



TRUE/FALSE/OPINION SORTS

PRODUCT CODE: **555**

PRODUCT CONTENTS

21 cover-weight sheets (28 sets)

8 pages of teacher information

SKILL DEVELOPMENT

All sets or cards in Reading Manipulatives products are different. Once students are introduced to the skills and shown how to do the activity, they work independently. The individualized materials can be used for seatwork or stations. Students work on needed skills, and teachers are freed for instruction.

This guide includes a brief summary of the skills that are targeted by this product. For many skills, additional teaching aids can be downloaded from the resource section of our web site (www.readingmanipulatives.com).

ASSEMBLY & PACKAGING

Reading Manipulatives materials are commercially laminated but must be cut and packaged prior to use. Preparation tips are given, and coding of the sets is explained.

Store the student sets in zipper bags. Small food storage bags from the grocery store can be used. Heavier 4 mil zipper bags can be found online. Amazon often has 4 x 6 or 5 x 8 bags, which are good sizes for the manipulatives.

STUDENT CHECKLISTS & RECORDKEEPING

Checklists for tracking the materials that have been completed are important for recordkeeping. The last page of this guide is a master for a student checklist that can be copied and cut.

Active involvement builds accountability. When feasible, products have answer keys. Primary materials that necessitate teacher checking do not take much time to look over. Additionally, manipulatives encourage cooperative learning, and students naturally assist one another as a need arises.

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CRITICAL READING

The principal objective of reading is to comprehend, or glean meaning from text. Once students become proficient decoders, they begin to focus on assessing what the text says. They construct meaning by reading for facts and identifying main ideas. As readers become more skilled, they begin to evaluate text. They judge the quality, worth, accuracy, and reliability of what is being read. Among the content evaluation strategies are:

- identifying the theme or author's purpose
- judging author's tone
- using prior knowledge to comprehend and validate
- becoming aware of the author's point of view
- recognizing persuasive elements employed by the author
- distinguishing fact from opinion

Particularly in nonfiction text, critical readers recognize that a selection is one individual's version of the subject matter. Readers need to go beyond basic comprehension of text to evaluating and questioning the information presented. In other words, readers must actively analyze what is being read so they can assess meaning.

PROGRAM OBSTACLES TO CRITICAL READING

Schools and/or teachers often present stumbling blocks to the goal of developing critical readers. For starters, text discussions following reading sessions are often mired in literal comprehension questions. Teachers must make a conscious effort to lead students toward dialogue that includes application, analysis, synthesis, and evaluation.

Comprehension obstacles often result if a single textbook is utilized for a subject. This creates a halo effect on the contents, portraying them as factual, when in fact they reflect the perspective of the author(s). If students are taught assessment techniques and encouraged to approach reading critically, then the hazard of a single text is lessened. To further demonstrate that all texts are subject to interpretation, teachers can and should have students read selections that offer contrasting viewpoints on subject matter.

Another issue in schools is the tendency to avoid controversial subjects while advocating conformity. With the pressures that are coming down on teachers from all sides, this problem is likely being exacerbated. Administrative policies and fear of backlash or litigation, not to mention the requirements just to get expected material covered, do not create environments that encourage critical evaluation of text and beliefs.

Finally, all teachers bring their own prejudices and emotions into their classrooms. Educators are products of their upbringings and experiences, just as students are. To create a classroom atmosphere conducive to critical thinking and reading, teachers must analyze their own beliefs and opinions and encourage their students to do the same.

EXPLICIT CRITICAL THINKING INSTRUCTION

Due to the complex combination of skills involved in critical reading and thinking, consider using thematic instruction along with these True/False/Opinion Sorts. At a minimum, discuss the types of opinions that appear on the backs of the cards and are explained in this guide. Students must be taught strategies for discerning facts and identifying types of opinions and propaganda. These are difficult concepts, and students will need explicit instruction, along with the verbal discourse the lessons bring about, to advance their abilities to analyze text and verbal statements for authenticity.

INSTRUCTION **FACT vs. OPINION**

Students must be trained to analyze authenticity of what they read and believe since facts can be quite elusive. For instance, we are taught that water boils at 212° fahrenheit. However, both altitude and barometric pressure can alter the boiling point, so this fact has conditions.

Additionally, myths often surround events and are commonly believed to be true, whether or not they are factual. An example of this is in the Elvis Presley story. It is often said that Elvis paid \$3.98 to record his first song at Sun Records as a birthday gift for his mother. The problem is that this record was cut on July 18, 1953, and Gladys Presley’s birthday was April 25. While the validity of this detail is irrelevant, it is an example of popular myth.

Advancing technology disproves existing theories, and new data often requires that beliefs be modified. Readily available information, globalization, and instant communication are challenging the reliability of “facts” previously portrayed as historic or truthful.

Writers use certain words to limit the absolute nature of their statements. These include: modal verbs (*can, may, might, could*); adjective quantifiers (*few, most, some, several, more*); and adverbs of frequency (*sometimes, generally, often, rarely*). On the following page is a resource that gives examples of factual statements (both true and false) from this product. Notice how qualifiers and quantifiers are used in the statements to limit the scope of what is being said.

True/False/Opinion Sorts also develop strategies for identifying opinion statements, as opposed to facts. To help students to identify opinions, these statements are broken into five categories: judgment, speculation, generalization, advice, or personal. A resource list detailing the characteristics of each category, along with examples from the product, follows.

DIRECTIONS FOR WORKING TRUE/FALSE/OPINION SORTS

When doing a set, the student should set the story aside and arrange the statements face up in a pile to one side of the work area. The back sides can be identified by the words **TRUE**, **FALSE**, or **OPINION** that start each answer. The true, false, opinion headers should be placed at the top of three columns. Next the student should read the story, which is printed on both sides of the card. After completing the selection, then he/she should read each statement and sort it into the correct column. The student can refer back to the story if unsure about any statement.

After completing the activity, the student should check responses by turning over each card and reading the back. For a true or false statement, the supporting sentence(s) from the story is on the back of the card. A statement of opinion gives the reason why it is an opinion. This is an important part of the activity because explicit instruction occurs in the checking process. It is in understanding why the statements are true, false, or opinion that students improve critical reading and thinking strategies.

TRUE	FALSE	OPINION	Gross Creatures: Scorpions Scorpions have lived on Earth for 450 million years. They were here before the dinosaurs and survived whatever caused dinosaurs to become extinct. Back then, however, scorpions were a whopping 3 feet long. Perhaps they have endured because they need little energy to grow or live. Their metabolic rate (energy they use to stay alive) is less than that of a growing carrot. They can go a year without eating, and some kinds live 20 or more years. There are 1,500 types of these creepy Arachnids (spider family). Scorpions have lobster-like pincers, 8 legs, and glow-in-the-dark skeletons. They have four eyes, but very poor eyesight. Scorpions do not have tails. It is actually the end of a scorpion’s abdomen that curves up and is topped with a poisonous sac and a sharp, nasty stinger. All scorpions are poisonous, but only 25 species have venom that can kill people. Only one kind of deadly scorpion lives in the United States, and they are found in the Southwest.
Scorpion venom causes some paralysis in those who have been stung.	A scorpion has a stinger and sac of poisonous venom at the tip of its tail.	Scorpions are much smaller than they were millions of years ago, but these dangerous creatures are still scary.	
Scorpions do not eat much because they use so little energy.	In the United States, scorpions are found only in the Southwest.	It is thrilling to find scorpions at night with a black light and then stomp on them.	
Prehistoric scorpions were heartier or more adaptable than dinosaurs.	Scorpions mainly use their poisonous stingers for protection.	Scientists find scorpions fascinating to study because of their amazing ability to adapt and survive.	
TRUE. They were here before the dinosaurs and survived whatever caused dinosaurs to become extinct.	FALSE. Scorpions mainly use their venom to paralyze prey so they can eat them.	OPINION–JUDGMENT. The adjective thrilling indicates judgment. Whether this is thrilling is a matter of opinion	

CARD BACKS WITH EXPLANATIONS

STORY CONTINUED ON BACK

RESOURCE EVALUATING & WRITING FACTS

FACTS Factual statements are supported by evidence, documented experience, or observation.

STATEMENT:

Harriet did not participate in the Civil War since women were not allowed to join the army.

Flatulence, or farting, is a natural process that all people must deal with to varying degrees.

Thomas Edison had problems learning in a traditional classroom environment.

FACT SUPPORT:

FALSE. *Once the Civil War began, Harriet joined the Union army. She worked as a scout, spy, nurse, and cook.*

TRUE. *No one wants to admit it, but everyone does it. In fact, we fart an average of 14 times per day.*

TRUE. *Young Thomas was a handful. None of his teachers in the three schools he attended by age nine could deal with him.*

MODAL VERBS Modal verbs *can, could, may, and might* express possibility. These statements are true under contingent circumstances.

STATEMENT:

You can get a virus from shaking hands with someone, being too near another's sneeze, or getting bitten by a dog.

Soda pop causes flatulence because it is carbonated.

Founding fathers believed that the Electoral College would prevent candidates from manipulating voters.

Computerized models of a tyrannosaurus leg muscles prove that these huge dinosaurs could not run very fast.

FACT SUPPORT:

TRUE. *Viruses are spread through air, by personal contact, or by bodily fluids.*

FALSE. *Fructose, found in sweetened drinks like soda, may also result in gas attacks.*

TRUE. *They feared that an individual could influence so many people to vote in an area that he would win the popular vote.*

FALSE. Words in the selection, such as *T-Rex could never* or *might not have been able to run*, propose this as a possibility.

ADVERBS OF FREQUENCY *Sometimes, generally, often, rarely, more, never, always, etc.* indicate *how often*. They specify the extent to which the action of the sentence is true.

STATEMENT:

People are more apt to be stung by scorpions at night.

Parents cannot always be relied upon to censor their children's video game use.

Only things that Midas touched with his hands would be turned into gold.

FACT SUPPORT:

TRUE. *Scorpions hate daylight. It is at night that they venture out and when most stings occur.*

TRUE. *In one study, 90% of teens reported that their parents never checked out what games they purchased or used.*

FALSE. *Then before Midas could stop him, his little son ran up, grabbed Midas' legs, and froze into a golden statue.*

ADJECTIVE QUANTIFIERS *Few, most, some, several, none, more, and other* quantifiers precede nouns and tell *how many* or *how much*. These can also be used as pronouns.

STATEMENT:

Most people who are stung by scorpions do not need to seek medical assistance.

Much of what is in Anderson's fairy tales reflects experiences he had in his life.

There are reasons why scientists have not been able to develop reliable vaccines for certain viruses.

FACT SUPPORT:

TRUE. *Few people need medical attention, and the venom usually works its way out within 24 hours.*

TRUE. *Many of Hans' most loved stories were autobiographical in nature.*

TRUE. *It is tough to outsmart some viruses because they mutate. There are more than 200 different varieties*

RESOURCE TYPES OF OPINIONS

JUDGMENT Adjectives often express judgment (*right, exciting, helpful*). In many cases, they will be comparative (*guiltier, better, more harmful*) or superlative (*happiest, most relaxing, worst*) forms. Some comparisons include the word *than* (*better than, worse than*) or the adverb *not* as a modifier.

STATEMENT:

It is thrilling to find scorpions at night with a black light and then stomp on them.

By not trusting the citizens to elect presidents directly, the founding fathers were being prejudiced.

Harriet Tubman's achievements in her lifetime were the most remarkable of any woman during that era.

Of all insects that are harmful to humans, cockroaches are the worst.

Books are much better than television and movies for stimulating the imagination.

It was not fair that Edison held patents for inventions that may have come from ideas of his employees.

OPINION SUPPORT:

ADJECTIVES

The adjective *thrilling* indicates judgment. Whether stomping on scorpions is *thrilling* is a matter of opinion.

The adjective *prejudiced* expresses judgment. Whether *the founding fathers were being prejudiced* is a matter of opinion.

COMPARATIVE OR SUPERLATIVE ADJECTIVE

The words *most remarkable* express judgment. Whether her *achievements were the most remarkable* is a matter of opinion.

The adjective *worst* expresses judgment. Whether *cockroaches are the worst of all insects* is a matter of opinion.

The adjective *better* expresses judgment. Whether *books are better than TV for stimulating imagination* is a matter of opinion.

ADJECTIVE WITH MODIFYING ADVERB

The words *not fair* express judgment. Whether *it was not fair that Edison held the patents* is a matter of opinion.

SPECULATION The conjunctions *because, since, and if* are used in speculative statements (X happens *because* of Y; X happens *if* Y happens; or *since* X happens, Y happens). Authors at times signal suppositions with words such as *the reason* or *due to*. The verb *would* also signals speculation.

STATEMENT:

Edison would not have been such a successful inventor if his mother had not homeschooled him.

Asthma is on the rise in children because so many poor children live in run-down housing.

Apollo chose ass ears as Midas' punishment since he had lied about what his ears heard in the competition.

Harriet's humble beginnings were the reason she was such a strong, independent woman.

Temba was able to summit Mt. Everest in May 2001 due to weather conditions that were less adverse than those on his June 2000 attempt.

Even if alien contact did occur, the government would label the encounter top-secret and not inform citizens.

Had they been alive, the three seaman who wrote the original tales would have resented Melville's success.

OPINION SUPPORT:

X CONJUNCTION Y

The conjunction *if* indicates speculation. Whether *being homeschooled* was the reason for *Edison's success* is unknown.

The conjunction *because* indicates speculation. Whether *run-down housing* is why *asthma is increasing* is unknown.

The conjunction *since* signals speculation. Whether *Midas' lie* was the reason *Apollo chose ass ears* is unknown.

REASON, DUE TO

The word *reason* signals speculation. Whether *Harriet's humble beginnings* were why she was *a strong woman* is unknown.

The words *due to* signal speculation. Whether *less adverse weather conditions* was the reason *Temba was able to summit Mt. Everest in 2001* is unknown.

WOULD

The verb *would* indicates speculation. Whether *the government would label the encounter top-secret* is unknown.

The verb *would* indicates speculation. Whether *the three seaman would have resented Melville's success* is unknown.

RESOURCE TYPES OF OPINIONS

GENERALIZATION If an adverb of frequency (how often?) is not specified, then *always* or *never* is assumed, making the statement too broad and a generalization. If there is no adjective quantifier (*some, many, most*), it is assumed that *all* or *no* is being referred to, again a generalization.

STATEMENT:

Vice presidents always want to become president, and Johnson was just one example.

People get embarrassed and don't own up to releasing stinky, silent farts.

Women can do things just as well as men if given the opportunity.

Dinosaur movies without vicious dinosaurs won't be appealing to movie audiences.

OPINION SUPPORT:

ADVERBS OF FREQUENCY – ALWAYS, NEVER

The word *always* signals a generalization. Whether *vice presidents ALWAYS want to be presidents* is a matter of opinion.

Whether *embarrassed people NEVER own up to releasing stinky, silent farts* is a generalization and matter of opinion.

ADJECTIVE QUANTIFIERS – ALL, NONE

Not *ALL women can do ALL things as well as men if given the opportunity*. This is a generalization and matter of opinion.

To assume that *NO audiences will like dinosaur movies without vicious dinosaurs* is a generalization and matter of opinion.

ADVICE Certain verbs signal that the author is about to give his/her advice or opinion. These verbs include: *should, must, need to, ought to, deserve to, might*. The adverbs *not* or *never* can be used when the opposite is being advised (*must not, should never, don't deserve*).

STATEMENT:

People who pollute the air, land, or water should be punished since their actions can lead to viral epidemics.

Schools must design programs to cater to the talents of most creative individuals.

If you have a special talent, you should never brag about it in front of others.

Scientists need to develop a more potent insecticide to rid infested areas of hazardous pests.

OPINION SUPPORT:

VERBS THAT SIGNAL THE AUTHOR'S ADVICE

The verb *should* signals advice. *People who pollute should be punished* is the advice and opinion of this writer.

The verb *must* signals advice. *Schools must design these programs* is the advice and opinion of this writer.

The verb *should* signals judgment. *You should never brag about your talent* is the advice and opinion of this writer.

The verb *need to develop* signals advice. *Scientists need to develop a more potent insecticide* is advice and opinion.

PERSONAL The pronoun *I* is the clearest signal that the author is expressing a personal opinion. In some cases, the pronoun *I* is omitted, but if the statement is a personal belief (substitute the words *I believe* before the statement), it still falls into this category.

STATEMENT:

I believe the Electoral College election system needs to be done away with because it is no longer needed.

I agree with the researchers who say there are no more disappearances in the Bermuda Triangle.

I would prefer wood smoke treatment for neutralizing skunk spray odor because it is gentler on the skin.

OPINION SUPPORT:

VERBS THAT SIGNAL THE AUTHOR'S ADVICE

The words *I believe* signal a personal opinion. Others might not think *the Electoral College should be done away with*.

The words *I agree* signal a personal opinion. Others might not agree that *there are no more disappearances*.

The words *I would prefer* signal a personal opinion. Others might *prefer irritated skin to smelling like wood smoke*.

PREPARING & MANAGING MATERIALS

CUTTING & PACKAGING

A rotary trimmer is ideal for cutting laminated materials. A paper cutter will suffice, but rotary trimmers are more accurate and easier to use. If your school does not have one, rotary trimmers can be purchased at art and office supply stores or at discount warehouse clubs. Copy centers often have a rotary trimmer available for customer use.

There are 3 laminated sheets for each group of 4 stories. The first page has the stories. The following 2 pages have the statement cards for the 4 stories. On the edge of all 3 sheets are sort header cards for the 4 stories. Every piece is coded, so you can refer to the codes to get the correct pieces together.

The most effective way to cut pieces apart with accuracy is to first trim the header cards off the edges. Then make the long vertical cut between the stories or the 10 statements. Finally, use sharp shears to cut between the stories or statements. You can also use the trimmer, but once you have these long strips, pieces can be cut apart with one motion, leaving straight edges.

Organize this task to package as you cut, otherwise sets might get mixed-up and this will add to your work. 5 x 8 zipper bags are large enough to hold the story, the 10 statements, and the 3 header cards. There are no answer keys since the answers are on the backs of the statement cards.



CLASSROOM ORGANIZATION

Select storage containers that hold and display the sets most efficiently. Those that offer high visibility speed the selection process. Many types and sizes of plastic storage boxes are available. Look at standard storage tubs, as well as containers for food or office supplies.

Since students will be choosing sets that they have not yet completed, classroom organization is important. If using multiple sets of manipulatives, it works best to spread them out in various locations throughout the classroom. That way, students will not have to congregate in a single area.

CHECKLISTS & STUDENT ACCOUNTABILITY

Make copies of the checklist that follows. Every Reading Manipulatives product contains unique, individualized activities. Students (or teachers) use the checklists to record work and to select sets or cards that have not yet done.

Consider using student language arts folders as an organizational tool. Checklists can be glued to the inside folder, rather than leaving them loose. That way, they are easy to get at and unlikely to be lost. Students will have multiple checklists in their folders, one for each series of manipulatives or skills cards that they are using. They can also place any written work in their folders.



TRUE/FALSE/OPINION SORTS

TFO-1 _____ TFO-8 _____ TFO-15 _____ TFO-22 _____
TFO-2 _____ TFO-9 _____ TFO-16 _____ TFO-23 _____
TFO-3 _____ TFO-10 _____ TFO-17 _____ TFO-24 _____
TFO-4 _____ TFO-11 _____ TFO-18 _____ TFO-25 _____
TFO-5 _____ TFO-12 _____ TFO-19 _____ TFO-26 _____
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TFO-7 _____ TFO-14 _____ TFO-21 _____ TFO-28 _____

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