

Research-Based Lesson Planning and Delivery Guide: High School

Teacher:

Course:

Date:

Mini-Lesson Planning for Validity/Accuracy of Information (Fact and Opinion)

Benchmark(s)/Standard(s): *What is the next benchmark(s) on my course curriculum guide or FCIM calendar?*

Grade 9/10:

LA.910.6.2.1 – analyze and evaluate the validity and reliability of information in text by examining several sources of information;

LA.910.6.2.2 – select a topic and develop a comprehensive but flexible search plan, and analyze and apply evaluative criteria (e.g., objectivity, freedom from bias, topic format) to assess appropriateness of resources;

Grade 11/12:

LA.1112.6.2.1 – analyze and evaluate the validity and reliability of information in text by examining several sources of information;

LA.1112.6.2.2 – identify issues or problems for investigation, and develop a comprehensive but flexible search plan;

Essential Question(s): *How will I reword the lesson objective(s) into a question(s) using student-friendly terms?*

- How does understanding the difference between fact and opinion help me in comprehending information?
- How do readers determine facts from opinions?
- How do readers use evidence to demonstrate support for an opinion about a literary selection?
- How do readers distinguish between facts, opinions and bias information presented in print and non-print media?
- How do readers determine the validity and reliability of information in text and media?
- How do readers make sure that information is accurate?

FCAT Stem Questions:

- On which facts are the opinions about _____ based?
- What are the reasons behind the author's opinion that _____?
- How does the author use (word, phrase, etc.) to strengthen the opinion/argument that _____?
- According to the information, what is the MOST VALID argument for _____?
- Which statement best supports the idea that _____?
- What is the greatest benefit of _____?
- What evidence supports _____?
- What is the best evidence that _____?
- According to the evidence in the article, _____?
- What qualifies _____ as an expert to provide information about _____?
- The author appears qualified to claim that _____ because he/she _____?
- What does the author use to support the points he/she makes about _____?
- What arguments does the author use to _____?

Materials/Resources: *What do I have or need to teach this lesson objective(s)?*

Teacher:

Varied newspapers (headlines, editorials and articles)

Text articles relevant to current topic of study

(***Note** – picture books are often useful to teach these skills)

Articles from varied internet sites

Student word journals

Overhead projector, LCD projector or document camera

Graphic organizer templates (Students can draw these on their own paper)

Student: paper, pencil

Lesson Agenda: *How will I deliver this lesson to help my students answer the essential question(s)?*

FCIM Mini-Lesson Sequence:

Day 1- Explicit Instruction (10 minutes)

Day 2- Modeled Instruction (15 minutes)

Day 3-Guided Instruction (15 minutes)

Day 4-Independent Practice (10 minutes)

Day 5- Mini- Assessment (10 minutes) & Review Student Responses

Special Note: These FCIM Mini-lessons should be delivered for 10-15 minutes at the beginning of class for March. This District's monthly focus skill does not align with the curriculum map timelines for reading. Please understand that it is the District's expectation that every teacher adhere to the monthly focus skill calendar in addition to following your content's curriculum map timelines.

Mini-Lesson Delivery for Validity/Accuracy of Information (Fact and Opinion)

Day 1 - Explicit Instruction: *How will I focus my students on what they need to learn? Which important vocabulary will I introduce/review?*

Add the following signal words to your interactive word wall and have the students copy them into their word journals:

- fact
- opinion
- reliable/reliability
- relevant/ relate
- accurate/accuracy
- valid/ validity / most valid
- evidence (greatest, best)
- illustrate
- support
- benefit
- strengthen
- reasons behind
- bias

Day 1 - Explicit Instruction: continued

Have students create a two-column foldable for note-taking. Label the left column “**Topic**” and the right column “**Notes.**”

Explain/Discuss with students:

- Good readers use facts and opinions to determine if what they are reading is valid (logically correct). The ability to read between and beyond the lines is regarded as higher –level comprehension and is often referred to as critical reading or problem solving. It involves the ability to judge, analyze or evaluate what is read.
- Distinguishing fact from opinion enables the reader to evaluate the text.
- Good research begins with a topic that is narrow enough to be covered. Once we decide upon our topic then we select our sources. As we look through the sources we need to be reading detectives to determine:
 1. if the material is factual or someone’s opinion
 2. is it a reliable source
 3. is it relevant to our topic
 4. are the facts accurate and valid

Using an overhead or other method, present the following information with students taking notes.

Topic	Notes
Fact/Opinion	Facts are based on evidence that can be proven such as details, dates, or statistics. Opinions are not based on proof or knowledge. Opinions often include absolute words such as never, always, or all.
Reliable/ Relevant	Make sure that the information you gather for your research comes from someone with expertise in the topic (Reliable). Reliable Internet Information sites often end in <u>.edu</u> or <u>.gov</u> and are maintained by universities or government agencies. You will find much information on your topic but you must evaluate the information to be sure it supports your main idea or thesis statement (Relevant).
Accuracy/Validity	When you look at facts you must be sure those facts are correct or accurate because research should be free from bias or misinformation. If you use reliable sources and check your facts then your research will be valid , founded on truth and fact.

Day 2 - Modeled Instruction: *How will I show my students what they are expected to do to answer the essential question(s)?*

Select two newspaper articles, one that states facts and the other an editorial. First read the factual article to the students. Discuss why this is an article of facts. Then read the editorial. Discuss how we know this is an article about a person's opinion. Discuss why knowing if an article is fact or an opinion helps us to understand the article better. How does it help us to form judgments about the article's reliability and accuracy?

Day 3 - Guided Practice: *How will I help my students practice answering the essential question(s)? How will I incorporate Teacher-Led Question and Answer, Student-Accountable Talk, Collaborative Structures and Checks for Understanding?*

Distribute a variety of articles from the newspaper and internet to collaborative pairs of students. Have them read over their article using the notes taken from lesson 1 to determine if their article is fact/opinion, reliable, accurate/valid, etc. Have students share with the class articles that are

facts

opinion

reliable

accurate

valid

Have class discussion on ways that we know that these fit each category and how knowing the difference helps us better comprehend or understand the article.

Day 4 - Independent Practice: *How will my students practice answering the essential question(s) individually?*

Give each student a section of the newspaper with the following instructions:

Locate an article that is purely fact. Determine if those facts are accurate and be ready to defend your reason for why you consider it to be accurate or not. *Notes from Day 1 may be used by students.*

Locate another article that contains some opinions and highlight those sentences that are based on opinions. Determine if you agree or disagree with these opinions and how you determined that these statements were opinion.

Have students revisit their new words in their word journals and add their own definitions for these words. They may use their notes from day 1.

Day 5 - Assessment: *How will I know if my students can answer the essential question(s)?*

Using their notes from day 1, students will write a summary paragraph answering the LEQs. Have them support their answer with examples from one or more of our lessons this week.