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| Fact vs. Opinion |
| Lesson Introduction: |
| - Remind students about the difference between fact and opinion. Give students a simple example. Write on the board: “There are 50 states in the United States. The best state is Idaho” (or wherever you choose). - Ask students: Which statement is fact? Opinion? How do you know if a statement is fact or opinion? |
| Lesson Closure/Summary: |
| - Have students share their fact summaries. - Then ask students to share their opinions on the topic. Discuss differences. |

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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)
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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)
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| 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)
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| 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 Activity: |
| Lesson/Activity: (May take 2-3 class periods)1) Read Multiple Articles, Complete 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. Have 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) 2) Write Summary- 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, have students share their summaries with the group. Compare and discuss.- As a group, talk through the facts and opinions they found. Depending on the article, there may be several possibilities that students have identified. 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, or blank paper so students can draw the chart themselves (preferred)- Three or four short articles about the same topic (look for a topic students will likely have strong opinions about). Articles should be at an appropriately challenging reading level.Means of Assessment: Discussion participation, chart completion |
| Mid-Level Activity: |
| Lesson/Activity: (May take 1-2 class periods)1) Read 1-3 Articles, Complete Chart - Begin reading the article (or one of the articles) as a whole group. Identify the first examples of a fact or opinion that come up early in the article. Have students record on their chart.- Have students read the rest of the article and complete the chart either alone or w/ partner. |

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| - As a group, talk through the facts and opinions they found. Depending on the article, there may be several possibilities that students have identified. Discuss with students.2) Write Summary (possibly the next day)- Have students write a short summary using facts from the article. Discuss how opinion affects how the information in the article is perceived.- 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, consider giving them a minute to jot down their opinion to get them out, but wait to talk about them. Then give students time to share/discuss their opinions with the class at the end of class.Resources:- Fact vs. Opinion Chart for each student, or blank paper so students can draw the chart themselves (preferred)- 1-3 short articles about the same topic (look for a topic students will likely have strong opinions about). Articles should be at an appropriately challenging reading levelMeans of Assessment: Discussion participation, chart completion |
| Lower-Level Activity: |
| Lesson/Activity: (1 class period, with optional continuation)1) Read Article, Complete Chart - Read the article as a whole group. Identify each fact or opinion that comes up in the article 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- As a group, write a short summary using facts from the article. Discuss: Do the opinions the author included change what you think about the topic? Why or why not?- 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, consider giving them a minute to jot down their opinion on the bottom of the chart to get them out, but wait to talk about them. Then give students time to share/discuss their opinions with the class at the end of class.Optional: Repeat the next day with a different article, having students do more work independently or with a partner.Resources:- Fact vs. Opinion Chart for each student, or blank paper so students can draw the chart themselves (preferred)Means of Assessment: Discussion participation, chart completion |