6th Grade READING
Max. 8 Pages

Grade Level	6th	**Content Area**	Humanities Block – English/Reading
Course Title (grades 9-12 Only)			
Length of Unit	5 two hour blocks	**Time of Year**	Block 3 of 10
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Basic familiarity with the vocabulary and concepts related to: fact, opinion, reason, claim, and evidence. Students can refer to illustrations to demonstrate understanding of the text.		
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*	Students will use reading strategies to comprehend and analyze information in small and whole group discussions to help with comprehension. They will demonstrate new skills of reasoning by using the examples provided to discriminate between fact and opinion in text. They will reconstruct individual interpretations of the text by sorting fact from opinion. This is an example of a direct instructional approach used to supplement project based learning.		
Standard Number and Description *List the Number* and full description for the required Standard.*	**6 RI.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.		
Summative Assessment *Describe a cumulative and comprehensive activity, clearly separate from instruction and guided or independent practice, which allows each student to individually demonstrate mastery of the required Standard. A copy of the summative assessment must be attached to the curriculum sample.*	Students will respond to items on a test on a topic different from what they have studied to determine mastery of what a factual claim is, how it is supported by reasons and evidence, and how to identify opinion. Students will be able to read a prepared text and 1.) identify facts 2.) identify opinions 3.) identify opinions and factual claims in an informational text		
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded, total points possible, criteria necessary to demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.*	The assessment will include 4 multiple choice questions each worth 1 point. Students also will select 6 examples of fact and 6 examples of opinion from an excerpt from Can A President Be Too Strong? Adapted from *The Presidency*, *Congress*, *and the Supreme Court*, Scholastic Inc., 1989. Each item is worth one point for a total of 16 possible points. A minimum of 12 points (75%) is required to demonstrate mastery for a "C" grade; B grade 13-14; A grade 15-16.		
Materials/Resources Needed	Fact and opinion statements. *What Really Happened to the Titanic?* Video Samples. Poster Paper. Students will need their computers. Post Test with Can A President Be Too Strong?		

* ***Standard Number****: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed)	**Instruction**	**Student Activities**
1	Ask students to define the words *fact* and *opinion.* Provide a list of statements to students and ask them to identify them as fact or opinion and to provide an explanation of why their answer for each is correct. Examples: Girls are smarter than boys; 57x62=3534; George Washington Carver invented peanut butter; poetry is more enjoyable when it rhymes. Preview lesson vocabulary: optical illusion inversion thermal theory	Students pair/share prior understanding of fact/opinion. Still working in pairs, students use slate boards record their choices and share with whole class. Ticket out: Students either write a fact or an opinion on a square of paper, and then exchange their paper with another student. That student writes FACT or OPINION to identify which they think the statement is on the paper they were given. Students review answers. Teacher collects tickets for next class discussion.
2	1.) Review responses from previous class about fact and opinion using tickets out. 2.) Introduce students to the difference between fact and opinion **in the news.** Teacher supplies text: What Really Happened to the Titanic? After student readings, teacher asks clarifying questions, checking for whole group comprehension of text content. 3.) Teacher instructs the students in marking the text for facts and opinions.	1.) Teacher reads statement. Students stand up if they think statement is fact. Have all students stand. Go to next statement. Have students sit down if they think statement is an opinion. 2.) Students first read article to themselves, circling unfamiliar words. Students may do this exercise online, if available. Students move into groups of not more than four. Students take turns reading the article again, this time aloud, in their groups. 3.) This work may be done on a computer. Half the student groups highlight statements of fact in red and the other half of the class highlight opinion statements in blue. All students in the group must agree on the highlighting so each in the group has the same words highlighted. Allow 15-20 minutes. Next, two students from each group move tables. Each table now has two copies (or two computers) with red highlighting and two with blue highlighting.
3	1.) Teacher projects final papers from previous class for review. Any omissions or differences are discussed. Teacher provides list of discussion topics.	1.) Possible questions for student discussion are: What makes a statement an opinion? What are opinions based on? What is the difference between an opinion and a theory? How easy is it to confuse fact and opinion?

	2.) Teacher supplies newspapers or selected computer sites for students to use. Questions for guidance: Where are the different types of stories located in the newspaper? Did you find opinion pieces on the same topic that differed in opinion? Why would the editors print all those different opinions? Is the editorial cartoon fact or opinion? Why?	How can anyone determine that something is a fact? Can people be convinced that opinions are facts? What is the thinking process that leads to determining fact from opinion? 2.) Students work in groups to identify the different departments in a newspaper. Using a program like Pinterest or poster paper, each group makes a chart showing different departments of a newspaper. Students label where facts are found and where opinions are found. This exercise extends to online news on teacher directed sites. Each group shares its findings. Any differences in outcomes are discussed.
4	1.) Brainstorm, then focus on a topic with adequate supporting ideas or examples that is controversial or important to the students. (Bullying is a possible example.) Allow for student choice to increase student buy-in. 2.) Teacher provides video samples of press conferences. Example: Kermit the Frog London; a sports announcement; other age appropriate sample. 3.) Hold a mock press conference. The teacher (or a guest) serves as the person holding the press conference (role-playing as a superintendent or another authority figure), or have someone actually involved in the issue hold a press conference for the students. 4.) After the mock press conference, instruct students on how to write a completely fact-based article. No opinion! 5.) Follow-up questions: How difficult was the activity? What steps did you take to ensure that you did not include your own opinion? Did anyone use facts but still have an article that seems to take a side? If so, what does it contain or what is missing that makes it appear so?	1.) Select a topic. 2.) Students watch and discuss issue and come up with their own description/definition of a press conference. 3.) Students take notes on the press conference. 4.) Students write papers in class and for homework. Allow for peer editing sessions and second, third, final drafts.
5	Have students participate in the summative assessment.	Students complete the summative assessment.

Paste Summative Assessment Here:

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FACT AND OPINION POST TEST

Please circle the correct answer.

1. Which of the following best describes a fact?

    a. The feelings of the author.

    b. Something that can be proven.

    c. Something that can't be proven.

    d. How much the author likes something.

2. Which of the following best describes an opinion?

    a. A person who can prove something.

    b. Making a good choice.

    c. A person's thoughts or feelings about something.

    d. Something that can be proven.

3. Which of the following is an opinion?

    a. Todd is wearing a blue tie.

    b. Gary was unhappy that his team lost.

    c. Sheila woke up at 7:30 in the morning.

    d. Jose won the race at field day.

4. Which of the following is a fact?

    a. I'm the smartest student in the sixth grade.

    b. I received a 98% on the reading test.

c. Reading is very easy.

d. Gary Paulsen is my favorite author.

5. Read the selection from *Can a President Be Too Strong.* List three statements of fact and three statements of opinion from the case against a strong president and three statements of fact and three statements of opinion from the case for a strong president.

Against a strong president

Fact 1

Fact 2

Fact 3

Opinion 1

Opinion 2

Opinion 3

For a strong president

Fact 1

Fact 2

Fact 3

Opinion 1

Opinion 2

Opinion 3

Paste Answer Key/Scoring Rubric Here:

1. b
2. c
3. b
4 b.

Response to fact and opinion will vary.
An example of opinion from the case against a strong president is "We often treat our presidents as if they were royalty."
An example of a fact from the case for a strong president is "…there is only one president but there are 435 Representatives and 100 Senators."