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| Lesson Overview: | |
|  | * Read 3-4 articles about one topic of interest * Record facts, opinions on Fact vs. Opinion Chart * Write a summary of the facts from all of the articles * Then, students share/discuss own opinion, changes |
|  | * Same as above, with 2-3 articles * Summary may be based on 1-2 articles |
|  | * As a group, read one article on a topic of interest * Record facts and opinions; teacher models use of Fact vs. Opinion Chart on overhead or board * Write a short summary of facts from the article * Students then share/discuss own opinion |

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| For ALL Students: |
| * ***Appropriately challenging reading material*** for each student (see <http://www.fortheteachers.org/reading_skills.htm>) * Opportunities for students to work together, to share/discuss responses * Chance to share/discuss their own opinion at the end of the lesson |

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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:   * Locates, interprets, draws conclusions from complex informational text | **Students:** |
| RIT 221-230   * Locates, interprets, draws conclusions from complex informational text * Locates and paraphrases information in complex informational text * Evaluates to select the most valid conclusion that is limited to the evidence provided by informational texts (3 or more paragraphs containing multiple complex sentences and more difficult vocabulary) | **Students:** |
| RIT 211-220:   * Locates and paraphrases information in complex informational text * Evaluates to select the most appropriate conclusion drawn from short informational texts (1-3 paragraphs containing complex sentences) | **Students:** |
| RIT 201-210:   * Gives examples of sentences in informational text that are opinions * Distinguishes between fact and opinion in informational text * Locates information, draws conclusions from complex informational text * Draws conclusions based on information supplied by informational texts * Draws conclusions from short informational texts (1-3 paragraphs containing complex sentences) * Evaluates to select the most appropriate conclusion drawn from short informational texts (1-3 paragraphs containing complex sentences) | **Students:** |
| RIT 191-200   * Gives examples of informational sentences that are facts * Gives examples of sentences in informational text that are opinions * Distinguishes between fact and opinion in informational text | **Students:** |
| RIT 181-190   * Gives examples of informational sentences that are facts * Classifies statements as fact or opinion in informational text * Draws conclusions using information supplied in informational text (3-5 simple sentences) | **Students:** |
| RIT 171-180   * Classifies statements as fact or opinion in informational text | **Students:** |

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| Higher-Level Lesson & Activity:  (1-4 class periods, depending on number of articles read) | | | Resources:   * Fact vs. Opinion Chart * **Even Better:** Blank paper so students can draw the chart themselves * 3-4 short articles on the same topic * Choose a topic on which students will likely have personal opinions * Length and reading level of articles should be at an **appropriately challenging** for each student.   See “Reading Skills for Big Kids” leveled reading articles <http://www.fortheteachers.org/reading_skills.htm>  **BONUS:** Add an additional resource on the same topic from a different media, such as a video clip or infographic. Have students record facts and opinions from this source as well. |
| Read 3-4 Articles about One Topic; **Record Author’s Facts and Opinions on Chart**  .   * **Quick Review:** Give students a simple example, ie. “Hawaii is the best state for vacation.” * How do you know if a statement is fact or opinion? * Begin reading one article as a group; identify the 1st example of fact or opinion in the article * Students record on their chart. (Model the process as needed.) * Students finish the article(s) and complete the chart either alone or w/ partner. (May be completed over multiple class periods.) * 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 of which article each fact/opinion is from (using numbers, citations , or some other identifier) | | Write Summary Using Facts from All of the Articles   * Have students write a summary using facts from all of the articles, on their own or with a partner * If time allows, share and compare summaries   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.   + 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).   (They may write down ideas as they read as well.)   * Allow time to share/discuss their opinions at the end of class. |
| Means of Assessment:   * Discussion participation * Chart completion |
| Mid-Level Lesson & Activity:  (1-4 class periods, depending on number of articles read) | | | Resources:   * Same chart as above * 1-3 short articles about the same topic   + Same guidelines as above |
| Read 2-3 Articles about One Topic; **Record Author’s Facts and Opinions on Chart**  .   * Same as above   Be prepared to model addition examples and possibly one entire article if needed  **Consider:** Have students keep track of which article each fact/opinion is from (using numbers, citations , or some other identifier) | Write Summary Using Facts from the 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.   Group Discussion; Sharing Opinions | |
| Means of Assessment:   * Same as above |

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| Lower-Level Lesson & Activity:  (1-2 class periods) | | Resources:   * Same chart as above * 1 article at an appropriate reading level |
| Read 1 Article as a group; **Record Author’s Facts/Opinions on Chart**  .   * Review as above, giving several examples * 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? | Write Summary Using Facts from the Articles   * 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?     Group Discussion; Sharing Opinions   * **Optional:** Repeat the next day with a different article, having students do more work independently or with a partner. |
| Means of Assessment:   * Same as above |