research Guide “Giving an Oral Presentation”
  o Advanced Search Limiters, including:
    ▪ Publication Type
    ▪ Document Type
    ▪ Peer-reviewed
    ▪ Illustrations
    ▪ Number of Pages
Appendix A

Format for *Overview/Point/Counterpoint* and *Guide for Critical Analysis*:

<table>
<thead>
<tr>
<th>Overview</th>
<th>Point/Counterpoint</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective Introduction</td>
<td>Viewpoint Thesis</td>
</tr>
<tr>
<td>Understanding the Discussion</td>
<td>Summary</td>
</tr>
<tr>
<td>History</td>
<td>Supporting Information</td>
</tr>
<tr>
<td>[Topic] Today</td>
<td>Conclusion</td>
</tr>
<tr>
<td>Bibliography</td>
<td>Ponder This Questions</td>
</tr>
<tr>
<td></td>
<td>Bibliography</td>
</tr>
</tbody>
</table>

Guide to Critical Analysis

- Before You Read
- As You Read
- Judge Fact and Opinion
- Examples
- Looking Deeply into [TOPIC]
- You Decide
- Debate It
Appendix B

Exemplar—Research Guide

Excerpt from “Judging Fact vs. Opinion”

AN 23627405
Lexile 1190

Evaluating Facts and Opinions

- Ask if a statement can be proved true or false. If a statement can be proved true or false, it is a fact, if not, it is an opinion. Because opinions cannot be proved true or false, they must be evaluated in other ways.
- Does the author support his or her opinions with facts and statistics? If not, you may want to quote the author if he or she says something in a memorable way, but make sure you support the opinion with facts.
- Do the facts and statistics the author uses logically support his or her opinion? If not, the result is more likely to confuse the reader than to persuade. Make sure your own opinions are supported by facts.
- Does the author’s experience, affiliations or worldview influence his or her opinion? If the author is obligated to reach a specific conclusion on a given topic, he or she is less likely to consider facts that oppose that conclusion. You should seek additional information.

Mixing Facts and Opinions to Persuade

- Persuasive statements often contain both fact and opinion. Example: "Because U.S. reliance on foreign oil is increasing and U.S. oil production is declining, Congress must approve oil and gas exploration in ANWR." The statements about oil consumption and production can be proved, but the conclusion drawn from these two facts is the author's opinion.
- Persuasive statements can be opinions disguised to look like facts. Example: "The world's scientists no longer doubt the fact that we are changing our atmosphere." It is almost impossible to prove anything about a group of people as large and diverse as "the world's scientists," but stating an opinion in definite terms can be persuasive.

Paying close attention to the ways authors use fact and opinion will give you insight into the many ways, subtle and not so subtle, that they are trying to influence you. Developing a keener awareness of these techniques will, in turn, help you in your own writing.

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