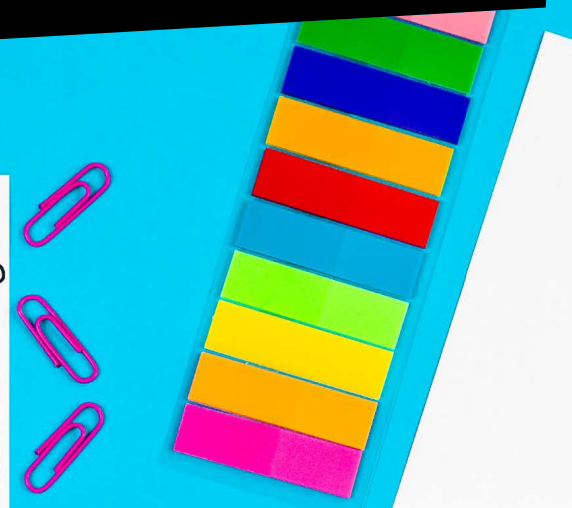


# FACT & OPINION



Fact vs. Opinion Name: \_\_\_\_\_ Date: \_\_\_\_\_

## The Birth of a Video Game

Directions: Find five statements that are facts and five statements that are opinions and write them below.

### FACT

1. Some animated games use 3D models.

2. This team usually includes a director, designer, engineer, artist, and writer.

3. Engineers and programmers write "code" that computers understand.

4. \_\_\_\_\_

5. \_\_\_\_\_

### OPINION

1. Making a video game is a complicated task that is interesting.

2. Each member \_\_\_\_\_

Fact vs. Opinion Name: \_\_\_\_\_

Answer the following questions. Underline the words that tell you if the sentence is a fact or an opinion.

1. Which part of the following sentence is an opinion? "Making a video game is a complicated task that is really fun."

- a "Making a video game"
- b "is a complicated task"
- c "that's really fun"
- d All of the above

2. Which of these sentences is a fact?

- a "We can all agree that video games are enjoyable."
- b "Everyone loves to play them."
- c "Making a video game is a complicated task."
- d "Some animated games use 3D models."

3. Why is an opinion unreliable?

An opinion is unreliable because it is not based on facts or truth. It is what someone believes to be true.

4. What is the author's opinion about video games?

- a They are enjoyable.
- b They are a waste of time.
- c They are confusing.
- d They are easy to create.

5. Choose a sentence in this passage that tells you the author's opinion about video games.

840L Fact vs. Opinion Name: \_\_\_\_\_ Date: \_\_\_\_\_

## The Birth of a Video Game

We can all agree that video games are awesome and everyone loves to play them. But have you ever thought about how your favorite video game was created? How a video game was developed depends on the specific game, but the basic process is the same for most games. Making a video game is a complicated task that is interesting.



A video game begins with an idea. Ideas can come from well-known stories, characters, or may be imagined. Next, a preproduction team is formed. This team usually includes a director, designer, engineer, artist, and writer. Each member is important. The team writes the game's story and how it will work. They decide how the game will be played and what technology will be needed.

Next, the artist creates storyboards, which describe each scene in the game. Then, designers map out each level of play, including all of the different worlds a player will advance through in the game.

After the storyboards and game designs are complete, production begins. Engineers and computer programmers write "code" in a language that computers understand. Some animated games use 3D models. Finally, the game's outline is now ready. With the basics of the game set, the production team tries to make it perfect and special effects are added.

After production is finished, the game goes to postproduction. Users can play the game on a console, PC, or mobile device. The purpose is to make the game as good as possible. Now the final product is ready to be released, and the game is available in stores and online. Many people see this as the beginning of a game's life.



# FACT & OPINION

2nd & 3rd grade

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1. How to Teach Fact vs. Opinion
2. Fact vs. Opinion Anchor Chart
3. Statement Sort Graphic Organizer
4. Statement Sort Sentence Strips
5. Fact & Opinion
6. Betsy Ross - 530L
7. The Birth of a Video Game - 560L
8. The Greatest Swimmer - 640L
9. Humpback Whales - 650L
10. The Miracle Teacher - 710L

### Each story includes:

- 1 page of multiple choice, short response, and sequence questions
- 1 page with fact vs. opinion graphic organizer

# ABOUT LEXILE LEVELS



MagiCore Learning, LLC is a certified Lexile® Partner. These texts are officially measured and approved by Lexile and MetaMetrics® to ensure appropriate rigor and differentiation for students.

The Lexile Framework® for Reading measures are scientific, quantitative text levels. When the Lexile of a text is measured, specific, measurable attributes of the text are considered, including, but not limited to, word frequency, sentence length, and text cohesion. These are difficult attributes for humans to evaluate, so a computer measures them.

Common Core State Standards uses Lexile level bands as one measure of text complexity. Text complexity ranges ensure students are college and career ready by the end of 12<sup>th</sup> grade. Lexile measures help educators scaffold and differentiate instruction as well as monitor reading growth.

Grade Band	Lexile® Bands Aligned to Common Core Expectations
K-1	N/A
2-3	420L-820L
4-5	740L-1010L
6-8	1185L-1385L

Keep in mind when using any leveled text that many students will need scaffolding and support to reach text at the high end of their grade band. According to Appendix A of the Common Core Standards, "It is important to recognize that scaffolding often is entirely appropriate. The expectation that scaffolding will occur with particularly challenging texts is built into the Standards' grade-by-grade text complexity expectations, for example. The general movement, however, should be toward decreasing scaffolding and increasing independence both within and across the text complexity bands defined in the Standards."

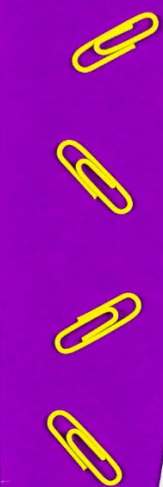


# Fact vs. Opinion



FACT & OPINION	
Does the statement tell what someone thinks, feels, or believes?	
 Yes 	 NO 
Can the statement be proven true or false?	
 Yes 	 NO 

FACT & OPINION	
Does the statement tell what someone thinks, feels, or believes?	
 Yes 	 NO 
Can the statement be proven true or false?	
 Yes 	 NO 



840L Fact vs. Opinion Name: \_\_\_\_\_ Date: \_\_\_\_\_

## The Birth of a Video Game

We can all agree that video games are awesome and everyone loves to play them. But have you ever thought about how your favorite video game was created? How a video game was developed depends on the specific game, but the basic process is the same for most games. Making a video game is a complicated task that is interesting.

420L Fact vs. Opinion Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Humpback Whales

Humpback whales live in oceans. They can be found around the world. Humpbacks are mammals. They eat krill and small fish. They travel alone or in small groups called pods.

Female Humpback with her calf.

Humpback whales are very large. They can grow to be 50 feet long. Females are larger than males. Humpbacks have a thick body with a hump. This makes them easy to spot. They are not pretty animals. They have bumpy hairs on their heads and mouths.

Humpback whale breaching.

Humpback whales breach. Breaching is when a whale jumps out of the water. Whales breach so they can breathe the air. People can watch whales in their habitat. They are called whale watchers. Whale watchers enjoy watching humpbacks breach.

Male humpback whales sing a song. The song is loud. It can be heard over a hundred miles away. The song can also be very long. It can last up to 20 minutes. They may sing it over and over for hours. Humpback songs are very beautiful.

Humpbacks are endangered. They were hunted by people called whalers. Most of the humpbacks were killed. They almost became extinct. Extinct means when all animals in a species have died. Humpbacks are protected from whalers now. There are many more humpbacks.


Scan here to watch and hear a Humpback "sing."

Please Note: Articles photographed reflect what you will receive, but Lexile levels will be for the intended grade.






with her calf.



hump. This makes  
airs on their heads

ch. Breaching is when  
ater. Whales breach so  
can watch whales  
are called whale  
enjoy watching







Scan here to watch  
and hear a Humpback  
"sing."

*©Jill Baker*







## FACT & OPINION

Does the statement tell what someone thinks, feels, or believes?





	
Yes	NO
	
OPINION	

Can the statement be proven true or false?





	
Yes	NO
	
Fact	

## FACT & OPINION

Does the statement tell what someone thinks, feels, or believes?

	
Yes	NO
	
OPINION	

Can the statement be proven true or false?

	
Yes	NO
	
Fact	

*©Jill Baker*



# How to Teach Fact vs. Opinion

## Model

Tell students an opinion statement such as, "I HATE chocolate!"

Ask students how they feel about chocolate. Tell students that these are opinions because they are something that you think, feel, or believe.

Tell students, "Chocolate comes from a fruit tree. It is made from a seed." Explain that this is a fact because it can be proven true and is based on science.

Introduce the Fact vs. Opinion anchor chart. Ask students to come up with their own examples of facts and opinions.

When students are stuck, ask them, "Is it what someone thinks, feels, or believes? Or can it be proven true or false?"

Work as a class or in partners to complete the fact and opinion sort.

## Visuals

- Create an anchor chart displaying the difference between fact and opinion.
- Students go on a scavenger hunt to find examples of facts and opinions in their books.
- Students use the fact vs. opinion books while reading independently.

## Differentiation

- Model determining the difference between fact and opinion while previewing read aloud books.
- Students who struggle with this skill may need more exposure to nonfiction books. Provide many opportunities for nonfiction reading and noticing text features.

# Humpback Whales

Humpback whales are found in most of the oceans around the world. They are fascinating mammals. Humpbacks eat krill and small fish. They travel alone or in small groups called pods.

Like many whales, humpbacks are endangered. For many years, they were hunted by whalers. Most of the species was killed, and they almost became extinct. Extinction is when all animals in a species no longer exist on Earth. In 1966, a new law was written that made it illegal to kill whales for sport or money. Since then, humpback numbers have been increasing.



Female humpback with her calf.



Humpback whale breaching.

The humpback whale does something called breaching. Breaching is when they come to the surface of the ocean. When a whale breaches, it jumps out of the water. This allows the whale to breathe. Scientists believe it may also be a social activity. Breaching makes humpbacks a favorite of whale watchers.

Male humpbacks produce a long, loud song. The song is beautiful and can be heard over a hundred miles away. The whale's song can last up to 20 minutes. He may repeat his song for hours. Scientists don't know exactly why the humpback sings. They believe it may be related to attracting mates, to showing authority over other male whales, or echolocation to find and identify food.

A humpback is easy to identify. It has a stocky body and a large hump. Humpbacks are not very good-looking animals. They have tubercles (bumpy hairs) covering their heads and mouths. The humpback is known for its large size. They average 40-50 feet long. Females are typically larger than males.



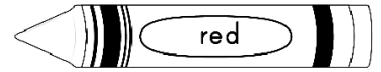
Scan here to watch  
and hear a Humpback  
"sing".

**Fact vs. Opinion**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Answer the following questions. Underline the text evidence in the color shown.

1. Which of these sentences is an opinion?



- a. "They travel alone or in small groups called pods."
- b. "Humpbacks are not very good-looking animals."
- c. "Females are typically larger than males."
- d. "Scientists believe it may also be a social activity."

2. How do you know if a sentence tells a fact?



- a. It tells something that is real.
- b. It is long.
- c. It has a name in it.
- d. It has numbers in it.

3. Which part of this sentence is an opinion and why? "The song is beautiful and can be heard over a hundred miles away."

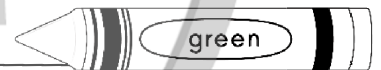


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4. Is the following phrase a fact or opinion: "For many years, they were hunted by whalers"? Use text evidence to support your answer.

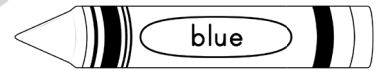


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5. Why is it important for nonfiction text to include facts?



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# Humpback Whales

Directions: Find five statements that are facts and five statements that are opinions and write them below.

## FACT

## OPINION

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
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\_\_\_\_\_

2. \_\_\_\_\_  
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3. \_\_\_\_\_  
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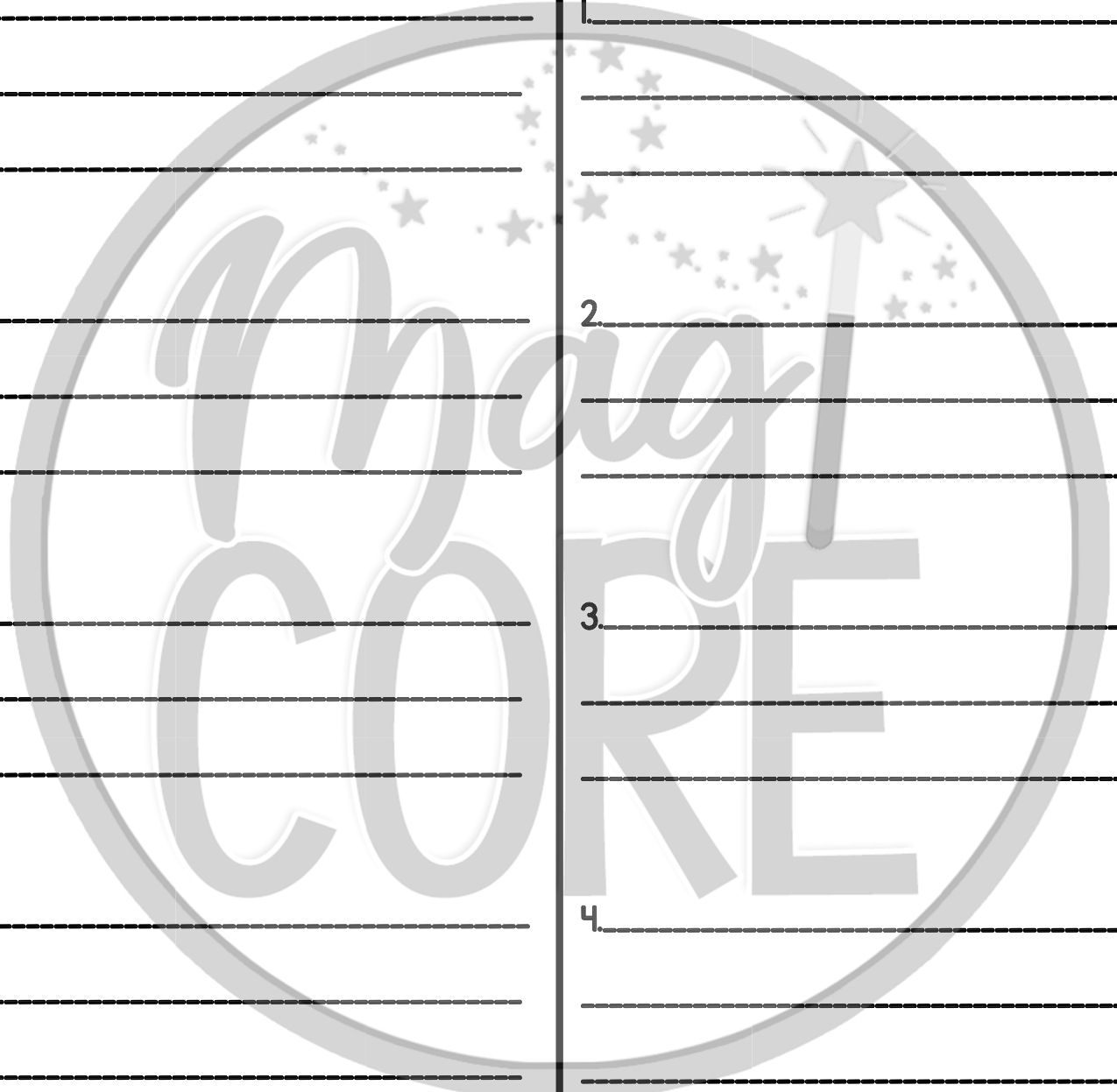
3. \_\_\_\_\_  
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4. \_\_\_\_\_  
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4. \_\_\_\_\_  
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5. \_\_\_\_\_  
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5. \_\_\_\_\_  
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