

Inferences, Conclusions and Opinions

Idaho Language Arts Standards	NWEA DesCartes Statements based on RIT Scores
<p>3rd Grade Standard: 3.LA.2.1.3 Draw simple conclusions based on information gathered from text. (698.01.n)</p> <p>Content Limit: Item requires information obtained solely from the text given.</p>	<p>191-200 RIT Scores (3rd grade – Proficient 192; 4th grade – Proficient 198)</p> <p>DesCartes > Reading: Interpretive Comprehension > Make Inferences, Predictions and Draw Conclusions</p> <ul style="list-style-type: none"> • Draws conclusions based on information in informational text • Makes inferences based on information in informational text • Makes, confirms, and revises predictions in informational texts using content (e.g., titles, topic sentences, key words) • Makes, confirms, and revises predictions using supporting details in informational text <p>DesCartes > Reading: Evaluation Comprehension > Distinguish Between Fact and Opinion</p> <ul style="list-style-type: none"> • Distinguishes between fact and opinion in informational text
<p>4th Grade Standard: 4.LA.2.1.3 Draw conclusions based on information gathered from text. (707.01.o)</p> <p>Content Limit: Item requires information obtained solely from the text given.</p>	
<p>5.LA.2.1.3 Draw valid conclusions based on information gathered from text and cite evidence to support the conclusion. (716.03.c)</p> <p>Content Limit: Item requires information obtained solely from the text given.</p>	<p>201-210 RIT Scores (5th grade – Proficient 204; 6th grade - Proficient 208)</p> <p>DesCartes > Reading: Interpretive Comprehension > Make Inferences, Predictions and Draw Conclusions</p> <ul style="list-style-type: none"> • Draws conclusions from content in informational text • Makes inferences based on content in informational text <p>DesCartes > Reading: Evaluation Comprehension > Distinguish Between Fact and Opinion</p> <ul style="list-style-type: none"> • Distinguishes between fact and opinion in informational text • Differentiates between fact and opinion in informational text
<p>6th Grade Standard: 6.LA.2.1.3 Make inferences, draw conclusions and form opinions based on information gathered from text and cite evidence to support.</p> <p>Content Limit: An item may require more than one reading skill (e.g., an item may require both a literal and an evaluative response to the text). Item requires information based solely from the text given.</p>	
<p>7th Grade Standard: 7.LA.2.1.3 Make inferences, draw conclusions and form opinions based on information gathered from text and cite evidence to support.</p> <p>Content Limit: An item may require more than one reading skill (e.g., an item may require both a literal and an evaluative response to the text). Cite evidence means an item may require an explanation of why something has happened. Item requires information based solely from the text given.</p>	<p>211-220 RIT Scores (7th grade - Proficient 212; 8th grade - Proficient 214; 9th grade – Proficient 217; 10th – Proficient 220)</p> <p>DesCartes > Reading: Interpretive Comprehension > Make Inferences, Predictions and Draw Conclusions</p> <ul style="list-style-type: none"> • Draws conclusions from content in informational text • Makes inferences based on content in informational text • Makes, confirms, and revises predictions in informational text using supporting details <p>DesCartes > Reading: Evaluation Comprehension > Distinguish Between Fact and Opinion</p> <ul style="list-style-type: none"> • Differentiates between fact and opinion in informational text
<p>8th Grade Standard: 8.LA.2.1.3 Make inferences, draw conclusions, and form opinions based on information gathered from text and cite evidence to support.</p> <p>Content Limit: An item may require more than one reading skill (e.g., an item may require both a literal and an evaluative response to the text). Cite evidence means item may require an explanation of why something has happened. Item requires information based solely from the text given.</p>	
<p>9th Grade Standard: 9.LA.2.1.3 Clarify an understanding of text by creating outlines, notes, annotations, charts, and/or diagrams.</p>	
<p>10th Grade Standard: 10.LA.2.1.3 Clarify an understanding of text by creating outlines, notes, annotations, charts, and/or diagrams.</p>	

Note: In this case, the skill and standard itself do not change much at higher grade levels and in higher RIT bands. The change should happen with the text being read: simpler text for students still learning to identify cause and effect, and more complex text for students ready for more of a challenge.

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Lesson: Fact and Opinion

	Students:	Activity and Assessment:	Materials:
More Advanced		<p>Begin work as a group using multiple articles, then allow students to work alone or in pairs (May take 2-3 class periods)</p> <ul style="list-style-type: none"> - Hand out copies of the Fact and Opinion chart to students. Give each student articles at an appropriate reading level for each student. - 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? - Begin reading one article as a whole group. Identify a fact or opinion that comes up early in the article and have students fill in the chart. - Have students read the rest of the article and the additional articles and complete the chart either alone or w/ partner. - You may also have students keep track in some way of which article each fact/opinion is from (using numbers, some other identifier or citations.) - Have them write a summary using facts from all of the articles. (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 with students. - 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 wait. Then give them time to write in ideas in that bottom box and give them time to share/discuss their opinions with the class. 	<ul style="list-style-type: none"> - copies of blank chart - copies of chosen articles at appropriate level for students (2-3 articles about the same topic)
Mid-Level		<p>Begin work as a group, then allow students to work alone or in pairs</p> <ul style="list-style-type: none"> - Hand out copies of the Fact and Opinion chart to students. Give each student an article at an appropriate reading level for each student. - 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? - Begin reading the article as a whole group. Identify a fact or opinion that comes up early in the article and have students fill in the chart. - Have students read the rest of the article and complete the chart either alone or w/ partner. - 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. - 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 wait. Then give them time to write in ideas in that bottom box and give them time to share/discuss their opinions with the class. <p>Optional (possibly next day): Have students write a 3-4 sentence summary using facts from the article. Discuss how opinion affects how the information in the article is perceived.</p>	<ul style="list-style-type: none"> - copies of blank chart - copies of chosen article at appropriate level for students
More Simple		<p>Work as a group with modeling on an overhead projector</p> <ul style="list-style-type: none"> - Hand out copies of the Fact and Opinion chart to students. Give each student an article at an appropriate reading level for each student. - 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? - Read the article as a whole group. Identify each fact or opinion that comes up in the article and have students fill in 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 the facts and opinions identified. Can each fact be proven? - Have students complete the bottom portion of the chart last (their own opinion). (This may be done orally instead of in writing.) If, during the reading, students get distracted wanting to talk about their own opinions on the topic, encourage them to wait. Then give them time to share/discuss their opinions with the class. <p>Optional (possibly next day): As a group, write a 3-4 sentence summary using facts from the article. Discuss how opinion affects how the information in the article is perceived.</p>	<ul style="list-style-type: none"> - copies of blank chart - copies of chosen article at appropriate level for students

Notes:

- Each lesson can be used multiple times with the same students. Choose different reading material each time. This gives the students a chance to become comfortable with the format and the expectations so they can focus on the skill.

- Model, model, model, model!
 - **Demonstrate the skill in detail**, explaining your thinking process out loud, especially for struggling students.
 - Show the assignment page on an overhead projector. Read the article together. Pause and describe your thoughts as you look for the information needed to complete each part of the assignment.
 - The first time you give an assignment, complete at least the first half of it as a whole class. Give the students multiple chances to hear you explain how to use the skill before asking them to try it on their own.
 - Students may also benefit from being allowed to work together. Talking through the work may help them clarify their thinking and gives you a chance to listen in and better understand how much they are able to do.