

LESSON OVERVIEW:

Higher Level

- 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

Mid Level

- Same as above, with 2-3 articles
- Summary may be based on 1-2 articles

Lower Level

- 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

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

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.

DesCartes Statements:

RIT Above 230:

Students:

- Locates, interprets, draws conclusions from complex informational text

RIT 221-230

Students:

- 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)

RIT 211-220:

Students:

- 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)

RIT 201-210:

Students:

- 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)

RIT 191-200

Students:

- 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

RIT 181-190

Students:

- 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)

RIT 171-180

Students:

- Classifies statements as fact or opinion in informational 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)

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Higher
Level**Higher-Level Lesson & Activity:**
(1-4 class periods, depending on number of articles read)

1

**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)

2

**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

3

**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.

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.

MEANS OF ASSESSMENT:

- Discussion participation
- Chart completion

Mid
Level**Mid-Level Lesson & Activity:**
(1-4 class periods, depending on number of articles read)

1

**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)

2

**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.

3

**GROUP DISCUSSION; 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**Lower-Level Lesson & Activity:**
(1-2 class periods)

1

**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?

2

**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?

3

**GROUP DISCUSSION; 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