Lesson Overview:

**For ALL Students:**
- Appropriately challenging reading material for each student (see [http://www.fortheteachers.org/reading_skills.htm](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:**
- Locates, interprets, draws conclusions from complex informational text

**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)

**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)

**RIT 201-210:**
- Gives examples of informational sentences 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**
- 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**
- 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**
- Classifies statements as fact or opinion in informational text
### 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, e.g., “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 first 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).**
   - **Allow time to share/discuss their opinions at the end of class.**

### 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**

### 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.