

Traits: Ideas, Organization, Word Choice

Standard 2.2

Evidence Outcomes

a. Use Key Ideas and Details to:

i. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.4.1)

iv. Skim materials to develop a general overview of content

Standard 3.1

Evidence Outcomes

a. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (CCSS: W.4.1)

➡ **Lesson 5 Objective:** Students will understand the difference between an opinion response and a literal response requiring evidence from the text

- Students will not be answering the following questions. They will need to analyze the questions to determine what type of text evidence is required when answering these two types of questions. The difference between the two questions is in the supporting details. When students are asked to use only the author's words as evidence in their answer, we call this a literal question because the reader's opinion is not taken into account. When students are given a question asking for their opinion, they will only use the text evidence that supports their opinion. They can also incorporate any background knowledge on that specific topic to justify their opinion.

➡ **Activities:**

- Copy the page titled "*What Type of Text Evidence Do I Need?*" from the *Supplemental Pages*. Give each student a working copy of this page. Place one pair of questions under the document camera.

After reading the article, do you think the author believes people should drill for oil?

Do you think land should be protected from oil rigs? Why or why not?

- Create a two column chart with one side titled: "**Literal Question**" and the other side titled: "**Opinion Question.**" Have students silently read the first set of questions. Ask students whether Question #1 or Question #2 requires us to use the author's original words as evidence to support our answer. Have students underline words in the first question that helped them make this decision. **For example:**

After reading the article, do you think the author believes people should drill for oil?

We call this a *literal question* because we are focused on the answer in the text. We are not asked for our opinion. The question points us back to the text. List these words on the chart under "Literal Question" and ask students how these words influenced their decision. **Sample on next page.**

Literal Question	Opinion Question
Article Author believes	

- Look at Question #2. Again, have students silently read the question and underline the words that help them decide whether the question requires the answer to be written based on my opinion or is the question asking for evidence on the author’s point of view.

Do you think land should be protected from oil rigs? Why or why not?

- This question is asking my opinion. I get to decide my opinion but I must give reasons for my opinion with both text evidence and background knowledge. What words from the question helped us to make this decision? Add the underlined words to the chart under “Opinion Question.” **See sample below.**

Literal Question	Opinion Question
Article Author believes	Do you think

- Repeat the process together using the following two sentences. Underline the words in each prompt that help you decide whether you may answer the question using your opinion and the text, or you must use text evidence to support the author’s opinion. Add any new words that helped you make the decision to the above chart. **See sample below.**

What is your opinion, should we spend money on additional research for solar energy or not?

What is the author’s justification for solar power development and implementation in third world countries?

Literal Question	Opinion Question
Article Author believes Author's justification	Do you think What is your opinion

- Continue this process with the remaining question pairs until students can clearly identify an opinion question and a literal question. Remember, both questions require students to use information from the text.

Traits: Ideas, Organization, Word Choice, Conventions

Standard 3.2

Evidence Outcomes

- a. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS: W.4.2)
- iii. Identify a text structure appropriate to purpose (sequence, chronology, description, explanation, comparison-and-contrast)
- iv. Organize relevant ideas and details to convey a central idea or prove a point

➡ **Lesson 6 Objective:** Students will write a compare and contrast short answer/paragraph

There are many organization tools available to reinforce the concept of compare and contrast. During the next lessons, our focus will be on how to write a short response to a compare and contrast question. You may use the tool we included with this lesson or choose one that fits your curriculum.

➡ **Activities:**

- Put the following prompt on the board.

Explain ways a tree house and a motor home are both similar and different. Compare and contrast the two items.