$1 Math

Overview:

**Higher Level Activity:** Rea

Mid-Level Activity: Rea

Lower Level Activity: As

For All Students:

* App
* Opportunities for students to work together and to share and discuss responses

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| Related Common Core State Standards:  **9th – 12th Grade: Informational Text:**  2b. Provide an objective summary of the text.  **8th Grade: Informational Text:**  2b. Provide an objective summary of the text.  8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.  **7th Grade: Informational Text:**  2b. Provide an objective summary of the text.  8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.  **6th Grade: Informational Text:**  2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.  **5th Grade: Informational Text:**  8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  **4th Grade: Informational Text:**  8. Explain how an author uses reasons and evidence to support particular points in a text.  **3rd Grade: Informational Text:**  2. Determine the main idea of a text; recount the key details and explain how they support the main idea.  6. Distinguish their own point of view from that of the author of a text. |

Common Core State Standards  
Authors: National Governors Association Center for Best Practices, Council of Chief State School Officers  
Title: Common Core State Standards (insert specific content area if you are using only one)  
Publisher: National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington D.C. - Copyright Date: 2010

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| DesCartes Statements: |  |
| RIT Above 230:   * Loc | **Students:** |
| RIT 221-230   * Lo | **Students:** |
| RIT 211-220:   * Lo | **Students:** |
| RIT 201-210:   * Gi | **Students:** |
| RIT 191-200   * Giv | **Students:** |
| RIT 181-190   * Gi | **Students:** |
| RIT 171-180   * C | **Students:** |
| RIT 161-170   * C | **Students:** |
| RIT Below 161   * C | **Students:** |

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| Higher-Level Lesson & Activity: (1-4 class periods, depending on number of articles read) | | |
| 1) Read 3-4 Articles about One Topic  2) **Record Author’s Facts and Opinions on**  **Chart**  .  Begin reading one article as a whole group.  Identify the first examples of a fact or opinion that come up early in the article.  Students record on their chart. (Model the process as needed.)  Have students read the rest of the article and the additional articles and complete the chart either alone or w/ partner.  Give students a guideline for the number of facts and opinions to identify in each article (i.e. “at least five”). Number will vary depending on the length of the article.  **Suggestion:** Have students keep track in some way of which article each fact/opinion is from (using numbers, citations , or some other identifier) | 3) Write Summary Using Facts from All  of the Articles  Have students write a summary using facts from all of the articles, independently or with a partner. (Can be used as practice leading into a larger, multi-source research paper.)  .  If time allows, share and compare summaries.  4) Group Discussion and Sharing Opinions  As a group, talk through the facts and opinions they found. There will likely be a variety of correct responses possible.  Discuss: Why do you think the author included these particular opinions? How do the opinions in the article affect what you think about the topic? …about the article?  Have students complete the bottom portion of the chart last (their own opinion).  If, during the reading, students get distracted wanting to talk about their own opinions on the topic, encourage them to write down their ideas and wait to share them.  Allow time to share/discuss their opinions at the end of class. | Resources:  Fact vs. Opinion Chart for each student  **Preferred Option:** Blank paper so students can draw the chart themselves  3-4 short articles about the same topic  Choose a topic about which students will likely have personal opinions  Articles should be at an appropriately challenging reading level. |
| Means of Assessment:  Discussion participation  Chart completion |
| Mid-Level Lesson & Activity: (1-4 class periods, depending on number of articles read) | | |
| 1) Read 1-3 Articles about One Topic  2) Record Facts and Opinions on Chart  Same as above  Be prepared to model addition examples and possibly one entire article if needed | 3) Write Summary Using Facts from One or  More Articles  Have students write a short summary using facts from a chosen article(s).  Discuss how opinion affects how the information in the article is perceived.  4) Group Discussion and Sharing Opinions  Same as above | Resources:  Same chart as above  1-3 short articles about the same topic  Same guidelines as above |
| Means of Assessment:  Same as above |
| Lower-Level Lesson & Activity: (1 class period, with optional continuation) | | |
| 1) Read One Article as a Group  2) Record Facts, Opinions on Chart as a Group  Read the article as a whole group.  Identify each fact or opinion as they come up in the article (model) and have students record on the chart.  Fill in a copy of the chart on the overhead projector so students can see.  Talk through the process of determining if something is fact or opinion. Can it be proven?  As a group, review facts/ opinions identified. Can each fact be proven? | 3) Write Summary  As a group, write a short summary using facts from the article.  Discuss: Do the facts (or opinions) the author included change what you think about the topic? Why or why not?  4) Group Discussion and Sharing Opinions  Same as above  **Optional:** Repeat the next day with a different article, having students do more work independently or with a partner. | Resources:  Same chart as above  1 article at an appropriate reading level |
| Means of Assessment:  Same as above |