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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
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|  | * Same as above, with 2-3 articles
* Summary may be based on 1-2 articles
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|  | * 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
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| 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
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| 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.
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| Means of Assessment: * Same as above
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