



EXPEDITIONARY  
LEARNING

# Grade 5: Module 3A: Overview



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This module begins with a brief study of the importance of sports in American culture over time. The heart of this module is a whole class study of the short but challenging biography *Promises to Keep: How Jackie Robinson Changed America* (1030L) by his daughter, Sharon Robinson. (Students will read selected segments; some of these will be read aloud.) Students will analyze Jackie Robinson as a specific example of an athlete who served as a leader who broke barriers in society. They will also begin to study argumentative writing, analyzing how the author Sharon Robinson provides evidence to support her opinions. In Unit 3, students then choose to learn about one of three other respected sports figures (Roberto Clemente, Babe Didrikson, or Jim Thorpe). Students will develop their understanding of the cultural context in which these athletes competed and the barriers these athletes broke during the times in which they lived. Students will

build their research skills by reading biographical articles and other informational texts and by participating in Webquests. They also will continue to build their skills to write arguments based on multiple sources, focusing on crafting clear opinions and providing sufficient reasons and evidence. For the final performance task, each student will write a letter to a publishing company explaining the need for a biography about their selected athlete, in which they discuss the athlete, evaluate the barriers that he/she broke during the era in which he/she lived, and give an opinion about the importance of that athlete's impact on American society. They must support their opinions with evidence from their research. This task centers on **NYSP12 ELA CCLS RI.5.9, W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, L.5.1, L.5.2, and L.5.6.**

#### Guiding Questions and Big Ideas

- **What is the role of sports in American culture?**
- **How have athletes broken barriers during the historical era in which they lived?**
- **What do biographical informational texts teach us?**
- *Because sports are an integral part of American culture, athletes are presented with unique opportunities to lead.*
- *Individuals are shaped by and can shape society.*
- *Biographical texts about individuals also tell a bigger story we can learn from.*

#### Performance Task

##### ***Letter to a Publisher***

After reading biographical texts on a famous American athlete of a historical era, students will write a letter to a publishing company explaining the need for a biography (written at a level appropriate for fifth-graders) about that athlete. In the letter, students will discuss their athletes, evaluate the barriers that he/she broke during the era in which he/she lived, and give an opinion about the importance of that athlete's legacy. Students will support their opinions with reasons and evidence from their research. This task centers on NYSP12 ELA CCLS RI.5.9, W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, L.5.1, L.5.2, and L.5.6.



### Content Connections

This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies content that may align to additional teaching during other parts of the day. These intentional connections are described below.

### Content Connections

Theme 1: Individual development and cultural identity: “Personal identity is a function of an individual’s culture, time, place, geography, interaction with groups, influences from institutions, and lived experiences.”



CCS Standards: Reading—Informational Text	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>• RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain what a text says using quotes from the text.</li> <li>• I can make inferences using quotes from the text.</li> </ul>
<ul style="list-style-type: none"> <li>• RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</li> </ul>	<ul style="list-style-type: none"> <li>• I can determine the main idea(s) of an informational text based on key details.</li> <li>• I can summarize an informational text.</li> </ul>
<ul style="list-style-type: none"> <li>• RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain important relationships between people, events, and ideas in a historical, scientific, or technical text using specific details in the text.</li> </ul>
<ul style="list-style-type: none"> <li>• RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• I can determine the meaning of academic words or phrases in an informational text.</li> <li>• I can determine the meaning of content words or phrases in an informational text.</li> </ul>
<ul style="list-style-type: none"> <li>• RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</li> </ul>	<ul style="list-style-type: none"> <li>• I can compare and contrast multiple accounts of the same event or topic.</li> </ul>
<ul style="list-style-type: none"> <li>• RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</li> </ul>	<ul style="list-style-type: none"> <li>• I can locate an answer or solve a problem efficiently, drawing from multiple informational sources.</li> </ul>
<ul style="list-style-type: none"> <li>• RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain how authors use evidence and reasons to support their points in informational texts.</li> </ul>
<ul style="list-style-type: none"> <li>• RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</li> </ul>	<ul style="list-style-type: none"> <li>• I can accurately synthesize information from multiple texts on the same topic.</li> </ul>



CCS Standards: Reading—Informational Text	Long-Term Learning Targets
<ul style="list-style-type: none"><li>• RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</li></ul>	<ul style="list-style-type: none"><li>• I can read grade-level informational texts proficiently and independently.</li></ul>
CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none"><li>• W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.<ul style="list-style-type: none"><li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</li><li>b. Provide logically ordered reasons that are supported by facts and details.</li><li>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li><li>d. Provide a concluding statement or section related to the opinion presented.</li></ul></li></ul>	<p>I can write an opinion piece that supports a point of view with reasons and information.</p> <ul style="list-style-type: none"><li>a. I can introduce the topic of my opinion piece.</li><li>a. I can create an organizational structure in which I group together related ideas.</li><li>b. I can identify reasons that support my opinion.</li><li>c. I can use linking words to connect my opinion and reasons.</li><li>d. I can construct a concluding statement or section for my opinion piece.</li></ul>
<ul style="list-style-type: none"><li>• W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</li></ul>	<ul style="list-style-type: none"><li>• I can produce clear and coherent writing that is appropriate to task, purpose, and audience.</li></ul>
<ul style="list-style-type: none"><li>• W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li></ul>	<ul style="list-style-type: none"><li>• With support from peers and adults, I can use a writing process to produce clear and coherent writing.</li></ul>
<ul style="list-style-type: none"><li>• W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</li></ul>	<ul style="list-style-type: none"><li>• With support from adults, I can use technology to publish a piece of writing.</li><li>• I can use technology to collaborate with others to produce a piece of writing.</li></ul>



CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none"><li>W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</li></ul>	<ul style="list-style-type: none"><li>I can build knowledge about multiple aspects of a topic by conducting research.</li><li>I can use several sources to build my knowledge about a topic.</li></ul>
<ul style="list-style-type: none"><li>W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</li></ul>	<ul style="list-style-type: none"><li>I can recall information that is important to a topic.</li><li>I can document what I learn about a topic by taking notes.</li><li>I can summarize or paraphrase information in my notes and in finished work.</li><li>I can provide a list of sources I used to gather information.</li></ul>
<ul style="list-style-type: none"><li>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.<ul style="list-style-type: none"><li>e. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</li></ul></li></ul>	<ul style="list-style-type: none"><li>I can choose evidence from literary or informational texts to support analysis, reflection, and research.<ul style="list-style-type: none"><li>f. (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s].”)</li></ul></li></ul>
<ul style="list-style-type: none"><li>W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li></ul>	<ul style="list-style-type: none"><li>I can write for a variety of reasons.</li></ul>



CCS Standards: Speaking & Listening	Long-Term Learning Targets
<ul style="list-style-type: none"><li>• <b>SL.5.1.</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.<ul style="list-style-type: none"><li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li><li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li><li>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li><li>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li></ul></li></ul>	<ul style="list-style-type: none"><li>• I can effectively engage in discussions with diverse partners about fifth-grade topics and texts.<ul style="list-style-type: none"><li>a. I can prepare myself to participate in discussions.</li><li>a. I can draw on information to explore ideas in the discussion.</li><li>b. I can follow our class norms when I participate in a conversation.</li><li>c. I can ask questions that are on the topic being discussed.</li><li>c. I can connect my questions and responses to what others say.</li><li>d. After a discussion, I can explain key ideas about the topic being discussed.</li></ul></li></ul>
<ul style="list-style-type: none"><li>• <b>SL.5.2.</b> Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li></ul>	<ul style="list-style-type: none"><li>• I can summarize text that is read aloud to me.</li></ul>



CCS Standards: Language	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.               <ul style="list-style-type: none"> <li>Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>Form and use the perfect verb tenses (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>).</li> <li>Use verb tense to convey various times, sequences, states, and conditions.</li> <li>Recognize and correct inappropriate shifts in verb tense.</li> <li>Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>I can use grammar conventions to send a clear message to a reader or listener.               <ul style="list-style-type: none"> <li>I can explain what conjunctions, prepositions, and interjections are and how they're used in sentences.</li> <li>I can use the perfect verb tenses (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>).</li> <li>I can use verb tense to convey various times, sequences, states, and conditions.</li> <li>I can identify an inappropriate shift in verb tense.</li> <li>I can correct an inappropriate shift in verb tense.</li> <li>I can use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>).</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.               <ul style="list-style-type: none"> <li>Use punctuation to separate items in a series.</li> <li>Use a comma to separate an introductory element from the rest of the sentence.</li> <li>Spell grade-appropriate words correctly, consulting references as needed.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>I can use conventions to send a clear message to my reader.               <ul style="list-style-type: none"> <li>I can use punctuation to separate items in a series.</li> <li>I can use a comma to separate an introductory word or phrase from the rest of the sentence.</li> <li>I can spell grade-appropriate words correctly.</li> <li>I can consult reference materials to check and correct my spelling.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.               <ul style="list-style-type: none"> <li>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>I can use my knowledge of language and its conventions when writing, speaking, reading, or listening.               <ul style="list-style-type: none"> <li>I can use a variety of sentence structures in my writing.</li> </ul> </li> </ul>





CCS Standards: Language	Long-Term Learning Targets
<ul style="list-style-type: none"> <li>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.               <ul style="list-style-type: none"> <li>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</li> <li>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>I can use a variety of strategies to read grade-appropriate words and phrases I don't know.               <ul style="list-style-type: none"> <li>a. I can use context (e.g., cause/effect relationships and comparisons in text) to help me understand the meaning of a word or phrase.</li> <li>b. I can use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means (e.g., <i>photograph</i>, <i>photosynthesis</i>).</li> <li>c. I can use resource materials (glossaries, dictionaries, thesauruses) to help me determine or clarify the pronunciation and meaning of key words and phrases.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.               <ul style="list-style-type: none"> <li>a. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>I can analyze the meaning of figurative and complex language.               <ul style="list-style-type: none"> <li>a. I can use relationships between words (synonyms, antonyms, and homographs) to help me understand words.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</li> </ul>	<ul style="list-style-type: none"> <li>I can accurately use fifth-grade academic vocabulary to express my ideas.</li> </ul>



**Central Texts**

Lori Calabrese, “It’s Not Just a Game!” in *Odyssey*, July/Aug. 2009, 36. (1020L)

Phyllis Goldman, “Roots of American Sports,” in *Ally’s Multicultural History & How It Relates to Us Today* (Greensboro, NC: Allosaurus Publishers, 2005), 92. (940 Lexile)

“Sports in America,” abridged from U.S. State Department IIP publications and other U.S. government materials; <http://usa.usembassy.de/sports.htm> (last accessed 8/28/2013).

Sharon Robinson, *Promises to Keep: How Jackie Robinson Changed America* (New York: Scholastic Press, 2004), ISBN: 978-0-439-42592-6.



Week	Instructional Focus	Long-Term Targets	Assessments
<b>Unit 1: Building Background Knowledge: The Importance of Sports in American Culture</b>			
<b>Weeks 1–2</b>	<ul style="list-style-type: none"> <li>Building Background Knowledge: Why Are Sports Important in American Culture?</li> <li>Identifying Author's Opinion and Evidence: The Value of Sports in People's Lives</li> </ul>	<ul style="list-style-type: none"> <li>I can determine the main idea(s) of an informational text based on key details.</li> <li>I can summarize an informational text.</li> <li>I can determine the meaning of academic words or phrases in an informational text.</li> <li>I can determine the meaning of content words or phrases in an informational text.</li> <li>I can explain how authors use evidence and reasons to support their points in informational texts.</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 1: Identifying Author's Opinion and Supporting Evidence: Sports in American Culture (NYSP12 ELA Standards RI.5.2, RI.5.4, RI.5.8)</li> </ul>
	<ul style="list-style-type: none"> <li>Identifying Opinions and Evidence: The Importance of Sports in American Society</li> </ul>	<ul style="list-style-type: none"> <li>Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (W.5.1)               <ul style="list-style-type: none"> <li>* I can identify facts and details that support my opinion. (W.5.1a)</li> <li>* I can create an organizational structure in which I group together related ideas. (W.5.1b)</li> </ul> </li> <li>I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 1: On-Demand Opinion and Evidence Paragraph about the Importance of Sports in American Culture (NYSP12 ELA Standards W.5.1 and W.5.9)</li> </ul>
	<ul style="list-style-type: none"> <li>Building Background Knowledge: Why Are Sports Important in American Culture?</li> <li>Identifying Author's Opinion and Evidence: The Value of Sports in People's Lives</li> </ul>	<ul style="list-style-type: none"> <li>I can determine the main idea(s) of an informational text based on key details.</li> <li>I can summarize an informational text.</li> <li>I can determine the meaning of academic words or phrases in an informational text.</li> <li>I can determine the meaning of content words or phrases in an informational text.</li> <li>I can explain how authors use evidence and reasons to support their points in informational texts.</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 1: Identifying Author's Opinion and Supporting Evidence: Sports in American Culture (NYSP12 ELA Standards RI.5.2, RI.5.4, RI.5.8)</li> </ul>



Week	Instructional Focus	Long-Term Targets	Assessments
<b>Unit 2: Case Study: <i>Promises to Keep: How Jackie Robinson Changed America</i></b>			
<b>Weeks 3–5</b>	<ul style="list-style-type: none"> <li>Introducing <i>Promises to Keep</i> and Drawing Inferences</li> <li>Determining How an Author Uses Reasons and Evidence to Support an Opinion</li> <li>Comparing Multiple Accounts of the Same Topic</li> </ul>	<ul style="list-style-type: none"> <li>I can determine the main idea(s) of an informational text based on key details.</li> <li>I can summarize an informational text.</li> <li>I can determine the meaning of academic words or phrases in an informational text.</li> <li>I can determine the meaning of content words or phrases in an informational text.</li> <li>I can explain how authors use evidence and reasons to support their points in informational texts.</li> </ul>	
	<ul style="list-style-type: none"> <li>Writing Opinions: Logically Ordering Reasons to Support</li> <li>Writing Introductions and Finding Supporting Evidence</li> <li>Explaining the Relationships between Events in a Historical Text</li> </ul>	<ul style="list-style-type: none"> <li>I can determine the main idea(s) of an informational text based on key details.</li> <li>I can summarize an informational text.</li> <li>I can determine the meaning of academic words or phrases in an informational text.</li> <li>I can determine the meaning of content words or phrases in an informational text.</li> <li>I can explain how authors use evidence and reasons to support their points in informational texts.</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 2: Identifying Author's Opinion, Reasons, and Supporting Evidence: "Courage on the Field" (NYSP12 ELA Standards RI.5.2, RI.5.4, RI.5.8)</li> </ul>



Week	Instructional Focus	Long-Term Targets	Assessments
<b>Weeks 3–5</b>	<ul style="list-style-type: none"> <li>Letters as Informational Text: Comparing and Contrasting Different Accounts</li> <li>Finding Supporting Reasons and Evidence for an Opinion</li> <li>Developing an Opinion Based on the Textual Evidence</li> <li>Writing a Class Letter to the Publishers of <i>Promises to Keep</i></li> </ul>	<ul style="list-style-type: none"> <li>Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (W.5.1) <ul style="list-style-type: none"> <li>* I can introduce the topic of my opinion piece. (W.5.1a)</li> <li>* I can create an organizational structure in which I group together related ideas. (W.5.1a)</li> <li>* I can identify reasons that support my opinion. (W.5.1b)</li> <li>* I can use linking words to connect my opinion and reasons. (W.5.1c)</li> <li>* I can construct a concluding statement or section for my opinion piece. (W.5.1d)</li> </ul> </li> <li>I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 2: Writing an Opinion Essay with Supporting Evidence about Jackie Robinson's Legacy (NYSP12 ELA Standards W.5.1 and W.5.9)</li> </ul>
<b>Unit 3: Expert Groups Research and Writing an Opinion Letter</b>			
<b>Weeks 6–8</b>	<ul style="list-style-type: none"> <li>Researching One of Three Additional Athletes</li> </ul>	<ul style="list-style-type: none"> <li>I can accurately synthesize information from multiple texts on the same topic. (RI.5.9)</li> <li>I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)</li> <li>I can build knowledge about multiple aspects of a topic by conducting research. (W.5.7)</li> <li>I can use several sources to build my knowledge about a topic. (W.5.7)</li> <li>I can accurately use fifth-grade academic vocabulary to express my ideas. (L.5.6)</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 3: Notes and Graphic Organizer for a Letter to a Publisher (NYSP12 ELA Standards RI.5.9, W.5.1, W.5.7 and L.5.6)</li> </ul>



Week	Instructional Focus	Long-Term Targets	Assessments
<b>Weeks 6–8</b>	<ul style="list-style-type: none"> <li>Researching One of Three Additional Athletes</li> <li>Synthesizing Research and Drafting Letter</li> </ul>	<ul style="list-style-type: none"> <li>I can accurately synthesize information from multiple texts on the same topic. (RI.5.9)</li> <li>I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)</li> <li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4)</li> <li>With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5)</li> <li>I can build knowledge about multiple aspects of a topic by conducting research. (W.5.7)</li> <li>I can use several sources to build my knowledge about a topic. (W.5.7)</li> <li>I can document what I learn about a topic by taking notes. (W.5.8)</li> <li>I can summarize or paraphrase information in my notes and in finished work. (W.5.8)</li> <li>I can provide a list of sources I used to gather information. (W.5.8)</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 3: Draft Letter to a Publisher (NYSP12 ELA Standards RI.5.9, W.5.1 and W.5.4)</li> </ul>
	<ul style="list-style-type: none"> <li>Synthesize Research and Revise and Publish Letter</li> </ul>	<ul style="list-style-type: none"> <li>Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)</li> <li>I can use grammar conventions to send a clear message to a reader or listener. (L.5.1)</li> <li>I can use conventions to send a clear message to my reader. (L.5.2)</li> <li>I can accurately use fifth-grade academic vocabulary to express my ideas. (L.5.6)</li> </ul>	<ul style="list-style-type: none"> <li>Final Performance Task: Letter to a Publisher (NYSP12 ELA Standards RI.5.9, W.5.1, W.5.5, W.5.7, W.5.8, L.5.1, L.5.2, L.5.6)</li> </ul>



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# Grade 5: Module 3A: Assessment Overview



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Final Performance Task	<p><b>Letter to a Publisher</b></p> <p>After reading biographical texts on a famous American athlete of an historical era, each student will write a letter to a publishing company explaining the need for a biography (written at a level appropriate for fifth-graders) about that athlete. In the letter, each student will discuss the athlete, evaluate the barriers that he/she broke during the era in which he/she lived, and give an opinion about the importance of that athlete's legacy. Students will support their opinions with reasons and evidence from their research. This task centers on NYSP12 ELA CCLS RI.5.9, W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, L.5.1, L.5.2, and L.5.6.</p>
Mid-Unit 1 Assessment	<p><b>Identifying Author's Opinion and Supporting Evidence: Sports in American Culture</b></p> <p>This assessment centers on NYSP12 ELA CCLS RI.5.2, RI.5.4, and RI.5.8. Students will read and analyze a new informational text about the importance of sports in American culture and then complete a short quiz, answering evidence-based selected response and short answer text-dependent questions.</p>
End of Unit 1 Assessment	<p><b>On-Demand Opinion and Evidence Paragraph about the Importance of Sports in American Culture</b></p> <p>This assessment centers on NYSP12 ELA CCLS W.5.1 and W.5.9. After reading and analyzing articles about the importance of sports in American culture, students will write a paragraph in which they share an opinion about the importance of sports in American culture, stating an opinion and evidence from the texts upon which that opinion is based.</p>





Mid-Unit 2 Assessment	<p><b>Identifying Author’s Opinion, Reasons, and Supporting Evidence: “Courage on the Field”</b></p> <p>This assessment centers on NYSP12 ELA CCLS RI.5.2, RI.5.4, and RI.5.8. Students will read a new informational text about Jackie Robinson breaking barriers in the sport of baseball and then answer evidence-based constructed response (multiple choice) and short-answer questions to demonstrate their ability to summarize the main ideas of the text, determine the meaning of vocabulary, and explain how the author used reasons and evidence to support his opinion.</p>
End of Unit 2 Assessment	<p><b>Writing an Opinion Essay with Supporting Evidence about Jackie Robinson’s Legacy</b></p> <p>This assessment centers on NYSP12 ELA CCLS W.5.1 and W.5.9. Based on their prior reading (both for homework and then more in-depth during classwork) of pages 58–63 of <i>Promises to Keep: How Jackie Robinson Changed America</i>, each student will write an on-demand essay in which they state an opinion about Jackie Robinson’s legacy supported by reasons and evidence from the text. The assessment includes a graphic organizer students use to plan their writing: a strong introduction including a clear opinion, and two body paragraphs that state two reasons and supporting evidence. They must be sure to support their position with evidence from the text.</p>
Mid-Unit 3 Assessment	<p><b>Notes and Graphic Organizer for a Letter to a Publisher</b></p> <p>This assessment centers on NYSP12 ELA CCLS RI.5.9, W.5.1, W.5.7, and L.5.6. This mid-unit assessment is a planning task leading up to students’ final performance task. After reading informational biographical texts about Althea Gibson or Roberto Clement, students will organize their notes from these texts into new graphic organizers. In their graphic organizers, students must state their opinions about why a biography should be published for fifth-graders about this athlete, and provide at least three clear reasons and supporting evidence. Students’ graphic organizers must be clearly organized in one of two organizational structures: either chronological order or order of importance. They must also incorporate key vocabulary they have learned through their reading.</p>
End of Unit 3 Assessment	<p><b>Draft Letter to a Publisher</b></p> <p>This assessment centers on NYSP12 ELA CCLS RI.5.9, W.5.1, and W.5.4. Students will each write a first draft of their final performance task of a letter to a publishing company stating their opinion that a biography should be published for fifth-graders about their researched athlete’s legacy, and support their opinion with reasons and evidence from their research.</p>



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# Grade 5: Module 3A: Performance Task



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### Summary of Task

- After reading biographical texts on a famous American athlete of a historical era, each student will write a letter to a publishing company explaining the need for a biography (written at a level appropriate for fifth-graders) about that athlete. In the letter, students will discuss the athlete, evaluate the barriers that he/she broke during the era in which he/she lived, and give an opinion about the importance of that athlete's legacy. Students will support their opinions with reasons and evidence from their research. **This task centers on NYSP12 ELA CCLS RI.5.9, W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, L.5.1, L.5.2, and L.5.6.**
- During the first half of this unit, students will continue to develop skills in both reading and writing necessary to succeed on this performance task: (1) They will read closely to gather evidence on one of three famous American athletes from a variety of informational texts to learn about their life, the barriers they faced during the era in which they lived, and the legacy that athlete left for America; and (2) they will continue to practice forming opinions and organizing notes on their reasons and evidence that supports this opinion.

### Format

Business letter



### Standards Assessed through This Task

- RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
  - b. Provide logically ordered reasons that are supported by facts and details.
  - c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
  - d. Provide a concluding statement or section related to the opinion presented.
- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - b. Apply *grade 5 reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
- L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).
  - b. Use verb tense to convey various times, sequences, states, and conditions.
  - c. Recognize and correct inappropriate shifts in verb tense.\*
  - d. Use correlative conjunctions (e.g., either/or, neither/nor).
- L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Use punctuation to separate items in a series.\*
  - b. Use a comma to separate an introductory element from the rest of the sentence.
  - c. Spell grade-appropriate words correctly, consulting references as needed.
- L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).



**Student-Friendly Writing Invitation/Task Description**

- After reading biographical texts on a famous American athlete of a historical era, write a letter to a publishing company explaining the need for a biography (written at a level appropriate for fifth-graders) about that athlete. The letter must give your opinion about this athlete's legacy and evaluate the barriers that he/she broke during the era in which he/she lived. Be sure to support your opinion with reasons and evidence from your research.

**Key Criteria for Success (Aligned with Nysp12 ELA CCLS)**

- Below are key criteria students need to address when completing this task. Specific lessons during the module build in opportunities for students to understand the criteria, offer additional criteria, and work with their teacher to construct a rubric on which their work will be critiqued and formally assessed.

**Your letter will include:**

- Business letter format
- Five paragraphs:
  - An introduction that has a topic sentence that states your opinion
  - Three body paragraphs that give your reasons and evidence to support your opinion
  - A conclusion about your opinion
- Information from athlete research
- Organizes the reasons and evidence logically
- Connects the reasons and evidence using linking words and phrases
- Grade-level appropriate conventions (spelling, grammar, punctuation)
- Appropriate vocabulary learned throughout the module (from your cards)



### Options for Students

- Allow students who struggle with writing to dictate their letters (or notes) to a peer or teacher.
- Provide texts at a variety of readability levels for students to gather information for their letters.
- Highlight key information in texts for students that struggle with determining importance.
- Provide audio recordings of texts for students that struggle with language.
- Provide texts in the students' home language for ELL students.
- Allow students that struggle with writing to provide two reasons with evidence instead of three.

### Options for Teachers

- Have groups of students (in Literature Circles or Book Clubs) read biographies about the athlete they are researching to gather more information for their letters.
- Write a letter to be included in a biography of the athlete that they researched.
- Create a website or blog about the athlete they researched, to include their opinions about that athlete's impact on American society.

### Resources and Links

- (See Unit 3)



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# Grade 5: Module 3A: Unit 1: Overview



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### Unit 1: Building Background Knowledge: The Importance of Sports in American Culture

In this brief unit, students will build their background knowledge about the importance of sports within the American culture over time. They will read two informational articles: “It’s Not Just a Game!” and “The Literature of Baseball: The Quintessential American Game.” Students will also be reintroduced to reading and writing arguments (RI.5.8 and W.5.1). They will begin to explore how to read opinion pieces. They will be introduced to the term “opinion” and be asked to identify and explain how authors use evidence to support their opinions. For the mid-unit assessment, students will read and answer text-dependent questions

about a new informational article, “Roots of American Sports,” which will help further build students’ knowledge about the importance of sports in American society. For the end of unit on-demand assessment, students begin to practice citing evidence to support an opinion, specifically: “Sports are an important part of American Culture.” Then they will identify supporting evidence for the opinion, organize their ideas, and write an opinion paragraph using the opinion and supporting details they identified.

#### Guiding Questions and Big Ideas

- **What is the role of sports in American culture?**
- *Because sports are an integral part of American culture, athletes are presented with unique opportunities to lead.*

#### Mid-Unit 1 Assessment

##### Identifying Author’s Opinion and Supporting Evidence: Sports in American Culture

This assessment centers on NYSP12 ELA CCLS RI.5.2, RI.5.4, and RI.5.8. Students will read and analyze a new informational text about the importance of sports in American culture and then complete a short quiz, answering evidence-based selected response and short answer text-dependent questions.

#### End of Unit 1 Assessment

##### On-Demand Opinion and Evidence Paragraph about the Importance of Sports in American Culture

This assessment centers on NYSP12 ELA CCLS W.5.1 and W.5.9. After reading and analyzing articles about the importance of sports in American culture, students will write a paragraph in which they share an opinion about the importance of sports in American culture, stating an opinion and evidence from the texts upon which that opinion is based.





### Content Connections

This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies content that many teachers may be teaching during other parts of the day. These intentional connections are described below.

### NYS Social Studies Core Curriculum

Theme 1: Individual development and cultural identity: “Personal identity is a function of an individual’s culture, time, place, geography, interaction with groups, influences from institutions, and lived experiences” (page 6).

### Central Texts

1. Lori Calabrese, “It’s Not Just a Game!” in *Odyssey*, July/Aug. 2009, 36. (1020L)
2. Phyllis Goldman, “Roots of American Sports,” in *Ally’s Multicultural History & How It Relates to Us Today* (Greensboro, NC: Allosaurus Publishers, 2005), 92. (940L)
3. “Sports in America,” abridged from U.S. State Department IIP publications and other U.S. government materials; <http://usa.usembassy.de/sports.htm> (last accessed 8/28/2013).



**This unit is approximately 1.5 weeks or 7 sessions of instruction.**

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 1</b>	Building Background Knowledge: Why Are Sports Important in American Culture?	<ul style="list-style-type: none"> <li>I can make inferences using quotes from the text. (RI.5.1)</li> <li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4)</li> <li>After a discussion, I can explain key ideas about the topic being discussed. (SL.5.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can make observations and ask questions during a Gallery Walk about the importance of sports in American culture.</li> <li>I can use quotes to make inferences about why sports are important in American culture.</li> <li>I can listen effectively to my partner when sharing.</li> <li>I can determine the meaning of new words in quotes using context clues.</li> </ul>	<ul style="list-style-type: none"> <li>Gallery Walk observations and questions</li> <li>Tea Party protocol</li> <li>Vocabulary cards</li> </ul>	<ul style="list-style-type: none"> <li>Gallery Walk protocol</li> <li>Gallery Walk anchor chart (optional)</li> <li>Tea Party protocol</li> <li>Vocabulary Strategies anchor chart</li> </ul>
<b>Lesson 2</b>	Identifying Author's Opinion and Evidence: The Value of Sports in People's Lives, Part I	<ul style="list-style-type: none"> <li>I can determine the main idea(s) of an informational text based on key details. (RI.5.2)</li> <li>I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)</li> <li>I can determine the meaning of content words or phrases in an informational text. (RI.5.4)</li> <li>I can explain how authors use reasons and evidence to support their points in informational texts. (RI.5.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can determine the gist of the first three sections of the article "It's Not Just a Game!"</li> <li>I can identify the author's opinion in an informational article.</li> <li>I can identify the evidence the author uses to support an opinion.</li> </ul>	<ul style="list-style-type: none"> <li>Gist statement</li> <li>Opinion and Evidence graphic organizer (in journal)</li> <li>Text-coded article</li> </ul>	<ul style="list-style-type: none"> <li>Close Readers Do These Things anchor chart (from Module 1)</li> <li>Vocabulary Strategies anchor chart</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 3</b>	Identifying Author's Opinion and Evidence: The Value of Sports in People's Lives, Part II	<ul style="list-style-type: none"> <li>I can determine the main idea(s) of an informational text based on key details. (RI.5.2)</li> <li>I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)</li> <li>I can determine the meaning of content words or phrases in an informational text. (RI.5.4)</li> <li>I can explain how authors use evidence and reasons to support their claims in informational texts. (RI.5.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can determine the gist of the last three sections of the article "It's Not Just a Game!"</li> <li>I can identify the author's opinion in an article.</li> <li>I can identify the evidence the author uses to support an opinion.</li> <li>I can determine the meaning of new words and phrases from context in an informational article.</li> </ul>	<ul style="list-style-type: none"> <li>Admit tickets</li> <li>Gist statement</li> <li>Text-coded article</li> <li>Opinion and Evidence graphic organizer (in journal)</li> </ul>	<ul style="list-style-type: none"> <li>Sports in American Culture anchor chart</li> <li>Close Readers Do These Things anchor chart</li> <li>Vocabulary Strategies anchor chart</li> </ul>
<b>Lesson 4</b>	Mid-Unit Assessment: Identifying Author's Opinion and Supporting Evidence: Sports in American Culture	<ul style="list-style-type: none"> <li>I can determine the main idea(s) of an informational text based on key details. (RI.5.2)</li> <li>I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)</li> <li>I can determine the meaning of content words or phrases in an informational text. (RI.5.4)</li> <li>I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the evidence the author uses to support an opinion.</li> <li>I can determine the meaning of new words and phrases from context in an article.</li> <li>I can reflect on my learning about opinions in informational text and how authors use evidence to support an opinion.</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 1: Identifying Author's Opinion and Supporting Evidence: Sports in American Culture</li> <li>Tracking My Progress, Mid-Unit 1 recording form</li> </ul>	<ul style="list-style-type: none"> <li>Close Readers Do These Things anchor chart</li> <li>Vocabulary Strategies anchor chart</li> <li>Sports in American Culture anchor chart</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 5</b>	Identifying Opinions and Evidence: The Importance of Sports in American Society, Part I	<ul style="list-style-type: none"> <li>I can determine the main idea(s) of an informational text based on key details. (RI.5.2)</li> <li>I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)</li> <li>I can determine the meaning of content words or phrases in an informational text. (RI.5.4)</li> <li>I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can determine the gist of the article "Sports in America."</li> <li>I can identify the author's opinion in an informational article.</li> <li>I can identify evidence the author uses to support an opinion.</li> <li>I can determine the meaning of new words and phrases from context in an informational article.</li> </ul>	<ul style="list-style-type: none"> <li>Gist statement</li> <li>Text-coded article</li> <li>Vocabulary cards</li> </ul>	<ul style="list-style-type: none"> <li>Sports in American Culture anchor chart</li> <li>Close Readers Do These Things anchor chart</li> </ul>
<b>Lesson 6</b>	Organizing Evidence and Writing an Opinion Paragraph: The Importance of Sports in American Society, Part II	<ul style="list-style-type: none"> <li>I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8)</li> <li>I can summarize or paraphrase information in my notes and in finished work. (W.5.8)</li> <li>I can create an organizational structure in which I group together related ideas. (W.5.1)</li> <li>I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the evidence that supports an author's opinion.</li> <li>I can create an organizational structure to record evidence that supports the author's opinion.</li> <li>I can paraphrase evidence to record on my organizational structure.</li> <li>I can write a paragraph with an opinion supported by evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Text-coded article</li> <li>Vocabulary cards (vocabulary folder)</li> <li>Opinion and Evidence graphic organizer or Accordion graphic organizer</li> <li>Opinion and Evidence paragraph</li> </ul>	<ul style="list-style-type: none"> <li>Sports in American Culture anchor chart</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 7</b>	End of Unit Assessment: On-Demand Opinion and Evidence Paragraph about the Importance of Sports in American Culture	<ul style="list-style-type: none"><li>• I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)</li><li>• I can identify facts and details that support my opinion. (W.5.1)</li><li>• I can create an organizational structure in which I group together related ideas. (W.5.1)</li><li>• I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)</li></ul>	<ul style="list-style-type: none"><li>• I can write an opinion about the importance of sports in American culture.</li><li>• I can identify and organize evidence to support my opinion.</li><li>• I can write a paragraph with related evidence to support my opinion.</li><li>• I can reflect on my learning about how evidence is used to support an opinion.</li></ul>	<ul style="list-style-type: none"><li>• End of Unit 1 Assessment: On-Demand Opinion and Evidence Paragraph about the Importance of Sports in American Culture</li><li>• Tracking My Progress, End of Unit 1 recording form</li></ul>	<ul style="list-style-type: none"><li>• Chalk Talk protocol</li><li>• Chalk Talk anchor chart (optional)</li></ul>



**Optional: Experts, Fieldwork, and Service**

**Experts:**

- Invite experts to speak to the class: sports reporters; sports historians or enthusiasts; athletes or coaches; physical education instructors; extreme athletes.

**In Physical Education:**

- Continue to study the history of sports, including possibly learning the early rules for games like baseball. Explore how and why a specific sport has evolved over time.

**Preparation and Materials**

- Prepare a journal for each student to use during this module, such as a composition or spiral notebook.
- Students will record new vocabulary on index cards.
- Determine a method for students to keep their vocabulary index cards contained and accessible. Suggestions include: manila envelope; a metal ring/hole punch corners of each index card; pocket folder, binder, rubber band.

**Graphic Organizers in Unit 1**

- Opinion and Evidence (Lesson 2); Accordion (Lesson 5)



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# Grade 5: Module 3A: Unit 1:

## Recommended Texts



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Unit 1 builds students' background about the role of sports in American culture over time. The list below includes texts with a range of Lexile® text measures on this topic. This provides appropriate independent reading for each student to help build content knowledge.

It is imperative that students read a high volume of texts at their reading level to continue to build the academic vocabulary and fluency demanded by the CCLS.

**Common Core Band Level Text Difficulty Ranges:**

(as provided in the NYSED Passage Selection Guidelines for Assessing CCSS ELA)

Grades 2–3: 420–820L

Grades 4–5: 740–1010L

Grades 6–8: 925–1185L

Where possible, texts in languages other than English are also provided. Texts are categorized into three Lexile ranges that correspond to Common Core Bands: below-grade band, within band, and above-grade band. Note, however, that Lexile measures are just one indicator of text complexity, and teachers must use their professional judgment and consider qualitative factors as well. For more information, see Appendix 1 of the Common Core State Standards.

Title	Author and Illustrator	Text Type	Lexile Measure
<b>Lexile text measures below band level (below 740L)</b>			
<i>The History of Baseball</i>	Diana Star Helmer and Thomas S. Owens (authors)	Informational	410
<i>Alphabet of Sports</i>	Barbie Heit Schwaebler (author), David Lowe (illustrator)	Informational	500*
<i>Colors of Sports</i>	Laura Purdie Salas (author)	Informational	620
<i>Soccer in North America</i>	Mike Kennedy (author)	Informational	660*
<i>Basketball: A History of Hoops</i>	Mark Stewart (author)	Informational	710
<i>Who Invented Basketball?: And Other Questions Kids Have about Sports</i>	Suzanne Slade (author), Cary Pillo (illustrator)	Informational	680

\*Lexile based on a conversion from Accelerated Reading level.





Title	Author and Illustrator	Text Type	Lexile Measure
<b>Lexile text measures within band level (740–1010L)</b>			
<i>Sports in America: Decade by Decade</i>	Betty Comden, Adolph Green, and Carolyn Leigh (authors), Amy June Bates (illustrator)	Literature	475*
<i>The Curious, Captivating, Unusual History of Sports</i>	Lucia Raatma (author)	Informational	870
<i>Best Seat in the House: A Basketball Memoir</i>	Spike Lee (author)	Informational	880
<i>Sports: From Ancient Olympics to the Super Bowl</i>	Liz Miles (author)	Informational	920
<i>Sports (DK Eyewitness Book)</i>	Tim Hammond (author)	Informational	1000*
<i>Sports Technology</i>	Stewart Ross(author)	Informational	1000*

\*Lexile based on a conversion from Accelerated Reading level.



Title	Author and Illustrator	Text Type	Lexile Measure
<b>Lexile text measures above band level (over 1010L)</b>			
<i>The Fastest Game on Two Feet: and Other Poems about How Sports Began</i>	Alice Low (author), John O'Brien (illustrator)	Poetry	NP
<i>Yes She Can!: Women's Sports Pioneers</i>	Glenn Stout (author)	Informational	1040
<i>Heroes of Baseball: The Men Who Made It America's Favorite Game</i>	Robert Lipsyte (author)	Informational	1080
<i>Rooting for the Home Team: Sports in the 1800s</i>	Zachary Chastain (author)	Informational	1100
<i>Sports and Society</i>	Scott Witmer (author)	Informational	1130*
<i>Let Me Play: The Story of Title IX, the Law That Changed the Future of Girls in America</i>	Karen Blumenthal (author)	Informational	1140
<i>Swifter, Higher, Stronger: A Photographic History of the Summer Olympics</i>	Sue Macy (author)	Informational	1200
<i>Total Sports</i>	Dorling Kindersley Publisher staff	Informational	No Lexile

\*Lexile based on a conversion from Accelerated Reading level.

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# **Grade 5: Module 3A: Unit 1: Lesson 1**

## **Building Background Knowledge: Why Are Sports Important in American Culture?**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can make inferences using quotes from the text. (RI.5.1)

I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4)

After a discussion, I can explain key ideas about the topic being discussed. (SL.5.1)

**Supporting Learning Targets**

- I can make observations and ask questions during a Gallery Walk about the importance of sports in American culture.
- I can use quotes to make inferences about why sports are important in American culture.
- I can listen effectively to my partner when sharing.
- I can determine the meaning of new words in quotes using context clues.

**Ongoing Assessment**

- Gallery Walk observations and questions
- Tea Party protocol cards
- Vocabulary cards



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Gallery Walk: Sports in American Culture (15 minutes)</p> <p>2. Work Time</p> <p>A. Inferring from Text: Tea Party Protocol (20 minutes)</p> <p>B. Key Vocabulary to Deepen Understanding: Introduction of Vocabulary Cards (15 minutes)</p> <p>C. Revise Inferences: Why Sports Are Important in American Culture (5 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief and Review of Learning Targets (5 minutes)</p> <p>4. Homework</p>	<ul style="list-style-type: none"> <li>• Please see the Module 3A Overview for more specific notes on preparation, materials, and anchor charts.</li> <li>• This first lesson is intended to pique student curiosity and build background knowledge about sports in early to mid 20th century America, as the focus of the module will be on athletes who broke through barriers during earlier periods in American history.</li> <li>• In advance: Prepare images and text for Gallery Walk (see Web links in supporting materials).</li> <li>• Create a new anchor chart titled Vocabulary Strategies.</li> <li>• Throughout this module, students will record each vocabulary word on an index card, rather than having a glossary section in their journals as they did in Module 2A. Determine a method for students to keep their index cards contained and accessible. Suggestions include a manila envelope, a metal ring/holes punched in the corners of each index card, or a rubber band.</li> <li>• Using index cards will allow students the opportunity to physically manipulate the vocabulary terms they are learning during the interactive vocabulary routines that begin in Unit 2.</li> <li>• This lesson includes review of key learnings from Module 2. Students recap paraphrasing and quoting from text; hence, the teacher does not model this skill during this lesson, but rather supports students in guided practice. They also review vocabulary strategies they have learned, and create a new anchor chart to synthesize those strategies.</li> <li>• Review: Gallery Walk, Think-Pair-Share, and Tea Party protocols (see Appendix).</li> <li>• Post: Learning targets.</li> </ul>

Lesson Vocabulary	Materials
<p>observations (Module 2), quotes (Modules 1 and 2), inferences (Modules 1 and 2), effectively, revise (Modules 1 and 2), barrier (Module 1), culture; inclined, test (oneself), (the) will, build (character), competition, affect, metaphor, role model</p>	<ul style="list-style-type: none"> <li>• Students' journals (one per student)</li> <li>• Tea Party protocol cards (for teacher use; prepare one card per student; see Work Time A)</li> <li>• Vocabulary Strategies anchor chart (new; co-created with students during Work Time B)</li> <li>• 3" x 5" index cards (two per student)</li> <li>• Vocabulary folder (or envelope, binder, ring, rubber band) (one per student)</li> </ul>



Opening	Meeting Students' Needs
<p><b>A. Gallery Walk: Sports in American Culture (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Say: “In this module we will view images and read informational texts to learn about how American athletes broke barriers during the eras in which they lived.”</li><li>• Ask students what a <i>barrier</i> is. Listen for: “obstacle, difficulty, hurdle, limit,” etc.</li><li>• Say: “In order to understand how athletes are presented with unique opportunities to break <i>barriers</i>, it is important to first understand the importance of sports in American culture.”</li><li>• Ask students to Think-Pair-Share about what <i>culture</i> is. Cold call several students to share out. Listen for: “the beliefs, customs, or traditions a group of people or nation share,” or similar ideas.</li><li>• Introduce the learning target: “I can make observations and ask questions during a Gallery Walk about the importance of sports in American culture.”</li><li>• Ask students to define <i>observations</i>. Listen for: “What I see/notice/ study/examine,” etc.</li><li>• Briefly review the Gallery Walk protocol with students, and then distribute <b>students’ journals</b>. Say to students: “During the Gallery Walk, you will record your observations (what you see or notice) and your questions (what you wonder) about the images and text displayed, in your journal.” Remind students they participated in a similar activity at the beginning of Module 2, when they recorded “notices and wonders” to build background knowledge about rainforests. Clarify directions as needed.</li><li>• Give students 6 to 7 minutes to move about the room and record observations and questions in their journals.</li><li>• Use a Go-Around, asking students to share out their observations and questions about the images and text. Listen for ideas such as: “Photos of people playing sports from the 1800s; baseball players and games; crowds of people; spectators watching sports; sports figures in ads for products; cereal; female athletes,” etc.</li></ul>	<ul style="list-style-type: none"><li>• Provide an anchor chart that lists the steps to the Gallery Walk protocol. This allows students who need reminders to participate fully and independently. Provide visual cues for academic vocabulary (e.g., eyes for <i>observations</i>, a question mark for <i>questions</i>) in learning targets.</li><li>• Supply sentence starters for Gallery Walk observations and questions so all students can participate independently (e.g., “I notice _____.” “I wonder about _____.”).</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Inferring from Text: Tea Party Protocol (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Introduce the learning targets:<ul style="list-style-type: none"><li>* "I can use quotes to make inferences about why sports are important in American culture."</li><li>* "I can listen effectively to my partner when sharing."</li></ul></li><li>• Ask students to Think-Pair-Share what they recall about the meaning of the words <i>quotes</i> and <i>inference</i>. If students are having trouble recalling the meanings, reference the work they have already done in Modules 1 and 2 with <i>quotes</i> and <i>inferences</i> (gathering quotes in <i>Esperanza Rising</i> to analyze character development throughout the book and making inferences about the scientific work Meg Lowman did in the rainforest). Cold call several students to share the definition of <i>quotes</i> (what someone says; in quotation marks) and <i>inferences</i> (beliefs based on evidence; logical conclusions).</li><li>• Ask students what it means to listen <i>effectively</i>. Listen for: "Look at the speaker," "Don't interrupt the speaker," "Think about what the speaker is saying," or similar ideas.</li><li>• Convey excitement to students about their new study of sports in American culture. Tell them they will use the Tea Party protocol to read quotes from well-known historical figures that will help them think more about the role sports play in the lives of Americans.</li><li>• Remind students that they participated in a Tea Party in Module 2 when they were learning about rainforest scientist Meg Lowman.</li><li>• Explain that each student will receive a card with a quote or phrase about sports in American culture. Distribute the <b>Tea Party protocol cards</b>. (Make sure at least two students receive the same card.)</li><li>• Give directions to prepare for the Tea Party:<ul style="list-style-type: none"><li>– On your own, read the quote on your card.</li><li>– Then make an inference about why sports are important in American culture, based on the quote.</li><li>– Write your inference on the back of your card.</li></ul></li><li>• Give students 3 or 4 minutes to read their cards and write inferences.</li><li>• Next, give directions for the actual Tea Party: Tell students that they will mingle around the room, reading to each other and discussing inferences.</li></ul>	<ul style="list-style-type: none"><li>• Strategically pair students so that struggling readers are partnered with stronger ones.</li><li>• Create an anchor chart with directions for preparing for and participating in the Tea Party protocol listed.</li><li>• Consider recording students' inferences about why sports are important in American culture on an anchor chart as a visual for students to refer to throughout the unit.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• First find the individual who has the same quote.</li> <li>• Then discuss the similarities (compare) and differences (contrast) between their inferences (2 or 3 minutes).</li> <li>• Finally, meet with at least one other peer who has a different quote to discuss their quotes and inferences (2 or 3 minutes).</li> <li>• Ask students to return to their seats and turn and talk with a peer:</li> <li>• “What did you infer about why sports are important in American culture?” Ask several students to share out their inferences. Listen for: “Playing sports is fun,” “Sports keep us healthy,” “Playing sports helps you set goals and stay focused,” “Competition builds character and teaches us to push through obstacles,” “Sports brings people together,” “Watching sports makes people feel they are part of the game and a larger community,” etc.</li> <li>• Ask students to hold on to their Tea Party protocol cards for the remainder of the lesson.</li> </ul>	
<p><b>B. Key Vocabulary to Deepen Understanding: Introduction of Vocabulary Cards (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Place students in pairs. Introduce the learning target:             <ul style="list-style-type: none"> <li>– “I can determine the meaning of new words in quotes using context clues.”</li> </ul> </li> <li>• Begin a new <b>Vocabulary Strategies anchor chart</b>. Ask students to think about vocabulary strategies they used in previous modules to determine the meaning of new words using <i>context</i> clues. Cold call several students to share their thinking aloud. Listen for such things as: “Read words and phrases before and after the word for hints,” “Think about parts of the word that I already know (prefix, suffix, root, etc.),” “Think about what kind of word it is (noun, verb, adjective, etc.),” “Substitute another word that would make sense,” etc.</li> <li>• Record students’ ideas on the Vocabulary Strategies anchor chart, and keep this chart posted for student reference throughout the module.</li> <li>• Remind students that the purpose of defining new and key (important) words in text is to help us deepen our understanding of the text.</li> <li>• Explain to students that their work with vocabulary in this module will be similar to the work they did in Module 2 while reading <i>The Most Beautiful Roof in the World</i>. However, this time they will record their words on index cards so they can physically manipulate the vocabulary terms they learn during the interactive vocabulary routines that begin in Unit 2.</li> </ul>	<ul style="list-style-type: none"> <li>• For students who may struggle with determining important vocabulary words, provide preselected vocabulary words and their visual representations from the quotes (e.g., <i>build</i> (character), <i>affect</i>, <i>test</i> (oneself), (the) <i>will</i>, metaphor).</li> </ul>





Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Distribute two <b>3" x 5" index cards</b> to each student. Give directions:<ul style="list-style-type: none"><li>– Reread the quote on your Tea Party protocol card.</li><li>– Circle two unknown or key (important) words in the quote.</li><li>– Write each word you circled on its own index card.</li><li>– Use context clues to think about what the meaning of each word might be. Don't write a definition yet.</li><li>– With your partner, discuss what you think each word means.</li><li>– After you discuss both words with your partner, write a definition or draw a picture on the back side of each card to show what you think the word means.</li></ul></li><li>• Give 7–8 minutes for students to complete the above steps. As students work, circulate to provide support as needed.</li><li>• Distribute one <b>Vocabulary folder (or binder, envelope, ring, rubber band)</b> (and hole punch, if using metal rings for index cards) to each student. Tell students this is where they will keep their vocabulary index cards during this module.</li></ul>	
<p><b>C. Revise Inferences: Why Sports Are Important in American Culture (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Students remain in pairs. Say: "Now that you have identified, discussed, and defined new or key terms from the quote on your Tea Party card, revise or rewrite the inference you wrote earlier based on new understandings you have about vocabulary."</li><li>• Give students 1 or 2 minutes to write. Then ask them to talk with their partners about what they changed and why.</li><li>• Cold call several students to share out whole group.</li></ul>	<ul style="list-style-type: none"><li>• Consider allowing students who struggle with writing to dictate their writings to a partner or the teacher.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief and Review of Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Pose the following questions to students: <ul style="list-style-type: none"> <li>– “Why are sports important in American culture?”</li> <li>– “What did you view or read during the Gallery Walk and Tea Party protocol today to make you think so?”</li> </ul> </li> <li>• Ask several students to share out whole group.</li> <li>• Read each of the learning targets aloud. Pause after each, and ask students to demonstrate their level of mastery toward the target by showing a thumbs-up (“I got it!”), thumbs-sideways (I sort of get it), or a thumbs-down (“I don’t get it yet”).</li> <li>• Note which students show a thumbs-down, as they may need more support with text or vocabulary during this module.</li> <li>• Collect journals, Tea Party cards, and Vocabulary cards. Review to determine students’ current understanding of inference and determining or defining key vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Some students may benefit from a sentence starter such as, “Sports are important in American culture because _____. I think so because _____.”</li> </ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Each unit in this module is accompanied by an extensive list of Recommended Texts at a variety of reading levels. Students should use the classroom, school, or local library to obtain book(s) about the topics under study at their independent reading level.</li> <li>• These books can be used in a variety of ways—as independent and partner reading in the classroom whenever time allows, as read-alouds by the teacher to entice students into new books, and as an ongoing homework expectation. During this unit, let students know that you expect them to read at home from a related book at their independent reading level. In addition, students may be assigned additional work, such as rereading complex texts or completing a writing task.</li> </ul>	<ul style="list-style-type: none"> <li>• Students who cannot yet read independently at any level will benefit from hearing books read to them, either by a caregiver or through audio recordings. Hearing books/texts can be an ongoing assignment for these students.</li> <li>• In addition, <a href="http://www.noveln newYork.org">www.noveln newYork.org</a> has a free, searchable database of content-related texts that can be played as audio files on a home or library computer. Texts on this site can also be translated into many languages. Use the database to provide at-home reading of related texts to ELLs and their families in their native languages.</li> </ul>



EXPEDITIONARY  
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# Grade 5: Module 3A: Unit 1: Lesson 1

## Supporting Materials



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Images and Text for Gallery Walk

"Casey at the Bat"

**Casey at the Bat**

By Ernest Lawrence Thayer

The outlook wasn't brilliant for the Mudville nine that day:  
The score stood four to two, with but one inning more to play,  
And then when Cooney died at first, and Barrows did the same,  
A pall-like silence fell upon the patrons of the game.

A straggling few got up to go in deep despair. The rest  
Clung to the hope which springs eternal in the human breast;  
They thought, "If only Casey could but get a whack at that—  
We'd put up even money now, with Casey at the bat."

But Flynn preceded Casey, as did also Jimmy Blake,  
And the former was a hoodoo, while the latter was a cake;  
So upon that stricken multitude grim melancholy sat,  
For there seemed but little chance of Casey getting to the bat.

But Flynn let drive a single, to the wonderment of all,  
And Blake, the much despised, tore the cover off the ball;  
And when the dust had lifted, and men saw what had occurred,  
There was Jimmy safe at second and Flynn a-hugging third.

Then from five thousand throats and more there rose a lusty yell;  
It rumbled through the valley, it rattled in the dell;  
It pounded on the mountain and recoiled upon the flat,  
For Casey, mighty Casey, was advancing to the bat.

There was ease in Casey's manner as he stepped into his place;  
There was pride in Casey's bearing and a smile lit Casey's face.  
And when, responding to the cheers, he lightly doffed his hat,  
No stranger in the crowd could doubt 'twas Casey at the bat.

Ten thousand eyes were on him as he rubbed his hands with dirt;  
Five thousand tongues applauded when he wiped them on his shirt;  
Then while the writhing pitcher ground the ball into his hip,  
Defiance flashed in Casey's eye, a sneer curled Casey's lip.

Images and Text for Gallery Walk

“Casey at the Bat”

And now the leather-covered sphere came hurtling through the air,  
And Casey stood a-watching it in haughty grandeur there.  
Close by the sturdy batsman the ball unheeded sped—  
"That ain't my style," said Casey. "Strike one!" the umpire said.

From the benches, black with people, there went up a muffled roar,  
Like the beating of the storm-waves on a stern and distant shore;  
"Kill him! Kill the umpire!" shouted someone on the stand;  
And it's likely they'd have killed him had not Casey raised his hand.

With a smile of Christian charity great Casey's visage shone;  
He stilled the rising tumult; he bade the game go on;  
He signaled to the pitcher, and once more the dun sphere flew;  
But Casey still ignored it and the umpire said, "Strike two!"

"Fraud!" cried the maddened thousands, and echo answered "Fraud!"  
But one scornful look from Casey and the audience was awed.  
They saw his face grow stern and cold, they saw his muscles strain,  
And they knew that Casey wouldn't let that ball go by again.

The sneer is gone from Casey's lip, his teeth are clenched in hate,  
He pounds with cruel violence his bat upon the plate;  
And now the pitcher holds the ball, and now he lets it go,  
And now the air is shattered by the force of Casey's blow.

Oh, somewhere in this favoured land the sun is shining bright,  
The band is playing somewhere, and somewhere hearts are light;  
And somewhere men are laughing, and somewhere children shout,  
But there is no joy in Mudville—mighty Casey has struck out.

Thayer, Ernest Lawrence. "Casey at the Bat." Poets.org. N.p., n.d. Web. 14 Aug. 2013. <http://www.poets.org/viewmedia.php/prmMID/15500>.



Images and Text for Gallery Walk  
1869 Cincinnati Red Stockings



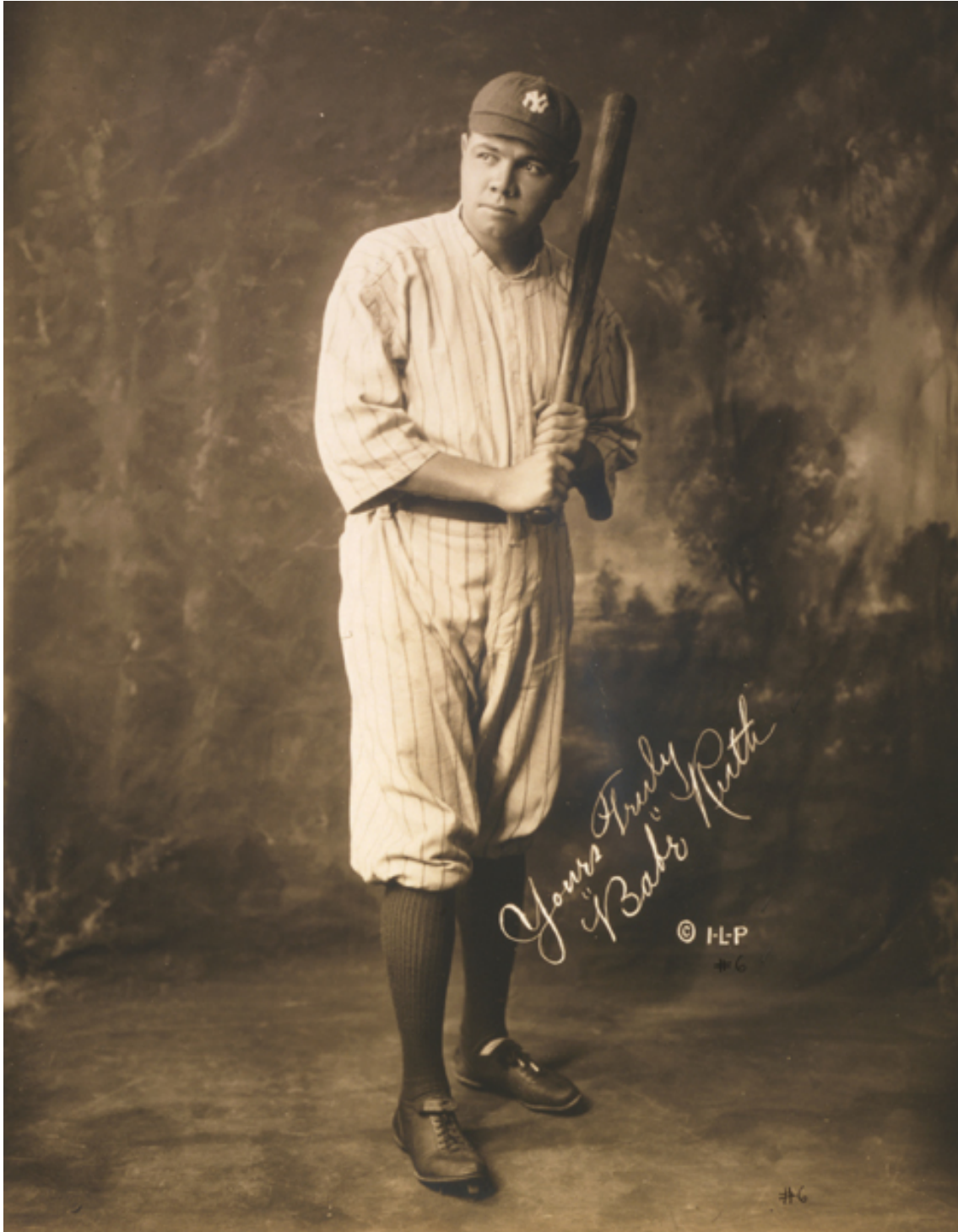
Tuchfarber, Walkley & Moellmann. "First Nine of the Cincinnati (Red Stockings) Base Ball Club. Prints and Photographs Division, Library of Congress.  
<http://www.loc.gov/pictures/item/97519104/>.





Images and Text for Gallery Walk

Babe Ruth



Irwin, La Broad, & Pudlin. "Babe Ruth, full-length portrait, standing, facing slightly left, in baseball uniform, holding baseball bat." Prints and Photographs Division, Library of Congress. <http://www.loc.gov/pictures/item/92507380/>.



Images and Text for Gallery Walk

Dorothea Douglass



"Dorothea Douglass: 1903 Wimbledon and Olympic Games Tennis"Published before 1923 and public domain in the US. Online Image  
[http://commons.wikimedia.org/wiki/File:Dorothea\\_Douglass.jpg](http://commons.wikimedia.org/wiki/File:Dorothea_Douglass.jpg)





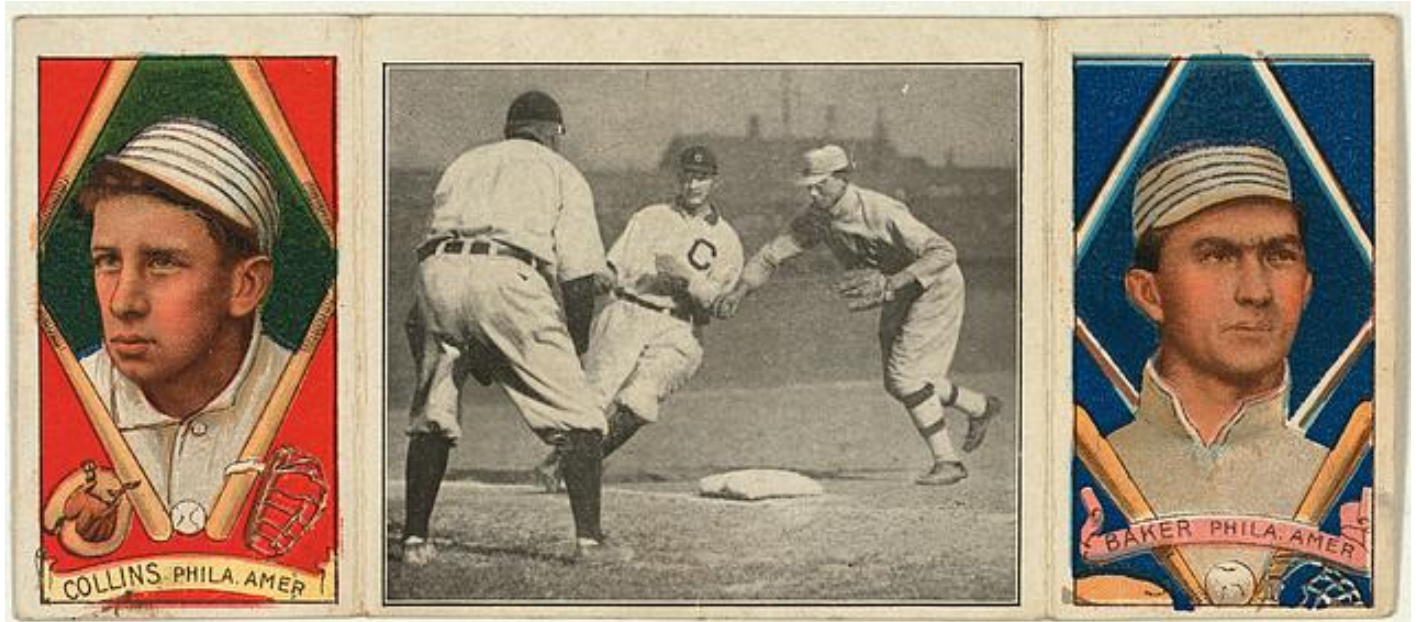
Images and Text for Gallery Walk  
Athletics Poster



Federal Art Project. "Athletics—WPA recreation project, Dist. No 2 / Beard." Prints and Photographs Division, Library of Congress.  
<http://www.loc.gov/pictures/item/98508970/>.



Images and Text for Gallery Walk  
Baker of the Philadelphia Athletics



American Tobacco Company. "Edw. T. Collins/Frank Baker, Philadelphia Athletics, baseball card portrait." Prints and Photographs Division, Library of Congress.  
<http://www.loc.gov/pictures/resource/bbc.1948f/>.



Images and Text for Gallery Walk  
Women Hurdlers

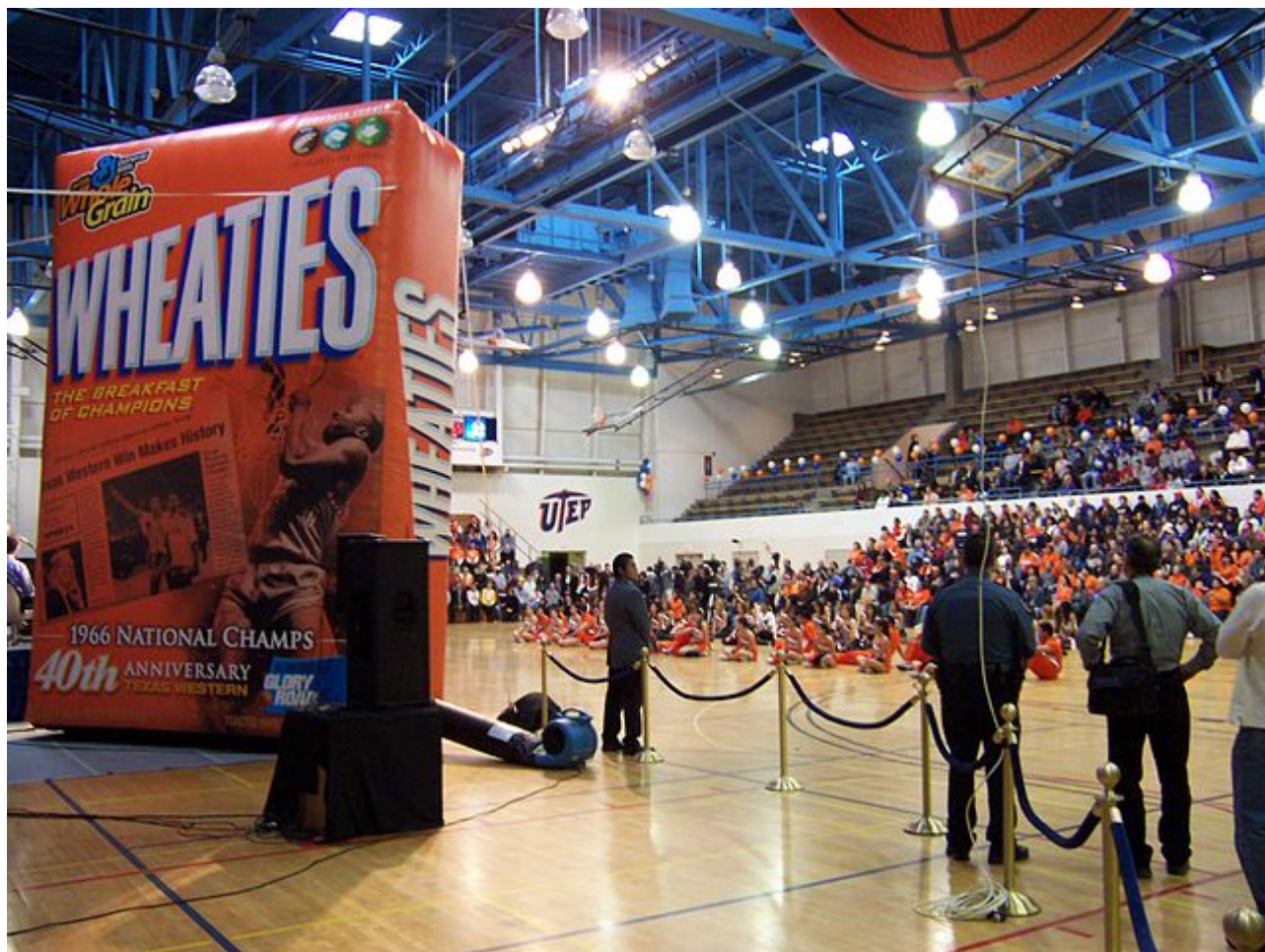


"Women Competing in Low Hurdle Race, Washington D.C." Prints and Photographs Division, Library of Congress.  
<http://www.loc.gov/pictures/resource/cph.3b12953/>.





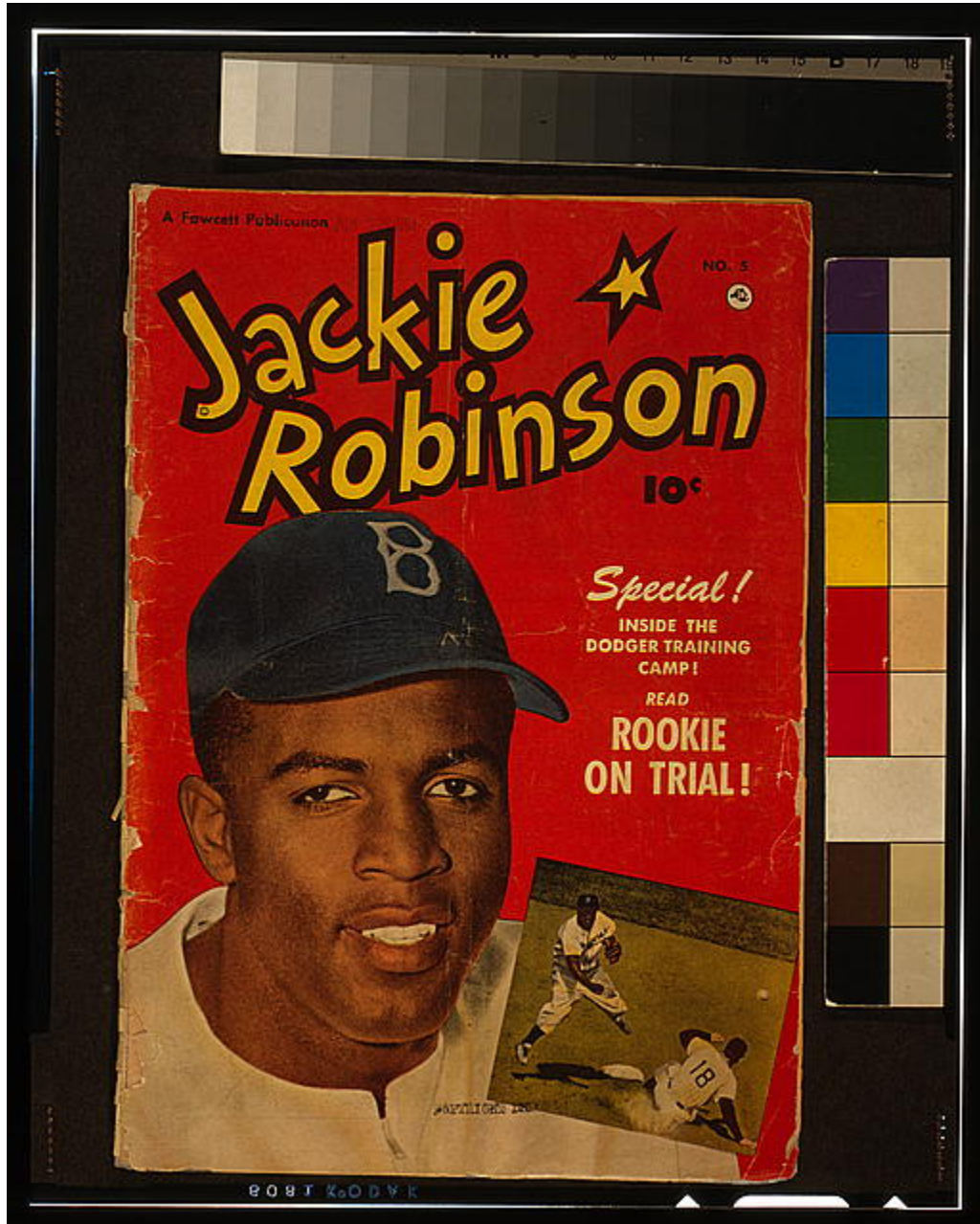
Images and Text for Gallery Walk  
Wheaties Cheerleaders



Manske, Mangus. "Wheaties Cheerleaders." April 15, 2008. Online image [http://commons.wikimedia.org/wiki/File:Wheaties\\_cheerleaders.jpg](http://commons.wikimedia.org/wiki/File:Wheaties_cheerleaders.jpg)



Images and Text for Gallery Walk  
Jackie Robinson Comic Book Cover

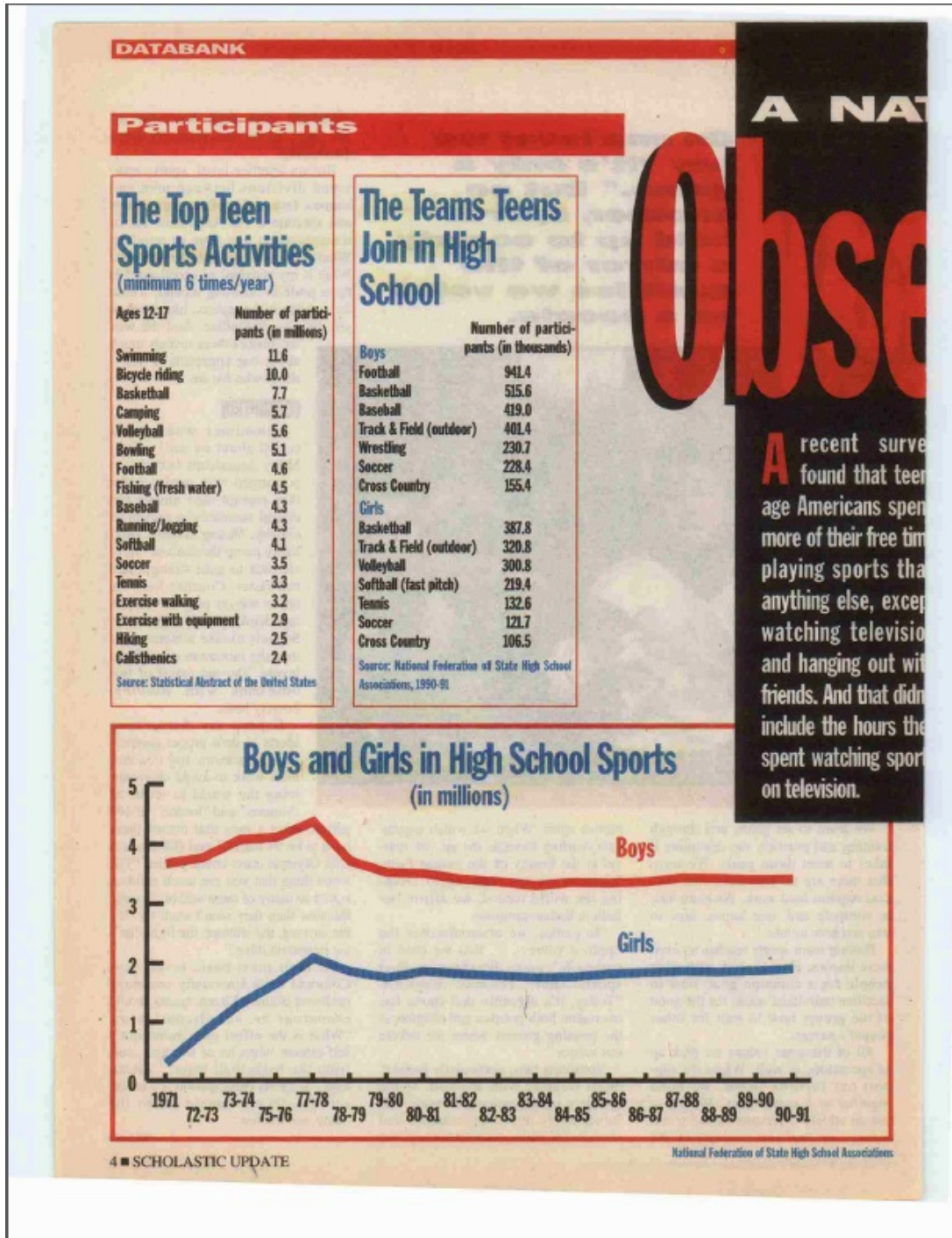


Library of Congress, American Memory. LC-USZC4-6144 DLC





Images and Text for Gallery Walk  
Statistics About Sports in America  
From Scholastic Update



From Scholastic Update, May 1, 1992. Copyright © 1992 by Scholastic Inc. Reprinted by permission of Scholastic Inc.

Tea Party Protocol Cards

**Teacher directions:** Make two or three copies of these pages with quotes about sports in American culture. Then cut the pages into strips, so each quote is on its own strip. Two or more students will receive strips with the same quote.

“Winning isn’t everything, but playing and competing and striving and going through things can be a lot of fun and really important. As long as you’re doing it in a way that’s healthy, sports can be an incredible opportunity.” —Andrew Shue, former professional soccer player

“I think exercise tests us in so many ways, our skills, our hearts, our ability to bounce back after setbacks. This is the inner beauty of sports and competition, and it can serve us all well as adult athletes.” —Peggy Fleming, Olympic figure skater

“We are inclined [to think] that if we watch a football game or baseball game, we have taken part in it.” —John F. Kennedy, former U.S. president who loved sports

“Most people are in a factory from nine till five. Their job may be to turn out 263 little circles. At the end of the week they’re three short and somebody has a go at them. On Saturday afternoons they deserve something to go and shout about.” —Rodney Marsh, former professional soccer player

“Sport strips away personality, letting the white bone of character shine through. Sport gives players an opportunity to know and test themselves.” —Rita Mae Brown, author

“Sport is a preserver of health.” —Hippocrates, ancient Greek doctor and sports fan

“The key is not the ‘will to win’—everybody has that. It is the will to prepare to win that is important.” □ —Bobby Knight, former college basketball coach





Tea Party Protocol Cards

“Sports do not build character. They reveal it.” —Heywood Broun, former sportswriter

“But sports carried me away from being in a gang, or being associated with drugs. Sports was my way out.” —LeBron James, professional basketball player

“I don’t know anything that builds the will to win better than competitive sports.” —Richard M. Nixon, former U.S. president and big baseball and football fan

“Unfortunately the world is what it is now. People don’t get along for whatever reason. As professional athletes, in a way we’re almost ambassadors for peace, because sports brings everyone together.” —Venus Williams, professional tennis player

“Sports teaches you character, it teaches you to play by the rules, it teaches you to know what it feels like to win and lose—it teaches you about life.” —Billie Jean King, former professional tennis player

“The best thing about [sports] is that you’re going to learn lessons in playing those sports ... about winning and losing, and teamwork and teammates, and arguments and everything else that is going to affect you positively for the rest of your life.” —Carl Lewis, Olympic track and field athlete

“Sports is a metaphor for overcoming obstacles and achieving against great odds. Athletes, in times of difficulty, can be important role models.” —Bill Bradley, former U.S. senator and professional basketball player



**Sources:**

<http://www.quotegarden.com/sports.html> □ (accessed 11/09/2012)

<http://www.brainyquote.com/quotes/keywords/sports.html> (accessed 11/09/2012)





EXPEDITIONARY  
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## **Grade 5: Module 3A: Unit 1: Lesson 2**

### **Identifying Author's Opinion and Evidence:**

### **The Value of Sports in People's Lives, Part I**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

- I can determine the main idea(s) of an informational text based on key details. (RI.5.2)
- I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)
- I can determine the meaning of content words or phrases in an informational text. (RI.5.4)
- I can explain how authors use reasons and evidence to support their points in informational texts. (RI.5.8)

**Supporting Learning Targets**

- I can determine the gist of the first three sections of the article "It's Not Just a Game!"
- I can identify the author's opinion in an informational article.
- I can identify the evidence the author uses to support an opinion.

**Ongoing Assessment**

- Gist statement
- Opinion and Evidence graphic organizer (in journal)
- Text-coded article



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Engaging the Reader (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. First Read: "It's Not Just a Game!" Part I (15 minutes)</li><li>B. Guided Practice: Introduce Opinion and Evidence Graphic Organizer (20 minutes)</li><li>C. Small Group Practice: Identify Author's Claim and Evidence (15 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Debrief and Review of Learning Targets (5 minutes)</li></ol></li><li>4. Homework</li></ol>	<ul style="list-style-type: none"><li>• In this lesson, the key vocabulary words opinion and evidence are introduced. Be sure to define these words clearly and consistently for students, since these two terms are foundational in order for students to develop an understanding about how to read others' arguments (RI.5.8), and how to craft their own arguments as writers (W.5.1). This is a central focus of this module.</li><li>• Throughout this unit, students remain in the same groups of four for reading time. Group students heterogeneously, and be intentional about grouping students together who may benefit from extra support from peers.</li><li>• In this lesson, the class works together to review and add to the Close Readers Do These Things anchor chart from Module 1, Unit 1, Lesson 2. (If this chart does not exist, or you did not do Module 1, simply prepare a new chart based on the bullets described in Work Time A, below.) This review focuses students' attention on the routines of close reading they have generally followed when encountering a new text. Students will reference this chart throughout the module.</li><li>• Review: Helping Students Read Closely (see Appendix).</li><li>• In advance: Display the Close Readers Do These Things anchor chart (from Module 1).</li><li>• During Work Time B, students are introduced to the terms <i>opinion</i> and <i>evidence</i>. As an example, they are asked to consider the opinion that Esperanza changed over the course of the novel <i>Esperanza Rising</i> (from Module 1), and then think about what details from the book support that opinion. Review Module 1, Unit 2, Lessons 10, 16, and 17 to refresh your memory. (Note that in Module 1, this writing assignment was tied to W.5.2: Students were "explaining." Yet this task is still a good example of supporting a point of view [provided by the teacher] with textual evidence. In this lesson, the example serves as a bridge to help launch students' first formal work with W.5.1 in future lessons.)</li><li>• The homework routine for this unit is introduced at the end of this lesson. Students are given three 3" x 5" index cards: one to respond to a homework question, and two for vocabulary terms.</li><li>• At the beginning of most lessons, students participate in a vocabulary share activity and then add the vocabulary cards to their vocabulary folders. They turn in the third card with their response to the homework question so the teacher can informally gauge students' mastery toward RI.5.8. If preferred, use loose-leaf paper for students' response to the homework question.</li><li>• Review: Thumb-O-Meter strategy (see Appendix).</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
determine (Modules 1 and 2), gist (Modules 1 and 2), identify (Modules 1 and 2), opinion (Modules 1 and 2), evidence (Modules 1 and 2), paraphrase (Modules 1 and 2), support (Modules 1 and 2), cognitive, monitor, applied, stimulate, development, recognize	<ul style="list-style-type: none"> <li>• Students' journals (one per student, begun in Lesson 1)</li> <li>• Close Readers Do These Things anchor chart (from Module 1)</li> <li>• "It's Not Just a Game!" article (one per student)</li> <li>• Vocabulary Strategies anchor chart (from Lesson 1)</li> <li>• Document camera or projector</li> <li>• Opinion and Evidence graphic organizer (one for display)</li> <li>• 3" x 5" index cards (three per student)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader and Review Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Say to students: "Remember that in this unit we are building our background knowledge about the importance of sports in American culture. Today we are going to read an article titled 'It's Not Just a Game!' to learn more about the role of sports in people's lives."</li> <li>• Review the learning target: "I can determine the gist of the first three sections of the article 'It's Not Just a Game!'"</li> <li>• Give students a moment to think, then cold call several students to share what they remember about the meaning of the words <i>determine</i> (decide; conclude) and <i>gist</i> (summary; main idea).</li> </ul>	<ul style="list-style-type: none"> <li>• Consider using nonlinguistic symbols (e.g., a picture of a person pointing to something for <i>determine</i>, a #1 next to a light bulb for <i>gist</i>) for key academic vocabulary in learning targets.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. First Read: "It's Not Just a Game!" Part I (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Return <b>students' journals</b>. Place students in groups of four (students will remain in these groups throughout this unit).</li> <li>Remind students of the close reading they did about rainforests in the previous module. Ask students to discuss with their group members: <ul style="list-style-type: none"> <li>* "What have we been learning about close reading routines during Modules 1 and 2?"</li> </ul> </li> <li>Cold call several students to share out close reading routines they discussed in groups.</li> <li>Explain that reading and closely rereading only parts of a text helps us as readers to focus in on key ideas and vocabulary in order to build a deeper understanding of the text.</li> <li>Post the <b>Close Readers Do These Things anchor chart</b> (from Module 1). Add ideas from the list below if students did not mention them or they were not written on the anchor chart during Module 1: <ul style="list-style-type: none"> <li>Read the text independently (or the teacher reads text aloud or peers read the text together) to determine the □gist; identifying key or unknown vocabulary.</li> <li>Discuss the gist of the text with peers; revise the gist if necessary.</li> <li>Reread the text for a specific purpose.</li> <li>Discuss and then record current understandings about the purpose for reading.</li> <li>Use vocabulary strategies to determine the meaning of unknown words and record them for reference.</li> <li>Discuss and revise thinking, based on new understandings.</li> <li>Reflect on understanding of text and learning targets.</li> </ul> </li> <li>Leave chart posted for students' reference. Let students know they will continue to follow these routines throughout this module.</li> <li>Distribute the <b>"It's Not Just a Game!" article</b>. Tell students that they will only read the first part of this article today. Help students find this first chunk of text by asking them to locate the section of text titled "The Ultimate Value of Sports." Have students draw a line under the last sentence of this section ("... we feel good about ourselves") to indicate where to stop reading.</li> <li>Ask students: "What do we usually do first, when we read a new text?" Listen for the two likely options: "read independently" or "the teacher reads aloud and we follow along silently."</li> </ul>	<ul style="list-style-type: none"> <li>Be strategic about grouping students. Consider grouping struggling readers with more proficient ones and ensuring that ELL students are grouped with other students who are speakers of their same home language.</li> <li>Chunking text helps all readers tackle a complex text in manageable pieces. Consider providing the "It's Not Just a Game!" article on index cards in smaller chunks to struggling readers, so they only see one segment of the text at a time. Leave space on the index cards for students to annotate.</li> <li>Consider allowing students who struggle with writing to dictate their gist statement to a partner or the teacher.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Tell students the first read will be aloud because the text is challenging and it is also fun to hear great text read aloud when you are starting to think about a new topic. Ask students to follow along silently.</li><li>• Read aloud the first three sections of the article. (Start with the article introduction, "Whether you run a race ..." and end "... we feel good about ourselves.")</li><li>• Say: "You all reminded us that when we read closely, we often reread to determine the gist of the text."</li><li>• Ask: "As we reread, what do we typically do when we encounter unfamiliar or key vocabulary?"</li><li>• Listen for: "Circle key or unknown words and phrases," or "Try to determine the meaning of unknown words and phrases."</li><li>• Ask students to take 7 or 8 minutes to do the following in their groups:<ul style="list-style-type: none"><li>– Reread the first three sections.</li><li>– Circle unknown or key vocabulary.</li><li>– Try to determine the meaning of unknown words in the text. (Refer to <b>Vocabulary Strategies anchor chart</b> from Lesson 1.)</li><li>– Think about the gist: what these sections of the article are mostly about.</li><li>– Talk in their groups about the gist of these sections.</li></ul></li><li>• Circulate to support as necessary. Focus students' attention on key vocabulary (see lesson vocabulary, above) to deepen understanding. Encourage students to refer to the Vocabulary Strategies anchor chart for strategies to determine the meaning of key or unknown words as they reread for gist.</li><li>• After students discuss their ideas, ask them to write a gist statement on the next page of their journals.</li><li>• Cold call several students to share their thinking whole group. Listen for ideas like: "Sports help us in many ways," "We can learn life skills from playing sports," or "Sports help our minds and bodies."</li></ul>	<ul style="list-style-type: none"><li>• Consider providing the article for ELL students in their home language.</li><li>• Students who may have difficulty remembering multistep directions would benefit from a written list of what to do with their groups.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Guided Practice: Introduce Opinion and Evidence Graphic Organizer (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Students remain in groups. Introduce the learning targets: <ul style="list-style-type: none"> <li>* "I can identify an author's opinion in an informational article."</li> <li>* "I can identify the evidence the author uses to support an opinion."</li> </ul> </li> <li>Explain to students that in the article "It's Not Just a Game!" the author shares several opinions about sports and their roles in people's lives.</li> <li>Ask students to share what they know about the meaning of the word <i>opinion</i>. Listen for: "a person's point of view" or "a position on an issue."</li> <li>Say: "One example of an opinion from Module 1 was: 'I think Esperanza changed from the start to the end of the novel.'"</li> <li>Ask students to take 2 minutes to think about and discuss: <ul style="list-style-type: none"> <li>* "How is this statement an opinion?"</li> </ul> </li> <li>Invite several students to share their thinking aloud. Listen for ideas like: "It is an opinion because not everyone may agree," "Some people may not think Esperanza changed over the course of the novel," etc.</li> <li>Review with students what the word <i>evidence</i> means. Listen for: "specific details," "facts," "proof," "data," or "information."</li> <li>Say: "When an author shares an opinion about a topic, he or she provides evidence to support the opinion, so that others will be more likely to agree with the opinion."</li> <li>Ask students to think about and discuss: <ul style="list-style-type: none"> <li>* "When we read the novel <i>Esperanza Rising</i> (in Module 1), we had an opinion that 'Esperanza changed from the beginning to the end of the novel.' What evidence (specific details, facts) from the novel did you use to support that opinion?"</li> </ul> </li> <li>Invite several students to share out their ideas. Listen for examples like: "In the beginning, Esperanza refused to share her doll with the girl on the train," "She called the other people on the train 'peasants,'" "She didn't know how to sweep, wash dishes, or change diapers—by the end of the novel, Esperanza was taking care of the kids and her mother," "She was working and saving money to bring her grandmother to the United States," etc.</li> <li>Using a <b>document camera</b>, display the <b>Opinion and Evidence graphic organizer</b> and ask student to copy it into their journals on the next blank page.</li> <li>Ask students what they typically do during a second read of the text. Listen for: "Reread to locate main ideas and key details." Point out Author's Opinion at the top of the graphic organizer. Tell students they are going to reread a short section of the text to try and determine the main idea, which is the author's opinion.</li> </ul>	<ul style="list-style-type: none"> <li>Provide nonlinguistic symbols or visuals (e.g., a magnifying glass for <i>identify</i>, a page of text for <i>text</i>) for Tier 2 words.</li> <li>Consider sharing some of the students' previous journal entries from Module 1 where they formed opinions and listed evidence from the novel about Esperanza.</li> <li>Consider providing a partially filled-in Opinion and Evidence graphic organizer to some students.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Direct students to take 5 minutes to do the following in their groups:<ul style="list-style-type: none"><li>– Reread the third paragraph of the article. (Start with “All organized sports ...” and end with “... and done for its own sake.”)</li><li>– Think about: What is the author's opinion in this paragraph?</li><li>– Discuss what you think the author's opinion is and why you think that.</li></ul></li><li>• Cold call several students to share out. Listen for suggestions like: “All sports are considered serious play. It's an opinion because not all people take sports seriously.” On the graphic organizer, on the line next to Author's Opinion, record the opinion “All sports are considered serious play,” or similar ideas from students. Direct students to record the opinion on the graphic organizer in their journals.</li><li>• Give students 7–9 minutes to complete the following with their group members:<ul style="list-style-type: none"><li>– Go back through the paragraph and reread to identify at least two pieces of evidence the author uses to support her opinion.</li><li>– Text code evidence you locate by writing an <i>E</i> next to evidence.</li><li>– With your group, discuss the evidence you identified.</li></ul></li><li>• Circulate to support as needed.</li><li>• Cold call several students to share “evidence” their group identified. Do not record students' responses yet. (Listen for: “There are rules to obey,” “You have to learn skills and positions,” or “There are strategies to be carried out.”)</li><li>• Before recording students' responses, remind them of the paraphrasing they did in Module 2 (Unit 3). Ask students to recall what it means to <i>paraphrase</i> (put in own words; restate).</li><li>• Cold call several students to paraphrase the examples of evidence they just shared out. Record students' paraphrased evidence statements on the graphic organizer. Ask students to record evidence onto their graphic organizers as well.</li><li>• Leave the graphic organizer displayed for student reference during Work Time C.</li></ul>	<ul style="list-style-type: none"><li>• Consider providing text where evidence is highlighted to allow students to be able to focus more on determining the author's opinion first.</li><li>• Some students may need more time to determine the author's opinion and find evidence in the rest of the sections of text.</li><li>• Write, or chart, directions for group work on the white board and leave displayed for students to refer to as they work.</li></ul>





Work Time (continued)	Meeting Students' Needs
<p><b>C. Small Group Practice: Identify Author's Claim and Evidence (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Students remain in groups. Tell students they will continue to work on the same learning targets from Part B of Work Time.</li><li>• Ask students to create a new, blank Opinion and Evidence graphic organizer on the next page in their journals.</li><li>• Direct students to take 5 to 6 minutes to complete the following in their groups:<ul style="list-style-type: none"><li>– Reread the section of the article titled “The Ultimate Value of Sports.”</li><li>– Think about: “What is the author’s opinion?”</li><li>– With your group, discuss ideas about author’s opinion.</li><li>– Record the opinion on the line next to Author’s Opinion on your graphic organizers.</li></ul></li><li>• Pause students in their work. Tell students they now have 8–10 minutes to complete the following in their groups:<ul style="list-style-type: none"><li>– Independently reread the section titled “The Ultimate Value of Sports.”</li><li>– Identify, and text code with an E, evidence the author uses to support her opinion.</li><li>– Discuss the evidence you identified with your group members.</li><li>– Record paraphrased evidence on your graphic organizer.</li></ul></li><li>• Circulate to support students as needed.</li><li>• Cold call several students to share what their group recorded as author’s opinion and evidence.</li><li>• Collect students’ journals.</li></ul>	<ul style="list-style-type: none"><li>• Some students may need sentence starters or stems for group discussion such as: “I think the author’s opinion is _____,” or “I think the author is stating that the value of sports is _____.”</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief and Review of Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Focus the class whole group. Remind them that during this unit they are learning more about the role of sports in Americans' lives so they can better understand why sports figures in particular are presented with unique opportunities to affect social change, which they will learn more about in Unit 2.</li><li>• Ask students to turn and talk with a partner:<ul style="list-style-type: none"><li>* "How are sports a valuable part of our lives?"</li></ul></li><li>• Review the second learning target:<ul style="list-style-type: none"><li>* "I can identify the author's opinion in an informational article."</li></ul></li><li>• Ask students to demonstrate their level of mastery toward the learning target by using the Thumb-O-Meter strategy. Note students who show sideways or down thumbs, as they may need more support identifying the opinion or explaining evidence that supports an author's opinion.</li><li>• Repeat with the third target:<ul style="list-style-type: none"><li>* "I can identify the evidence the author uses to support an opinion."</li></ul></li><li>• Give each student <b>three 3" x 5" index cards</b> for their homework.</li></ul>	<ul style="list-style-type: none"><li>• Ensure that students who may not know the meaning of the word <i>valuable</i> understand that it means important or worth a lot.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Reread the first three sections of the article "It's Not Just a Game!"</li><li>• On one of your index cards, respond to the question: In what ways are sports valuable to people? Support your answer with at least two pieces of evidence from the text.</li><li>• Choose two words from the following: cognitive, monitor, applied, stimulate, development, recognize.</li><li>• Record each word on an index card.</li><li>• On the back of each index card, draw a picture to show what the word means and write a definition for the word.</li><li>• Bring your three index cards as an admit ticket to the next class. □</li></ul> <p><i>Note: Students will need the article "It's Not Just a Game!" for Lesson 3.</i></p> <p><i>Review students' graphic organizers (in their journals) to determine their current level of understanding about identifying an author's opinion and supporting evidence.</i></p>	<ul style="list-style-type: none"><li>• For those students who may have difficulty determining which vocabulary words to choose, provide text with vocabulary words already highlighted.</li><li>• Write the focus question for the rereading on one of the index cards for those students who may have difficulty writing it accurately themselves.</li></ul>



EXPEDITIONARY  
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# Grade 5: Module 3A: Unit 1: Lesson 2

## Supporting Materials



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## It's Not Just a Game!

By Lori Calabrese

Whether you run a race, bounce a basketball, or hurl a baseball home, you do it because it's fun. Some scientists claim play is a natural instinct—just like sleep. That might explain why sports are likely to be as old as humanity.

Some claim sports began as a form of survival. Prehistoric man ran, jumped, and climbed for his life. Hunters separated themselves by skill, and competition flourished. Wall paintings dating from 1850 B.C., that depict wrestling, dancing, and acrobatics, were discovered in an Egyptian tomb at Bani Hasan. The Ancient Greeks revolutionized sports by holding the world's first Olympic games at Olympia in 776 B.C. But it wasn't until the early nineteenth century, that sports as we know them came into play. (Pardon the pun!) Modern sports such as cricket, golf, and horse racing began in England and spread to the United States, Western Europe, and the rest of the world. These sports were the models for the games we play today, including baseball and football.

All organized sports, from swimming to ice hockey, are considered serious play. There are rules to obey, skills and positions to learn, and strategies to carry out. But Peter Smith, a psychology professor at Goldsmiths, University of London, and author of *Understanding Children's Worlds: Children and Play* (Wiley, 2009), says, "Sport-like play is usually enjoyable, and done for its own sake."

### **Different Sports for Different Folks**

Sports come in many shapes and sizes. Both team and individual sports have advantages and disadvantages, but most people find that from an early age, they are drawn toward one or the other. In a team sport like soccer, you're part of a group, striving to be a winning team. That means putting the team ahead of your own accomplishments. You must learn to get along with your teammates and share responsibility. In an individual sport like tennis, you're usually only concerned about your own performance. That can make these sports more challenging.



## It's Not Just a Game!

### **The Ultimate Value of Sports**

Whether it's football or golf, there's little doubt about the value of sports. According to the American Academy of Pediatrics (AAP), "play is essential to the cognitive, physical, social, and emotional well-being of children and youth." Play not only exercises our bodies, it also exercises our minds. Sports teach us about ourselves and our world. We learn how to negotiate plans, settle disagreements, and how to monitor our attitude. The skills we learn playing can be applied to school and work. Since organized sports are a hands-on, minds-on learning process, they stimulate our imagination, curiosity, and creativity. The growing science of play is armed with research claims that play, and thus sports, is important to healthy brain development. We use language during play to solve problems, we use thinking when we follow directions to a game, and we use math skills to recognize averages and odds of each sports play.

Sports also raise our energy level and act as antidepressants. Activity increases the brain's level of chemicals called endorphins, which boost mood. When we start moving and having fun, we feel good about ourselves.

## It's Not Just a Game!

### **Forgetting the Fun**

In a perfect world, everyone would have fun playing sports. But that's not always the case. Sports can get aggressive and cause scrapes, bruises, and broken bones. They can also hurt us psychologically. David Elkind, professor emeritus of Child Development at Tufts University and author of *The Power of Play*, says that when young children play self-initiated games such as tag or hide and seek, "misunderstandings and hurt feelings are part of the learning process, and happen in a context of mutual respect. Those that arise in organized team sports, don't have the same supportive network, the sense of competition outweighs the sense of cooperation, and can be hurtful to the child's sense of self and self-esteem." Playing sports is usually fun, but sometimes we can get frustrated. It might be because of the pressure to win, parents who yell and scream from the stands, or coaches who treat us unfairly. Sports are supposed to bring people together, but they can also drive people apart. When sports are separated into skill level, gender, or ethnicity, some players feel isolated, begin to forget the fun in sports, and even want to quit. Sports may not always be a positive experience, but even when they're not, they give us a dose of how to face life's challenges.

### **Making Sports Work for Us**

Playing sports doesn't mean you have to play on a varsity team. And very few people have what it takes to be a professional athlete. But your school basketball coach or gymnastics teacher has found a way to make play their work. And in doing so, they've found the work best suited to who they are. According to Elkind, "Whenever we combine play with work, as in our hobbies, cooking, gardening, sewing, and carpentry, it is the full utilization and integration of all our interests, talents, and abilities. It's an activity that makes us feel whole."

Play is so important to our development that the United Nations High Commission for Human Rights has included it as a right of every child. In other words, it's your birthright to play! And there's no better place to play and learn about the world than on a sports field. So regardless of your sport—from swimming to soccer—play to have fun and you'll automatically win!

### **Keep Your Eye on the Ball**

Are your eyes glued to the TV when LeBron James takes the court or Derek Jeter steps to the plate? While fans fill arenas, even more click their TVs on at home to watch athletes slam a puck into a net or hit a ball with a fat stick. Play is not only something to do, it's something to watch others do.

## It's Not Just a Game!

Sports are a form of entertainment. The joy you and your teammates get by working together is the same joy your family, friends, and other spectators get when they watch. Fans experience the thrill of victory and the agony of defeat, just like the players on the field. Think of all the applauding, shouting, and yelling that happen at sporting events. It's a way for many of us to live vicariously through the players' actions.

Sports are also social events, opportunities for strangers to cheer together and debate outcomes. A Saturday morning game is a great way to spend time with family.

Sports involve learning, too. Fans research players, teams, and the sports themselves. How many fans do you know who are walking encyclopedias of sports trivia?

Why do so many of us watch sports and have a favorite team? Studies show that it fills both emotional and psychological needs. We feel self-confident and experience joy when our favorite team wins. Sports fulfill our human need to belong, and many fans, whether their team wins or loses, enjoy the suspense that allows them to release their emotions. Where we live, our family background, peer pressure, and our own sense of self (identity) all determine which baseball cap we wear and why we root for our team.

So the next time you put your Red Sox cap on and tune in to the game, remember it's not just about the amazing pitchers and batters, but about the way you feel when you watch your team play.

**Baseball**—From the 1830s to the late 1850s, Americans played a variety of ball and bat games. The first recorded baseball game took place in 1846 in Hoboken, New Jersey.

**Football**—Derived from rugby, a game played at public schools in England, football began to develop in Canada and the United States in the mid-1800s. The first game of American intercollegiate football, most resembling today's game, was played between Tufts University and Harvard on June 4, 1875, at Jarvis Field in Cambridge, Massachusetts. Tufts won, 1–0.

**Basketball**—In 1891, physical education instructor Dr. James Naismith invented the game of basketball in Springfield, Massachusetts. Designed as a sport to be played indoors during cold New England winters, basketball was originally played with a soccer ball and two peach baskets. In 1901, open-ended hoops replaced the game's closed baskets and basketball's "thirteen original rules" were created.

Lori Calabrese, "It's Not Just a Game!" in *Odyssey* (Jul/Aug 2009, 18:6, 36).



Opinion and Evidence Graphic Organizer

Name:

Date:

**Author's Opinion:**

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**Supporting Evidence (paraphrased):**

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Opinion and Evidence Graphic Organizer

**Supporting Evidence (paraphrased):**

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EXPEDITIONARY  
LEARNING

# **Grade 5: Module 3A: Unit 1: Lesson 3**

## **Identifying Author's Opinion and Evidence:**

### **The Value of Sports in People's Lives, Part II**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can determine the main idea(s) of an informational text based on key details. (RI.5.2)  
I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)  
I can determine the meaning of content words or phrases in an informational text. (RI.5.4)  
I can explain how authors use evidence and reasons to support their claims in informational texts. (RI.5.8)

**Supporting Learning Targets**

- I can determine the gist of the last three sections of the article "It's Not Just a Game!"
- I can identify the author's opinion in an article.
- I can identify the evidence the author uses to support an opinion.
- I can determine the meaning of new words and phrases from context in an informational article.

**Ongoing Assessment**

- Admit tickets
- Gist statement
- Text-coded article
- Opinion and Evidence graphic organizer (in journal)

**Agenda**

1. Opening
  - A. Homework Review: Admit Tickets (5 minutes)
  - B. Engaging the Reader and Review of Learning Targets (5 minutes)
2. Work Time
  - A. First Read: "It's Not Just a Game!" Part II (15 minutes)
  - B. Second Read: Identify Opinion and Evidence (15 minutes)
  - C. Key Vocabulary to Deepen Understanding (15 minutes)
3. Closing and Assessment
  - A. Debrief and Review of Learning Targets (5 minutes)
4. Homework

**Teaching Notes**

- This lesson repeats the basic pattern from Lesson 2, with a new section of the text. Remind students that often it is helpful to break complex text down into chunks in order to examine key ideas, details, and important vocabulary. Rereading only part(s) of the article closely helps students focus in on evidence to support the opinion that sports are an important part of American culture.
- This lesson introduces a block of time devoted to Vocabulary Routines. These routines are included in many lessons. The specific vocabulary strategies vary day-to-day, in order to give students a variety of strategies to use to determine the meaning of key or unknown words they encounter in text—the ultimate goal being for students to use these strategies independently as they read increasingly complex levels of text. In this module, students are asked to work with vocabulary a bit more independently than in Module 2A.
- During Opening Part A, students quiz each other based on their homework index cards. Unlike the Quiz-Quiz-Trade protocol students participated in during Module 2, students do not trade cards, since they need to keep their own vocabulary cards to work with throughout this module.
- In advance: Create a new anchor chart titled Sports in American Culture.
- Review: Fist to Five strategy and the Quiz-Quiz-Trade Protocol (see Appendix).



Lesson Vocabulary	Materials
determine (Lesson 2), gist (Lesson 2), identify (Lesson 2), opinion (Lesson 2), evidence (Modules 1 and 2), context, suited (to), integration, (feel) whole, development, (a) right (Module 1), regardless	<ul style="list-style-type: none"><li>• Vocabulary cards (from Lessons 1 and 2)</li><li>• Vocabulary folders</li><li>• Sports in American Culture anchor chart (new; co-created with students during Opening A)</li><li>• “It’s Not Just a Game!” (from Lesson 2)</li><li>• Students’ journals (one per student, begun in Lesson 1)</li><li>• Close Readers Do These Things anchor chart (from Lesson 2)</li><li>• Vocabulary Strategies anchor chart (from Lesson 1)</li><li>• Document camera or projector</li><li>• Opinion and Evidence graphic organizer (from Lesson 2)</li><li>• Index cards (nine total per student: six for Work Time C and three for homework)</li><li>• Post: Learning targets.</li></ul>

Opening	Meeting Students’ Needs
<p><b>A. Homework Review: Admit Tickets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students of the Quiz-Quiz-Trade protocol they used in Module 2 to learn and review key or unfamiliar vocabulary.</li><li>• Explain that students will take 2 minutes to do the Quiz-Quiz part of this protocol with a peer. Be clear that they will not trade their <b>vocabulary cards</b> after partners have quizzed each other. Ask students to turn to a peer and Quiz-Quiz.</li><li>• Ask students to place the two vocabulary index cards in their <b>vocabulary folders</b>, or wherever they are keeping their cards for this module.</li><li>• Next, ask partners to take 2 minutes to share their responses to the homework question:</li><li>• “In what ways are sports valuable to people? Support your answer with at least two pieces of evidence from the text.</li><li>• Collect students’ homework question index cards.</li></ul>	<ul style="list-style-type: none"><li>• Consider partnering ELL students with other students who speak the same L1 for the Quiz-Quiz game.</li></ul>



Opening (continued)	Meeting Students’ Needs
<p><b>B. Engaging the Reader and Review of Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Post the new <b>Sports in American Culture anchor chart</b>. Remind students that this unit focuses on the importance of sports in America. Ask students to turn and talk with a new partner:             <ul style="list-style-type: none"> <li>* “Based on the text you have read so far, what do you think is the importance of sports in American culture?”</li> <li>* “What evidence from the text supports your thinking?”</li> </ul> </li> <li>Cold call several students to share out whole group, and record their responses on the anchor chart. Listen for ideas such as: “Sports teaches us how to get along with others, settle disagreements, and negotiate plans,” “Those skills can be applied to school and work,” “They help us think creatively, use our imaginations, and help our brains develop,” etc. Tell students they will add to this anchor chart as they learn more about sports in American culture.</li> <li>Tell students they will complete reading the second part of the informational article <b>“It’s Not Just a Game!”</b> to learn more about the role of sports in people’s lives.</li> <li>Continue to reinforce the compelling nature of this topic by asking students: “What impact do sports have on our lives?” Ask students to turn to a partner and discuss this idea. Invite a few students to share out comments from their discussions. Listen for comments such as: “We watch sports on TV,” “Some of us participate in sports,” “Athletes are role models,” etc.</li> <li>Review the learning target:             <ul style="list-style-type: none"> <li>* “I can determine the gist of the last three sections of the article ‘It’s Not Just a Game!’”</li> </ul> </li> <li>Remind students this is the same target as in Lesson 2; however, they will continue to practice reading for the gist with a different chunk of the article today. Ask students what they remember about the meaning of the words <i>determine</i> (decide, conclude) and <i>gist</i> (summary, main idea). Cold call several students to share what they remember.</li> </ul>	<ul style="list-style-type: none"> <li>Provide students who struggle with producing language a sentence stem or starter (e.g., “One way sports are a part of our lives in America is _____.”).</li> </ul>
Work Time	Meeting Students’ Needs
<p><b>A. First Read: “It’s Not Just a Game!” Part II (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Place students in same groups of four (from Lesson 2). Return <b>student’s journals</b>. Direct students to take out their copies of the article “It’s Not Just a Game!”</li> <li>Ask students to locate the line they drew (during Lesson 2) below the third section of the text. Tell students they will read the second part of the article today, which is the text below this line.</li> </ul>	<ul style="list-style-type: none"> <li>Consider highlighting the last three sections of the article for students so they know where to focus their reading.</li> </ul>



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>Refer students to the <b>Close Readers Do These Things anchor chart</b> from Lesson 2. Ask students: <ul style="list-style-type: none"> <li>* “What do we usually do during a first read?”</li> </ul> </li> <li>Listen for: “read independently” or “the teacher reads aloud and we follow along silently.”</li> <li>Tell students the first read is aloud because it contains words and phrases that may be unfamiliar, and because it is enjoyable to hear great text read aloud. Ask students to follow along silently. Read aloud the last three sections of the article. (Start with the section “Forgetting the Fun” and end with “... but about the way you feel when you watch your team play.”)</li> <li>Ask: “What do we typically do after the text has been read once?” Listen for: “Reread to determine the gist,” “Circle key or unknown words and phrases that help to determine the gist,” “Use vocabulary strategies to determine the meaning of unknown words and phrases,” “Think about and discuss ideas with group members,” and “Write a gist statement in journals.”</li> <li>Direct students to take 7 or 8 minutes to do the following in their groups: <ul style="list-style-type: none"> <li>– Reread the last three sections of the text.</li> <li>– Circle unknown or key vocabulary.</li> <li>– Try to determine the meaning of unknown words in the text (refer to <b>Vocabulary Strategies anchor chart</b>).</li> <li>– Think about the gist: what these sections of the article are mostly about.</li> <li>– Talk in their groups about the gist of these sections.</li> <li>– Write a gist statement on the next page of their journals.</li> </ul> </li> <li>Circulate to listen in and support as needed. Focus students’ attention on key vocabulary (see lesson vocabulary, above) from the text to deepen understanding. Encourage students to refer to the Vocabulary Strategies anchor chart for ways to determine the meaning of key or unknown words as they reread for gist.</li> <li>Cold call several students to share their gist statements whole group. Listen for ideas like: “Even if you don’t like or play sports, there are valuable lessons to be learned,” “You can enjoy sports with family and friends even if you don’t play,” etc.</li> <li>Ask several students to share out key words or phrases they identified, as well as meanings, to help them determine the gist. Listen for examples such as: “learning process (learn more over time),” “how to face life’s challenges (learn how to get through difficulties),” “suited to (a good match, connects to interests),” “development (growth, change),” “opportunities (chance, occasion),” etc.</li> </ul>	<ul style="list-style-type: none"> <li>Consider listing the multistep directions for students to refer to while working together on the white board or a chart.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Second Read: Identify Opinion and Evidence (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Students remain in their groups. Introduce the learning targets:           <ul style="list-style-type: none"> <li>* "I can identify the author's opinion in an article."</li> <li>* "I can identify the evidence the author uses to support an opinion."</li> </ul> </li> <li>Cold call several students to share what they remember about the meaning of the words <i>identify</i> (locate; find; determine), <i>opinion</i> (a person's point of view; position on an issue), and <i>evidence</i> (facts, specific details; proof; data; information).</li> <li>Direct students' attention to the section of the article titled "Making Sports Work for Us."</li> <li>Ask students what they typically do during a second read of the text. Listen for such things as: "Reread to locate main ideas and key details."</li> <li>Using a <b>document camera</b>, display the <b>Opinion and Evidence graphic organizer</b>. Remind students they used this graphic organizer in Lesson 2 to record what they identified as the author's opinion and supporting evidence. Ask students to create a new version of this graphic organizer in their journals.</li> <li>Tell students that just as they did with the first part of the article during Lesson 2, they are going to reread this section of the text to determine the author's claim.</li> <li>Direct students to take 5 minutes to do the following in their groups:           <ul style="list-style-type: none"> <li>– Reread the last section of the article titled "Making Sports Work for Us" (start with "Playing sports doesn't mean ..." and end with "... play to have fun and you'll automatically win!").</li> <li>– Think about: What is the author's opinion in this section?</li> <li>– Discuss what you think the author's opinion is and why you think that.</li> </ul> </li> <li>Cold call several students to share out what their group determined to be the author's opinion in this section. Listen for suggestions like: "Play makes us feel good," or "Play is important to our development."</li> <li>Direct students to record what they think the author's opinion is onto the line below Author's Opinion on the graphic organizer in their journals.</li> </ul>	<ul style="list-style-type: none"> <li>Provide nonlinguistic symbols for <i>opinion</i> (a person with a thought bubble over their head) and <i>evidence</i> (a checkmark or magnifying glass).</li> <li>Consider providing a partially filled-in Claim and Evidence graphic organizer for some students.</li> <li>Some groups may need more time in order to complete all readings of the article, identify the opinion, and find the evidence. Provide extra time during the lesson or during other literacy times during the day.</li> </ul>



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• Direct students to take 7–9 minutes to complete the following with their group members:               <ul style="list-style-type: none"> <li>– Go back through the section titled “Making Sports Work for Us” and reread to identify at least two pieces of evidence the author uses to support her opinion.</li> <li>– Text code evidence you locate by writing an “E” next to evidence in the article.</li> <li>– With your group, discuss the evidence you identified.</li> <li>– Record paraphrased evidence on your graphic organizer.</li> </ul> </li> <li>• Circulate to listen in and support as needed.</li> <li>• Cold call several students to share “evidence” their group identified. Listen for examples such as: “When we combine work and play, we feel whole,” and “The United Nations High Commission for Human Rights includes play as a right of every child because it’s so important.”</li> </ul>	
<p><b>C. Key Vocabulary to Deepen Understanding (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Introduce the learning target:               <ul style="list-style-type: none"> <li>* “I can determine the meaning of new words and phrases from context in an informational article.”</li> </ul> </li> <li>• Tell students that, as in previous modules, they will work with key vocabulary from the text regularly. Cold call several students to recall the purpose for determining the meaning of key or unknown vocabulary. Listen for: “To deepen our understanding of the text,” or “Understanding key or unknown vocabulary helps us understand the text better.”</li> <li>• Ask students to remember and share out the meaning of the word <i>context</i> (words and sentences around another word or phrase). Review the morphology of this important word; “text” means the word and “con” means “with.”</li> <li>• Distribute six <b>index cards</b> to each student.</li> <li>• Write the following words from the text where all students can see them: <i>suited</i> (to), <i>integration</i>, (feel) <i>whole</i>, <i>development</i>, (a) <i>right</i>, <i>regardless</i>.</li> <li>• Ask students to take 5 or 6 minutes to complete the following in their groups:               <ul style="list-style-type: none"> <li>– Record each word onto its own index card.</li> <li>– Go back into the article to use context clues and apply vocabulary strategies to help determine the meaning of each word.</li> <li>– Write a synonym or short definition for the word and draw a picture to show the meaning of the word on the back of each card.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Consider narrowing the choices of vocabulary words to just two to three for students who struggle with language.</li> <li>• Chart (or list) all vocabulary words and definitions as students share their meanings from context. Leave the chart posted throughout the module and add to it daily for students to refer to.</li> </ul>





Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Circulate to listen in and support as needed. Be sure that students determine the correct meanings for each word, as they will use their new understandings about vocabulary to revise the paraphrased evidence they recorded during Work Time B.</li> <li>• After students complete their index cards, take 2 minutes to cold call a member from each group to share out the meaning of each vocabulary word whole group. Listen for:             <ul style="list-style-type: none"> <li>– <i>suited</i> (to): was naturally good at; well matched with a person or interests.”</li> <li>– <i>integration</i>: a combination of different parts or qualities</li> <li>– (feel) <i>whole</i>: complete; satisfied</li> <li>– <i>development</i>: growth; progress; improvement</li> <li>– (a) <i>right</i>: a freedom to do something; birthright</li> <li>– <i>regardless</i>: no matter what; nonetheless</li> </ul> </li> <li>• Refer students to the Close Readers Do These Things anchor chart. Ask them to recall what they have frequently done after determining the meaning of key or unknown words from the text. Listen for: “Revise our thinking about main ideas or key details.”</li> <li>• Direct students to take 3 or 4 minutes to do the following:             <ul style="list-style-type: none"> <li>– Reread their paraphrased evidence from Work Time B.</li> <li>– Based on new understandings about vocabulary, think about and discuss with group members:                 <ul style="list-style-type: none"> <li>• Did I identify any evidence that does not support the author's opinion?</li> <li>• Did I use key vocabulary correctly in my paraphrased evidence?</li> </ul> </li> <li>– Revise evidence by deleting or crossing out evidence that does not support the author's opinion, or rewrite paraphrased evidence using key vocabulary from the section of text.</li> </ul> </li> <li>• Ask students to consider and discuss in their groups:             <ul style="list-style-type: none"> <li>* “How does understanding key vocabulary from the text help you identify or better understand the connection between an author's opinion and evidence the author uses to support an opinion?”</li> </ul> </li> <li>• Cold call several students to share out. Listen for such things as: “Understanding key words or phrases like ‘suited (to),’ ‘integration,’ and ‘(feel) whole’ helped me identify, make a connection to, or better understand the author's opinion that sports make us feel good,” and “Words like ‘development,’ ‘(a) right,’ and ‘regardless’ help me identify or better understand the author's opinion that sports support our growth or development.”</li> </ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief and Review of Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Bring students back together whole group. Focus their attention on the Sports in American Culture anchor chart.</li><li>• Remind students they are reading closely to develop their background knowledge about the role sports play in all Americans' lives. Reinforce that this knowledge is foundational to understanding why sports figures can be presented with opportunities to affect society (which they will learn more about in Unit 2).</li><li>• Ask students to turn and talk with a partner:<ul style="list-style-type: none"><li>* "What new information did we learn today about how sports are a valuable part of Americans' lives?"</li></ul></li><li>• Cold call several students to share out whole group. Listen for: "Playing sports helps us develop skills for life and work," "Sports allow us to combine play and work," "Play is so important to our development that it is a right," or something similar. Record students' ideas on the anchor chart.</li><li>• Read aloud the second learning target:<ul style="list-style-type: none"><li>* "I can identify the author's opinion in an article."</li></ul></li><li>• Ask students to demonstrate their level of mastery toward the learning target by using the Fist to Five strategy. Repeat this process for the third and fourth targets:<ul style="list-style-type: none"><li>* "I can identify the evidence the author uses to support an opinion."</li><li>* "I can determine the meaning of new words and phrases from context in an informational article."</li></ul></li><li>• Note students who show anywhere from a fist to three fingers, as they may need more support identifying or explaining opinions and evidence, or determining the meaning of unknown words from context.</li><li>• Collect students' vocabulary folders and journals.</li><li>• Tell students they will take the mid-unit assessment during the next lesson, so it is important they understand how to identify an author's opinion and the evidence she or he uses to support the opinion.</li><li>• Give each student three index cards for their homework.</li></ul>	<ul style="list-style-type: none"><li>• Some students may need a sentence starter or stem (e.g., "We learned that sports are valuable in Americans' lives because _____.") for the discussion with a partner during debrief.</li></ul>



Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Reread the last three sections of the article "It's Not Just a Game!" to further build your knowledge about the value of sports in Americans' lives.</li><li>• On one of your index cards, respond to the question: "In what ways are sports valuable to Americans?" Support your answer with at least two pieces of evidence from the text.</li><li>• Choose two of the vocabulary cards created in the lesson today. Record each word on an index card.</li><li>• Write a sentence—with the word used accurately—on the back of each of the two vocabulary cards you chose.</li><li>• Bring your three index cards as an admit ticket to the next class.</li></ul> <p><i>Note: Students will take the mid-unit assessment during Lesson 4.</i> <i>Review students' journals and vocabulary cards to determine their understanding of opinion, evidence, their ability to determine the meaning of key or unknown words, and revised thinking based on new understandings about vocabulary.</i> <i>Review students' homework index cards (responding to the question about the value of sports) to assess students' ability to respond to a question using evidence from the text.</i></p>	<ul style="list-style-type: none"><li>• Consider providing a text with evidence highlighted for students who may struggle when identifying evidence in grade-level text for homework.</li><li>• Some students could benefit from an index card with the focus question for rereading already written on it.</li></ul>

There are no new supporting materials for this lesson.



EXPEDITIONARY  
LEARNING

## **Grade 5: Module 3A: Unit 1: Lesson 4**

### **Mid-Unit Assessment: Identifying Author's Opinion and Supporting Evidence: Sports in American Culture**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can determine the main idea(s) of an informational text based on key details. (RI.5.2)  
 I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)  
 I can determine the meaning of content words or phrases in an informational text. (RI.5.4)  
 I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8)

Supporting Learning Targets

- I can identify the evidence the author uses to support an opinion.
- I can explain how the evidence I identify supports the author's opinion.
- I can determine the meaning of new words and phrases from context in an informational article.
- I can reflect on my learning about opinions in informational text and how authors use evidence to support an opinion.

Ongoing Assessment

- Mid-Unit 1 Assessment
- Tracking My Progress, Mid-Unit 1 recording form

Agenda

1. Opening
  - A. Homework Review: Admit Tickets (5 minutes)
  - B. Review Learning Targets (5 minutes)
2. Work Time
  - A. Review Opinion and Supporting Evidence (10 minutes)
  - B. Mid-Unit 1 Assessment (25 minutes)
  - C. Mid-Unit 1 Assessment: Tracking My Progress (10 minutes)
3. Closing and Assessment
  - A. Sharing: Reflections on Learning Targets (5 minutes)
4. Homework
  - A. Continue reading your independent reading book for this unit.

Teaching Notes

- In Opening, Part A, students participate in a Two Opinions Word Sort with their vocabulary index cards. The purpose of this activity is to help students connect this unit's central idea—"Sports play an important role in people's/Americans' lives"—with key vocabulary they are learning.
- In advance: Post Two Opinions Word Sort cards (in supporting materials) in two different areas of the room.
- Note that this mid-unit 1 assessment is a relatively short and straightforward quiz, because this unit is so short.
- Have index cards available for students who may finish the assessment early. They can choose two key or unfamiliar words from the assessment text, "Roots of American Sports," to add to their vocabulary cards.
- Post: Learning targets.



Lesson Vocabulary	Materials
<p>identify (Lesson 2), evidence (Lesson 2), opinion (Lesson 3), explain (Modules 1 and 2), support (Lesson 2), context (Lesson 3), reflect (Modules 1 and 2)</p> <p><i>Note: Do not pre-teach the vocabulary in the assessment text.</i></p>	<ul style="list-style-type: none"><li>• Vocabulary cards (from previous lessons)</li><li>• Two Opinions Word Sort cards (one of each, posted in different areas of the room)</li><li>• Students' journals (one per student, begun in Lesson 1)</li><li>• Opinion and Evidence graphic organizers (one per student, from Lesson 2)</li><li>• Close Readers Do These Things anchor chart (from Lesson 2)</li><li>• Mid-Unit 1 Assessment: Identifying Opinion and Evidence in "Roots of American Sports" (one per student)</li><li>• "Roots of American Sports" (assessment text; one per student)</li><li>• Vocabulary Strategies anchor chart (from Lesson 1)</li><li>• Sports in American Culture anchor chart (from Lesson 3)</li><li>• Tracking My Progress, Mid-Unit 1 recording form (one per student)</li><li>• Mid-Unit 1 Assessment: Identifying Opinion and Evidence in "Roots of American Sports" (answers, for teacher reference)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Homework Review: Admit Tickets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Collect students' index cards that respond to the question: "In what ways are sports valuable to Americans? Support your answer with at least two pieces of evidence from the text."</li><li>• Say to students:<ul style="list-style-type: none"><li>* "Remember that in this unit we are focusing on the role that sports play in American culture. Now that you have viewed a variety of images and closely read one article in which the author expresses several opinions about the importance of sports in people's lives, you will use what you have learned to select an opinion about the role of sports in our lives."</li></ul></li><li>• Tell students they will participate in a word sort, using only one of their <b>vocabulary cards</b>. Point out the <b>Two Opinions Word Sort</b> cards posted in the room. Read each card aloud:<ul style="list-style-type: none"><li>* "People learn valuable skills from sports."</li><li>* "Sports entertain people."</li></ul></li><li>• Ask students to take 3 minutes to do the following:<ul style="list-style-type: none"><li>– Choose the statement you most agree with and stand by that card.</li><li>– Use evidence from the article—and key vocabulary from your vocabulary cards—to discuss with others why you agree with the opinion.</li></ul></li><li>• Cold call several students to share with the class their thinking about the connection between their vocabulary word and the opinion card they chose.</li><li>• Ask students to place the vocabulary index cards with their other cards from previous lessons.</li></ul>	<ul style="list-style-type: none"><li>• Consider partnering ELL students with other students who speak the same home language.</li></ul>



Opening (continued)	Meeting Students' Needs
<p><b>B. Review Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Review the first three learning targets:<ul style="list-style-type: none"><li>* “I can identify the evidence the author uses to support an opinion.”</li><li>* “I can explain how the evidence I identify supports the author’s opinion.”</li><li>* “I can determine the meaning of new words and phrases from context in an informational article.”</li></ul></li><li>• Focus students’ attention on the words <i>identify</i>, <i>evidence</i>, <i>opinion</i>, <i>explain</i>, <i>supports</i>, and <i>context</i>, one at a time. Ask students to share the meaning of each word aloud. Listen for definitions such as:<ul style="list-style-type: none"><li>– <i>identify</i>: name; decide; determine</li><li>– <i>evidence</i>: facts; proof; data; information</li><li>– <i>claim</i>: opinion; point of view; position on an issue</li><li>– <i>explain</i>: give details; make clear; give reasons for</li><li>– <i>support</i>: reinforce; provide evidence; make claim stronger</li><li>– <i>context</i>: words and sentences around another word or phrase that give a reader hints about what the word means</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Provide nonlinguistic symbols (e.g., a magnifying glass for <i>identify</i>, a checkmark for <i>evidence</i>) for academic words in learning targets.</li></ul>





Work Time	Meeting Students' Needs
<p><b>A. Review Opinion and Supporting Evidence (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Remind students that they will take an assessment today. Tell them that they will now look back into their <b>students' journals</b> and the class anchor charts to review what they have been learning about the role of sports in Americans' lives and how authors share their opinions and provide supporting evidence for those opinions in writing.</li> <li>Ask students to form triads. Direct students to first look at their <b>Opinion and Evidence graphic organizers</b>. Ask students to consider and discuss: <ul style="list-style-type: none"> <li>* "What did I learn about authors' opinions and about how authors support their opinions with evidence?"</li> </ul> </li> <li>Ask triads to share out. Listen for: "Opinions are a person's point of view or position on an issue," "Others may disagree with an author's opinion, so authors use evidence to support their opinions," or "Evidence is facts, specific details, proof, or information that supports an opinion."</li> </ul>	<ul style="list-style-type: none"> <li>Take the opportunity to meet in small groups or individually with students who struggle with reading and written language to ensure they have completed their graphic organizers and to clarify any misconceptions.</li> </ul>
<p><b>B. Mid-Unit Assessment (25 minutes)</b></p> <ul style="list-style-type: none"> <li>Tell students that for the mid-unit assessment they will independently read a new article about the importance of sports in America. Congratulate them on how hard they have been working on reading complex texts.</li> <li>Ask students to refer to the <b>Close Readers Do These Things anchor chart</b>. Ask: "What do we often do after we have read several texts about a topic?" Listen for: "Read a new text on the topic and respond to text-dependent questions," "Demonstrate our understanding of main ideas and key details," or "Use vocabulary strategies to determine the meaning of vocabulary."</li> <li>Distribute the <b>Mid-Unit 1 Assessment: Identifying Opinion and Evidence in "Roots of American Sports"</b> and the <b>"Roots of American Sports" article</b>.</li> <li>Ask students to quickly scan the assessment. Address any clarifying questions. Remind them to refer to their journals and anchor charts for support, including the <b>Vocabulary Strategies anchor chart</b> (from Lesson 1) and the <b>Sports in American Culture anchor chart</b> (from Lesson 3)</li> <li>Tell students they will have 20 minutes to complete the questions about "Roots of American Sports."</li> <li>Give students 20 minutes to work independently.</li> </ul>	<ul style="list-style-type: none"> <li>Remind students of the things they did with their groups the past two lessons. Refer them to the list of multistep directions posted.</li> <li>Consider providing a chunked version (a few paragraphs) of the article "Roots of American Sports" to students who struggle with reading grade-level text.</li> <li>Provide extended time to complete the mid-unit assessment for identified ELL or IEP students who struggle with language.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Circulate to supervise. Since this is a formal on-demand assessment, do not provide support other than formally approved accommodations.</li><li>• If students finish early, ask them to choose two key or unfamiliar words from "Roots of American Sports." Ask students to copy each word onto its own index card, write a synonym or definition on the back of the index cards, and then add the cards to their vocabulary folders.</li></ul>	
<p><b>C. Mid-Unit Assessment: Tracking My Progress (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Introduce the learning target:<ul style="list-style-type: none"><li>* "I can reflect on my learning about opinions in informational text and how authors use evidence to support an opinion."</li></ul></li><li>• Focus on the word <i>reflect</i>, and ask students for suggestions about what this means. Listen for students to share ideas such as: "look back at my work to think about what I did," "how I did," "what I am having trouble with," "what I am doing well," etc.</li><li>• Remind students that they have done this type of self-assessment at the end of most mid-unit and end of unit assessments during previous modules.</li><li>• Distribute the <b>Tracking My Progress, Mid-Unit 1 recording forms</b> to students. Read through the tracker and provide clarification as necessary for students.</li><li>• Ask students to independently complete their Tracking My Progress forms. Ask them to hold on to this sheet to refer to during the debrief.</li></ul>	<ul style="list-style-type: none"><li>• Consider allowing students who struggle with written language to dictate their Tracking Progress to the teacher or a partner.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Sharing: Reflections on Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Pair students up. Ask them to share the reflections on their Tracking My Progress recording forms.</li><li>• Invite several students to share out whole group.</li><li>• Collect students' mid-unit assessments and Tracking My Progress forms.</li></ul>	<ul style="list-style-type: none"><li>• Provide sentence starters or stems for students who may struggle with language (e.g., "One learning target I feel good about is _____, because _____. One learning target I still struggle with is _____, because _____.").</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Continue reading your independent reading book for this unit.</li></ul> <p><i>Note: Review students' mid-unit assessments to assess their current level of mastery toward standards RI.5.2, RI.5.4, and RI.5.8 (see <b>Mid-Unit 1 Assessment: Identifying Opinion and Evidence in "Roots of American Sports" answers, for teacher reference.</b>)</i></p> <p><i>Review students' Tracking My Progress forms to gauge how accurately students are self-assessing.</i></p> <p><i>Review students' homework index cards (responding to the question about the value of sports to Americans) to assess students' ability to respond to a question using evidence from the text.</i></p>	



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# Grade 5: Module 3A: Unit 1: Lesson 4

## Supporting Materials



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Two Opinions Word Sort cards

**People learn valuable skills from sports.**

**Sports entertain people.**



**Mid-Unit 1 Assessment:**  
Identifying Opinion and Evidence in “Roots of American Sports”

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**Name:**

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**Date:**

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**Directions:**

- Read the article “Roots of American Sports.”
- Read the assessment questions below. These questions tell you what part of the article to focus on.
- Reread the article one paragraph at a time. Think about the answers to the assessment questions.
- Answer the following questions in complete sentences. Cite evidence from the text to support your answers.

1. What, according to the author, helped sports become more popular in America during the 1800s? Support your answer with evidence from the text.

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Mid-Unit 1 Assessment:  
Identifying Opinion and Evidence in “Roots of American Sports”

2. **PART A:** In the sentence, “There are several influences on American sports,” what does the word *influences* mean?

**PART B:** What text from the article helped you determine the meaning of the word *influences*?

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3. The author shares the opinion: **Sports are a form of entertainment.** Identify which of the following statements are *evidence* the author uses to support that opinion (mark all that apply):

- ☐ People around the world go to games.
- ☐ People around the world watch sports on television.
- ☐ Many athletes who play in college go on to play professional sports.
- ☐ Professional sports bring in a large amount of money by selling tickets to games and sports merchandise.
- ☐ There are several influences on American sports.

Mid-Unit 1 Assessment:  
Identifying Opinion and Evidence “Roots of American Sports”  
(Answers, for Teacher Reference)

1. What, according to the author, helped sports become more popular in America during the 1800s? Support your answer with evidence from the text. **(RI.5.2)**

**The arrival of baseball and soccer (or English “football”/American soccer); text states “During the 1800s, sports became more popular in America with the arrival of baseball and the introduction of football by England, which America calls soccer.”**

2. **PART A:** In the sentence, “There are several *influences* on American sports,” what does the word *influences* mean? **(RI.5.4)**

**Has an affect on; changes; inspires.**

- PART B:** What text from the article helped you determine the meaning of the word *influences*? **(RI.5.2)**

**The text states that sports such as golf, baseball, and football (soccer) were introduced to America by Europeans, after colonization; some influences on sports have been more recent due to an increase in immigration; over the last two hundred years sports have become part of American culture.**

3. The author shares the opinion: Sports are a form of entertainment. Identify which of the following statements are *evidence* the author uses to support that opinion (mark all that apply):

- ☒ **People around the world go to games.**
- ☒ **People around the world watch sports on television.**
- ☐ Many athletes who play in college go on to play professional sports.
- ☒ **Professional sports bring in a large amount of money by selling tickets to games and sports merchandise.**
- ☐ There are several influences on American sports.





## Roots of American Sports

### Roots of American Sports

The Olympics provide many sporting events in which several dozen countries compete. The original Olympics date back to 776 B.C.E. to 393 C.E. Present day **sports** like golf and soccer were later introduced to America.

Golf dates back to the 16th century, originating in Scotland. During the 1800's, **sports** became more popular in America with the arrival of baseball and the introduction of football by England, which America calls soccer.

Over the past two hundred or so years, **sports** have become a part of **American** culture. There are several influences on **American sports**. Some of those influences were brought over from the Europeans after colonization, and some have been more recent due to an increase in immigration.

During the 20th century, professional **sports** became popular with many athletes playing in college then going on to play for a professional team. Professional **sports** are a form of entertainment for many people around the world with many going to games or watching them on television. The professional **sports** bring in a large amount of money by selling game tickets, advertising, and merchandising.

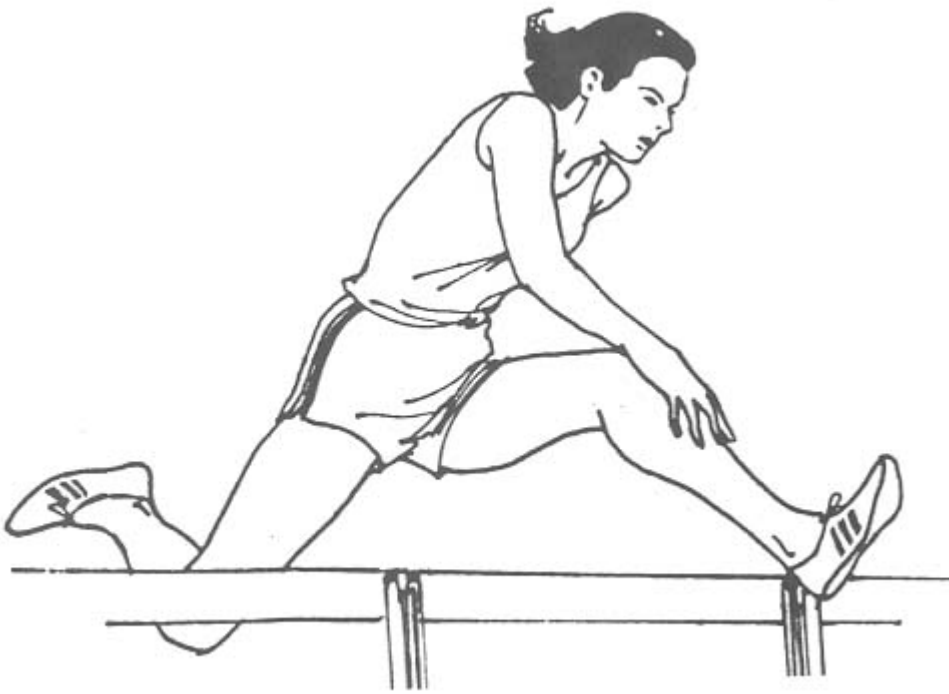
Sporting events provide a sense of community for many **American**. More time has been made for leisure activities like **sports** due to a decrease in work hours. **American** share the same sporting events with other countries such as soccer, gymnastics, and swimming.



The Olympics provide many sporting events in which several dozen countries compete.



## Roots of American Sports



Sporting events provide a sense of community for many **Americans**.

Phyllis Goldman, "Roots of American Sports," in *Ally's Multicultural History & How It Relates to Us Today* (Greensboro, NC: Allosaurus Publishers, 2005), p 92.  
[www.allosauruspublishers.com](http://www.allosauruspublishers.com)



Tracking My Progress  
Mid-Unit 1

Name:

Date:

**Learning target:** I can identify the evidence the author uses to support an opinion.

1. Target in my own words:

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2. How am I doing? Circle one.

**I need more help to learn this.**



**I understand some of this.**



**I am on my way!**



3. Evidence to support my self-assessment:

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Tracking My Progress  
Mid-Unit 1

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

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

**Learning target:** I can determine the meaning of new words and phrases from context in an informational article.

1. Target in my own words:

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2. How am I doing? Circle one.

**I need more help to learn this.**



**I understand some of this.**



**I am on my way!**



3. Evidence to support my self-assessment:

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EXPEDITIONARY  
LEARNING

# **Grade 5: Module 3A: Unit 1: Lesson 5**

## **Identifying Opinions and Evidence: The Importance of Sports in American Society, Part I**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

- I can determine the main idea(s) of an informational text based on key details. (RI.5.2)  
 I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)  
 I can determine the meaning of content words or phrases in an informational text. (RI.5.4)  
 I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8)

**Supporting Learning Targets**

- I can determine the gist of the article “Sports in America.”
- I can identify the author’s opinion in an informational article.
- I can identify evidence the author uses to support an opinion.
- I can determine the meaning of new words and phrases from context in an informational article.

**Ongoing Assessment**

- Gist statement
- Text-coded article
- Vocabulary cards

**Agenda**

1. Opening
  - A. Engaging the Reader and Review Learning Targets (5 minutes)
2. Work Time
  - A. Read-aloud and Rereading for Gist: “Sports in America” (15 minutes)
  - B. Jigsaw to Identify Opinion and Evidence (20 minutes)
  - C. Key Vocabulary to Deepen Understanding (15 minutes)
3. Closing and Assessment
  - A. Debrief and Review Learning Targets (5 minutes)
4. Homework
  - A. Reread the first three paragraphs of the article “Sports in America.”

**Teaching Notes**

- The article “Sports in America” is a very complex text for fifth-graders (1330L). Students hear this text read aloud before they are asked to determine the gist. They then participate in a jigsaw to independently reread and discuss author’s opinion and evidence they identify from smaller chunks of the text. Since this text is above grade level, important details are highlighted in each chunk in order to focus students’ attention on key words and phrases. Chunks 2, 3, and 6 may be more appropriate for students who struggle with reading very complex text.
- Lessons 5 and 6 of this unit are modeled after Lessons 9 and 10, from Module 1, Unit 1. Review those lessons to refresh your memory about how students participated in a close read jigsaw and evidence sort to support their understanding of a complex text.
- As students read “Sports in America,” circulate to support and ensure students are accurately identifying evidence: facts, specific details, proof, and data. Guide students to understand and evaluate the “evidence” they identify by asking them to consider: “Is it a fact? No one could disagree? It can be proven?” It will be important for students to have a foundational understanding of “evidence” in order to learn about its distinction from “reasons,” introduced in Unit 2.
- Review: Jigsaw protocol (see Appendix).
- Post: Learning targets.



Lesson Vocabulary	Materials
organize (Modules 1 and 2), related, society, vehicles, values, promoting, typical, popular, rituals, gather	<ul style="list-style-type: none"><li>• Sports in American Culture anchor chart (begun in Lesson 3)</li><li>• Students' journals (one per student, begun in Lesson 1)</li><li>• "Sports in America" article (one per student)</li><li>• Close Readers Do These Things anchor chart (from Lesson 2)</li><li>• Opinion and Evidence graphic organizer (same as introduced in Lesson 2; student-created in journals)</li><li>• Document camera or projector</li><li>• Index cards (9 per student: 8 for Work Time C and 1 for homework)</li><li>• Vocabulary folder (one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader and Review Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Congratulate students on completing the mid-unit assessment. Say: "Through all your close reading about play and sports, you are really building knowledge about the value of sports in our lives. This knowledge will help as you consider how athletes can influence our society, in Unit 2."</li><li>• Post the <b>Sports in American Culture anchor chart</b>. Ask students to take 2 to 3 minutes to think, then turn and talk with a partner:<ul style="list-style-type: none"><li>* "Based on what you have read so far, what do you think is the role of sports in American culture?"</li></ul></li><li>• Cold call several students to share their thinking whole group. Listen for students to share new insights based on the mid-unit assessment text from Lesson 4, such as: "Sports have become part of American culture over the last 200 years," "American sports were influenced by Europeans/increase in immigration," "Professional sports are a form of entertainment," "Sporting events provide a sense of community to people," etc. Record students' responses on the anchor chart.</li><li>• Tell students that today they will read an article about sports in America to learn more about the role of sports in American culture.</li><li>• Review the learning target:<ul style="list-style-type: none"><li>* "I can determine the gist of the informational article 'Sports in America.'"</li></ul></li><li>• Cold call several students to share the meaning of the words <i>determine</i> (decide, conclude) and <i>gist</i> (summary, main idea).</li></ul>	<ul style="list-style-type: none"><li>• Provide a nonlinguistic cue for the gist (a light bulb with a #1 next to it).</li></ul>





Work Time	Meeting Students' Needs
<p><b>A. Read-aloud and Rereading for Gist: “Sports in America” (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to take out their <b>students’ journals</b>. Place students in same groups of four (from Lesson 3). Students will remain in groups until the closing of the lesson.</li> <li>• Distribute the article “<b>Sports in America.</b>”</li> <li>• Ask students to recall what they typically do when they receive a new text. Listen for: “read independently,” “follow along silently as the article is read aloud,” “read at least twice,” “circle key or unknown vocabulary,” “think and discuss the gist,” and “write a gist statement.”</li> <li>• Tell students this is a complex text, so it will be read aloud first. Read aloud as students follow along silently. Remind students of the close reading routine they have been practicing. Direct them to the <b>Close Readers Do These Things anchor chart</b>. Remind students that the main goal of a close read is to pay very careful attention to text, rereading and continuing to think about it more precisely.</li> <li>• Tell students they will now reread the article in chunks, just for gist. Tell them that, later, small groups will focus on just one chunk in more detail.</li> <li>• Encourage student to “have a go” with the first chunk. Ask them to reread this chunk on their own, annotating for gist and writing clarifying questions in the margins as they need to.</li> <li>• Have students talk in their groups about their annotations and questions. Prompt groups to work together and go back into the text to find answers to their questions. Circulate to listen in, gauge students’ understanding, and address any misconceptions.</li> <li>• Ask students to repeat the same process with chunks 2 to 6: <ul style="list-style-type: none"> <li>– Reread.</li> <li>– Annotate for gist, and write clarifying questions.</li> <li>– Discuss annotations and questions with group members.</li> <li>– Return to the text to find answers.</li> </ul> </li> <li>• As before, circulate to listen in to group discussions in order to gauge students’ understanding. If necessary, prepare to address any misconceptions in a brief think-aloud.</li> <li>• After students have read all the chunks of the article and discussed annotations and questions with group members, ask them to discuss the overall gist of the article: <ul style="list-style-type: none"> <li>* “What is this article mostly about?”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Consider providing ELL students the article “Sports in America” in their home language.</li> <li>• If the article appears to be too complex for some students, have them determine the gist after each paragraph (similar to how Articles of the UDHR were tackled in Module 1). Consider cutting up the article and providing it on index cards, one paragraph per index cards, so students only see a smaller chunk of text at a time.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Cold call members from each group to share out. Listen for: “Sports are important to Americans, or American society,” “Physical activity and fitness has been promoted in America throughout history,” “Americans can enjoy sports in a variety of ways; sports bring people and communities together,” or similar ideas.</li> <li>• Ask students to write a gist statement on the next page in their journals.</li> </ul>	
<p><b>B. Jigsaw to Identify Opinion and Evidence (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Review the learning targets:             <ul style="list-style-type: none"> <li>* “I can identify the author’s opinion in an informational article.”</li> <li>* “I can identify the evidence the author uses to support an opinion.”</li> </ul> </li> <li>• Remind students they have been working on these targets throughout this unit. Cold call several students to share out what they recall about the meaning of the words <i>identify</i> (find out; decide; determine), <i>opinion</i> (a person’s point of view), <i>evidence</i> (facts; proof; data; information), <i>support</i> (reinforce; provide evidence; make claim stronger), and <i>opinion</i> (point of view; position on an issue).</li> <li>• Review the Jigsaw protocol with students. Tell them that they will be using this protocol to dig into four chunks of this article in more detail.</li> <li>• Ask students to turn to a new page in their journals to create an <b>Opinion and Evidence graphic organizer</b> (use a <b>document camera</b> to display an example if necessary.) Tell them that they will work with their groups twice: first thinking about the author’s opinion, then about the evidence.</li> <li>• Assign each group member a specific chunk (chunk 1, 3, 4, or 5) of the article to reread.</li> <li>• For Round 1, direct students to take 4 to 5 minutes to do the following in their groups:             <ul style="list-style-type: none"> <li>– Reread your chunk of the article.</li> <li>– Think about: What is the author’s opinion in this chunk?</li> <li>– Jigsaw to discuss what you think the author’s opinion is in your chunk of text, and why.</li> <li>– On your Opinion and Evidence graphic organizer, record the author’s opinion for each of these four chunks of the text.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Refer students to the nonlinguistic symbols provided for these academic words from previous lessons.</li> <li>• Some students would benefit from a partially filled-in Opinion and Evidence graphic organizer.</li> <li>• Post the directions for group work for students to refer to as they work through rereading the chunks of text.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Cold call several students to share out, in order to check understanding for all. Listen for suggestions such as:               <ul style="list-style-type: none"> <li>– “Sports are important in American society [chunk 1].”</li> <li>– “Fitness should be a priority [chunk 3].”</li> <li>– “Americans can find many ways to enjoy sports [chunk 4].”</li> <li>– “Sporting events bring people together [chunk 5].”</li> </ul> </li> <li>• For Round 2, direct students to take 7–9 minutes (again in their groups) to complete the following:               <ul style="list-style-type: none"> <li>– Independently reread your chunk of text.</li> <li>– Identify, and text code with an <i>E</i>, evidence the author uses to support the opinion.</li> <li>– Jigsaw to discuss the evidence you identified with your group members.</li> <li>– On your graphic organizer, record paraphrased evidence for each of these four chunks of the text.</li> </ul> </li> <li>• Circulate to support as needed.</li> </ul>	
<p><b>C. Key Vocabulary to Deepen Understanding (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Review the learning target:               <ul style="list-style-type: none"> <li>* “I can determine the meaning of new words and phrases from context in an informational article.”</li> </ul> </li> <li>• Ask students to remember and share out the meaning of the word <i>context</i> (words and sentences around another word or phrase).</li> <li>• Cold call several students to recall the purpose for determining the meaning of key or unknown vocabulary. Listen for: “To deepen our understanding of the text,” or “Understanding key or unknown vocabulary helps us understand the text better.”</li> <li>• Distribute eight <b>index cards</b> to each student.</li> <li>• Write the following words from the text where all students can see them: <i>society, vehicles, values, stressed, promoting, typical, elaborated, and popular</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider allowing students who struggle with writing to just draw the meaning of the word on the back of the vocabulary cards.</li> <li>• Consider narrowing the list to two or three words for students who struggle with language.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Ask students to take 5 or 6 minutes to complete the following in their groups (tell them it is fine if they do not complete all eight cards; they can finish for homework):<ul style="list-style-type: none"><li>– Record each word onto its own index card.</li><li>– Go back into the article to use context clues and apply vocabulary strategies to help you determine the meaning of each word.</li><li>– Write a synonym or short definition for the word and draw a picture to show the meaning of the word on the back of each card.</li></ul></li><li>• Circulate to listen in and support as needed. Be sure that students determine the correct meaning for each word, as they will use their new understandings about vocabulary to revise the paraphrased evidence they recorded during Work Time B.</li><li>• After students complete their index cards, take 2 minutes to cold call a member from each group to share out the meaning of each vocabulary word whole group. Listen for:<ul style="list-style-type: none"><li>– <i>society</i>: culture; humanity; all the people who live in a particular place or nation</li><li>– <i>vehicles</i>: ways to accomplish something; tools</li><li>– <i>values</i>: strong beliefs; ethics; standards; principles; morals</li><li>– <i>promoting</i>: advancing or furthering a cause (or organization)</li><li>– <i>typical</i>: usual; normal; average; standard</li><li>– <i>popular</i>: common; widespread; generally liked by the public</li><li>– <i>rituals</i>: ceremonies; repeated behaviors or events</li><li>– <i>gather</i>: meet; get together; group</li></ul></li><li>• Refer students once again to the Close Readers Do These Things anchor chart. Ask them to recall what that they have frequently done after determining the meaning of key or unknown words from the text. Listen for responses such as: “Revise our thinking about main ideas or key details.”</li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Direct students to take 3 or 4 minutes to do the following:<ul style="list-style-type: none"><li>– Reread their paraphrased evidence from Work Time B.</li><li>– Based on new understandings about vocabulary, think about and discuss with group members:<ul style="list-style-type: none"><li>• Did I identify any evidence that does not support the author's opinion?</li><li>• Did I use key vocabulary correctly in my paraphrased evidence?</li></ul></li><li>– Revise evidence by deleting or crossing out evidence that does not support the author's opinion, or rewrite paraphrased evidence using key vocabulary from the section of text.</li></ul></li><li>• Ask students to consider and discuss in their groups:<ul style="list-style-type: none"><li>* "Which of the key words strike you as important for understanding the value of sports in American culture and why?"</li></ul></li><li>• Cold call several students to share out. Listen for responses such as: "Society, because the article discusses how Americans in general can participate in or enjoy sports," "Vehicles, because the article states that sports are 'vehicles' for us to learn American values like fairness and teamwork," "Popular, because the article goes into detail about the variety of ways Americans participate in sports as players or spectators," or similar ideas.</li><li>• If finished, prompt students to add new vocabulary cards to the ones they have from previous lessons.</li><li>• Collect students' journals and vocabulary folders.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief and Review of Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Bring students back together whole group and focus their attention on the Sports in American Culture anchor chart.</li><li>• Tell students that their close reading today helped them learn a great deal more about the importance of sports in American culture.</li><li>• Ask: “What was some new information we learned today about how sports are valuable in American culture?” Ask students to turn and talk with a partner.</li><li>• Cold call several students to share out whole group. Listen for: “Sports teach us important American values like justice, fair play and teamwork,” “Sports has promoted integration and is a ‘social glue’ for America,” “The importance of fitness and sports has been stressed throughout our history,” “Everyone can enjoy sports by playing or watching them,” or similar ideas. Record students’ comments on the anchor chart.</li><li>• Read aloud the second learning target:<ul style="list-style-type: none"><li>* “I can identify the author’s opinion in an informational article.”</li></ul></li><li>• Pause for students to demonstrate their level of mastery toward the learning target by using thumbs-up, thumbs-sideways, or thumbs-down.</li><li>• Repeat with the second and third learning targets:<ul style="list-style-type: none"><li>* “I can identify the evidence the author uses to support an opinion.”</li><li>* “I can determine the meaning of new words and phrases from context in an informational article.”</li></ul></li><li>• Note students who show a thumbs-down or thumbs-sideways, as they may need more support organizing ideas, identifying opinion and evidence, or determining the meaning of key or unknown words from context.</li><li>• Give each student one index card for homework.</li></ul>	<ul style="list-style-type: none"><li>• Consider partnering ELL students with other students who speak the same L1 for the debrief.</li></ul>



Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Reread the first three paragraphs of the article “Sports in America.”</li><li>• On one of your index cards, respond to the question: In what ways do sports play an important role in American culture? Support your answer with at least two pieces of evidence from the text.</li><li>• Complete your cards for the words: <i>society</i>, <i>vehicles</i>, <i>values</i>, <i>promoting</i>, <i>typical</i>, <i>popular</i>, <i>rituals</i>, and <i>gather</i>.</li><li>• Bring your index cards as an admit ticket to the next class.</li></ul> <p><i>Note: Review students' journals and vocabulary cards to determine their understanding of opinion and evidence, ability to determine the meaning of key or unknown words, and revised thinking based on new understandings about vocabulary.</i></p>	<ul style="list-style-type: none"><li>• Provide audio recording of “Sports in America” for students who struggle with reading very complex text.</li><li>• Some students could benefit from an index card with the focus question for rereading already written on it.</li></ul>



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# Grade 5: Module 3A: Unit 1: Lesson 5

## Supporting Materials



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“Sports in America”

Sports play an important role in American society. They enjoy tremendous popularity but more important they are vehicles for transmitting such values as justice, fair play, and teamwork. Sports have contributed to racial and social integration and over history have been a "social glue" bonding the country together.

Early Americans like Benjamin Franklin and President Thomas Jefferson stressed the need for exercise and fitness promoting for example running and swimming. In the 20th century, American presidents Theodore Roosevelt, Dwight D. Eisenhower and John F. Kennedy continued to encourage physical activity.



President Dwight D. Eisenhower founded the President's Council on Youth Fitness in 1956 to encourage America's youth to make fitness a priority. The Council later became the President's Council on Physical Fitness and Sports, including people of all ages and abilities and promoting fitness through sports and games. Today, the Council continues to play an important role in promoting fitness and healthy living in America.

**President's  
Council on  
Physical Fitness  
and Sports**

The United States offers limitless opportunities to engage in sports - either as a participant or as a spectator. Team sports were a part of life in colonial North America. Native American peoples played a variety of ball games including some that may be viewed as earlier forms of lacrosse. The typical American sports of baseball, basketball and football, however, arose from games that were brought to America by the first settlers that arrived from Europe in the 17th century. These games were re-fashioned and elaborated in the course of the 19th century and are now the most popular sports in the United States. Various social rituals have grown up around athletic contests. The local high school football or basketball game represents the biggest event of the week for residents in many communities across the United States. Fans of major university and professional football teams often gather in parking lots outside stadiums to eat a "tailgate" picnic lunch before kickoff, and for parties in front of television sets in each other's homes during the professional championship game, the Super Bowl. Thousands of baseball fans flee the snow and ice of the North for a week or two each winter by making a pilgrimage to training camps in the South and Southwest to watch up close their favorite players prepare for the spring opening of the professional baseball season.

Individual competitions accompanied the growth of team sports. Shooting and fishing contests were part of the colonial experience, as were running, boxing, and horse racing. Golf and tennis emerged in the 1800s. Recent decades have given birth to a wide variety of challenging activities and contests such as sail boarding, mountain biking, and sport climbing, collectively referred to as "extreme sports".

Numbers, The. "About the USA>Sports." About the USA . N.p., n.d. Web. 28 Sept. 2013. <<http://usa.usembassy.de/sports.htm>>.

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## SPORTS IN AMERICA

### CHUNK 1:

Sports play an important role in American society. They enjoy tremendous popularity but more important they are **vehicles for transmitting such values** as justice, fair play, and teamwork. Sports have **contributed to racial and social integration** and over history have been a “social glue” **bonding the country together**.

### CHUNK 2

Early Americans like Benjamin Franklin and President Thomas Jefferson stressed the **need for exercise** and fitness promoting for example running and swimming. In the 20th century, American presidents Theodore Roosevelt, Dwight D. Eisenhower, and John F. Kennedy continued to encourage physical activity.

### CHUNK 3

President Dwight D. Eisenhower founded the President’s Council on Youth Fitness in 1956 to encourage America’s youth to make fitness a priority. The Council later became the President’s Council on Physical Fitness and Sports, including people of all ages and abilities and **promoting fitness through sports and games**. Today, the Council continues to play an important role in **promoting fitness and healthy living in America**.

### CHUNK 4

The United States offers limitless opportunities to engage in sports—either as a participant or as a spectator. Team sports were a **part of life in colonial North America**. **Native American peoples played a variety of ball games** including some that may be viewed as earlier forms of lacrosse. The typical American sports of baseball, basketball, and football, however, arose from games that were **brought to America by the first settlers that arrived from Europe in the 17th century**. These games were re-fashioned and elaborated in the course of the 19th century and are **now the most popular sports** in the United States.



### CHUNK 5

Various social rituals have grown up around athletic contests. The local high school football or basketball game represents the **biggest event of the week for residents in many communities** across the United States. Fans of major university and professional football teams often gather in parking lots outside stadiums to **eat a “tailgate” picnic lunch before kickoff**, and for **parties in front of television sets** in each other’s homes during the professional championship game, the Super Bowl. Thousands of baseball fans flee the snow and ice of the North for a week or two each winter by making a **pilgrimage to training camps** in the South and Southwest to watch up close their favorite players prepare for the spring opening of the professional baseball season.

### CHUNK 6

Individual competitions accompanied the growth of team sports. Shooting and fishing contests **were part of the colonial experience**, as were running, boxing, and horse racing. Golf and tennis **emerged in the 1800s**. Recent decades have given birth to a **wide variety of challenging activities and contests** such as sail boarding, mountain biking, and sport climbing, collectively referred to as “extreme sports.”

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EXPEDITIONARY  
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# **Grade 5: Module 3A: Unit 1: Lesson 6**

## **Organizing Evidence and Writing an Opinion Paragraph: The Importance of Sports in American Society, Part II**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8)  
I can summarize or paraphrase information in my notes and in finished work. (W.5.8)  
I can create an organizational structure in which I group together related ideas. (W.5.1)  
I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)

**Supporting Learning Targets**

- I can identify the evidence that supports an author's opinion.
- I can create an organizational structure to record evidence that supports the author's opinion.
- I can paraphrase evidence to record on my organizational structure.
- I can write a paragraph with an opinion supported by evidence.

**Ongoing Assessment**

- Text-coded article
- Vocabulary cards (vocabulary folder)
- Opinion and Evidence graphic organizer or Accordion graphic organizer
- Opinion and Evidence paragraph



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Homework Review and Engaging the Writer (10 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Sorting Evidence: Sports in America (15 minutes)</li><li>B. Planning: Creating an Organizational Structure for My Writing (15 minutes)</li><li>C. Paragraph Writing: Opinion and Evidence (15 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Debrief and Review of Learning Targets (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Locate all the articles we have read in this unit. Reread one article.</li><li>B. Continue reading your independent reading book for this unit.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• This lesson introduces students to how to form an opinion in writing and provide supporting evidence for the opinion. This key writing skill is further developed in Unit 2 of this module.</li><li>• This lesson includes both sorting evidence and writing. Consider breaking this lesson into two separate lessons if students need more scaffolding with these two key skills.</li><li>• In Work Time B, students choose to create one of two graphic organizers to record paraphrased evidence from their “evidence sort” in Work Time A. They are familiar with both of these graphic organizers: the Opinion and Evidence graphic organizer (used in Lessons 2, 3, and 5 of this unit) and the Accordion graphic organizer (used in Module 1, Unit 2, Lessons 16 and 17).</li><li>• The recommended default is the Opinion and Evidence graphic organizer, since students have used it throughout this unit. However, having another option can help students, as writers, move toward meeting the specific fifth-grade demands of W.1: “I can create an organizational structure in which I group together related ideas.”</li><li>• Review: Milling to Music strategy and Praise-Question-Suggest protocol (see Appendix).</li><li>• In advance:<ul style="list-style-type: none"><li>– Prepare one envelope of evidence strips for each student (see supporting materials).</li><li>– Write vocabulary words and phrases on chart paper or the board to save time during the lesson. □</li></ul></li><li>• Note: The Words in Action activity is optional. Be sure to keep the opening to just 10 minutes so students have enough time for their writing, which is the heart of this lesson.</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
(same as from Lesson 5) create, organize, society, vehicles, values, promoting, typical, popular, rituals, gather	<ul style="list-style-type: none"> <li>• Vocabulary cards</li> <li>• Students' journals (one per student, begun in Lesson 1)</li> <li>• Document camera or projector</li> <li>• Opinions from "Sports in America" sheet (one for display)</li> <li>• Evidence strips (one envelope per student)</li> <li>• Glue stick (one per student)</li> <li>• Opinion and Evidence graphic organizer (from Lesson 2; one for display)</li> <li>• Accordion graphic organizer (example for display)</li> <li>• Sports in American Culture anchor chart (begun in Lesson 3)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Homework Review and Engaging the Writer (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Reinforce to students that they have learned a great deal about the importance of sports in American culture through reading others' opinions about this topic. Reiterate that understanding this compelling topic is preparing students for Unit 2, when they will go more in depth about how American athletes have opportunities to influence social change in America.</li> <li>• Briefly review Milling to Music with students. Tell students that today they will be milling to share, with at least two other partners, their homework index cards that respond to the question: "In what ways do sports play an important role in American culture? Support your answer with at least two pieces of evidence from the text."</li> <li>• Give students 3 or 4 minutes to Mill to Music. Circulate to listen in and informally assess.</li> <li>• Collect students' question and evidence index cards.</li> <li>• Ask students to place their <b>vocabulary cards</b> with their vocabulary cards from previous lessons.</li> <li>• Inform students that in the next lesson they will take the on-demand end of unit assessment. They will have the opportunity to write their own opinions about sports in American culture, and support their opinions with evidence from the informational articles they are reading in this unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider partnering ELL students with other students who speak the same home language for the Words in Action vocabulary activity, so that all students can participate in a meaningful way.</li> <li>• Write and display the two questions for Milling to Music for students to refer to as they mill.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. Sorting Evidence: Sports in America (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Say: “Now we will read another chunk of the article ‘Sports in America’ in order to identify more key details about sports in American culture.” Ask students to take out their <b>students’ journals</b>. Place students in same groups of four (from Lesson 5).</li> <li>• Review the learning target: <ul style="list-style-type: none"> <li>* “I can identify the evidence that supports an author’s opinion.”</li> </ul> </li> <li>• Remind students that in the previous lesson they closely read one chunk of “Sports in America” to identify the author’s opinion and supporting evidence.</li> <li>• Ask students to briefly talk in their groups about what they remember about the author’s opinion and supporting evidence in the article “Sports in America” from Lesson 5.</li> <li>• Tell students that during this lesson they will write a paragraph using one of the author’s opinions from that article, and locate evidence to support the opinion by participating in an evidence sort.</li> <li>• Using a <b>document camera</b>, display the <b>Opinions from “Sports in America” sheet</b>.</li> <li>• Say: “During your discussions in Lesson 5 about the author’s opinions from the article ‘Sports in America,’ I heard many of you identify opinions similar to these” [read each aloud]: <ul style="list-style-type: none"> <li>* Sports bring American communities together.</li> <li>* Sports play a valuable role in Americans’ lives.</li> </ul> </li> <li>• Invite several students to restate each opinion in their own words. Clarify any misinterpretations students may have.</li> <li>• Ask students to briefly consider then discuss in groups which opinion most interests them and why. After groups discuss, direct each student to choose the one opinion he or she wants to focus on.</li> <li>• After 1 or 2 minutes, cold call several students to share their thinking whole group.</li> <li>• Direct students to turn to a new page in their journals and write the opinion they chose at the top of the page. Distribute the <b>evidence strips</b> and one <b>glue stick</b> per student.</li> <li>• Explain to students that they will sort through the evidence strips in their envelopes to identify the evidence that supports the opinions each of them just recorded.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider pre-highlighting the focus text of this part of the lesson for students that struggle with identifying chunks of text.</li> <li>• Display an anchor chart with the multistep directions for group work for students to refer to as they work together.</li> <li>• Some students may benefit from a sentence stem when asked to share orally (i.e., “One piece of evidence in the article I found was ...”).</li> </ul>





Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Briefly model. Say:<ul style="list-style-type: none"><li>* “I am most interested in writing about the opinion ‘Sports bring American communities together.’ Next I must read the evidence strips to determine which ones support the opinion I am focusing on. For example, this one says ‘President Dwight D. Eisenhower founded the President’s Council on Youth Fitness in 1956 to encourage America’s youth to make fitness a priority.’ I don’t think that one supports the opinion I chose because it does not mention anything about community or groups of Americans enjoying sports together. Here is another example: ‘The local high school football or basketball game represents the biggest event of the week for residents in many communities across the United States.’ I think this piece of evidence does support the opinion I chose because it shares information about people in a community coming together to watch sports.”</li></ul></li><li>• Ask students to take 7 or 8 minutes to complete the following in their groups:<ul style="list-style-type: none"><li>– Take turns reading each of the evidence strips out loud, and discuss as a group which opinion each piece of evidence supports. Keep in mind some evidence strips may support both opinions.</li><li>– Take the evidence strips from your envelope that support the opinion you chose, and glue them into your journal, below where you wrote the opinion.</li></ul></li><li>• Circulate to listen in and support as needed. Do not give answers; rather, ask students probing questions to support their identification of evidence to support the author’s opinion:<ul style="list-style-type: none"><li>* “Why did you match that piece of evidence with that opinion?”</li><li>* “Explain your thinking.”</li></ul></li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>B. Planning: Creating an Organizational Structure for My Writing (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Introduce the learning targets: <ul style="list-style-type: none"> <li>* “I can create an organizational structure to record evidence that supports the author’s opinion.”</li> <li>* “I can paraphrase evidence to record on my organizational structure.”</li> </ul> </li> <li>• Ask students what it means to <i>create</i>. Listen for: “make,” “build,” “craft,” or “construct.” Ask students what it means to <i>organize</i>. Listen for: “put in order” or “arrange.”</li> <li>• Cold call several students to share out how they have <i>paraphrased</i> evidence throughout this unit and in the previous module. Listen for: “Rewrite authors’ words in my own words,” “Use my own words to shorten or restate someone else’s ideas,” or similar ideas.</li> <li>• Tell students the purpose for creating an organizational structure is to record paraphrased evidence to keep track of key ideas and details from texts. They will then use the notes of paraphrased evidence as a reference to write their paragraphs.</li> <li>• Emphasize that, for this lesson, they have been given an opinion as a starting point for their writing, and are focused mostly on organizing evidence. In the <u>next</u> lesson (Lesson 7), they will work as writers to form their OWN opinions.</li> <li>• Ask students to share what they recall about tools they have used to organize their ideas, from previous lessons or modules. Listen for: “Opinion and Evidence graphic organizer,” “Accordion graphic organizer,” “note-catchers,” “sticky notes,” “index cards,” etc.</li> <li>• Display each organizer example: <b>Opinion and Evidence graphic organizer</b> and <b>Accordion graphic organizer</b>. Say: <ul style="list-style-type: none"> <li>* “You have seen these graphic organizers before, and have used them both as readers (to take notes) and as writers (to plan). Today you will choose one of these two organizers to help you as a writer. On the graphic organizer you choose, you will record the author’s opinion that you chose during Work Time A. You will then paraphrase and record the evidence from the evidence strips you glued into your journal (below the opinion). You will use this graphic organizer as a reference for your writing in the next step of the lesson.”</li> </ul> </li> <li>• Ask students to briefly consider then discuss with group members: <ul style="list-style-type: none"> <li>* “Which of the two organizers do you choose, and why?”</li> </ul> </li> <li>• Be sure that students know they may each choose their own graphic organizer. Ask students to make their choices. Give directions about how to create that organizer on a new page in their journals: <ul style="list-style-type: none"> <li>– Write the words “Author’s Opinion” at the top of your organizer.</li> <li>– Create a space for each evidence strip you glued into your journals.</li> <li>– Above each space, write the word “Evidence.”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Provide nonlinguistic symbols for <i>create</i> (a picture of someone making something) and <i>organize</i> (a picture of a list or outline).</li> <li>• Consider choosing a graphic organizer for those students who struggle with making that decision on their own.</li> <li>• Write and display the directions for How to Organize Evidence for students to refer to as they work.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Give students 8–10 minutes to complete the following: <ul style="list-style-type: none"> <li>– Record the author’s opinion you chose to focus on in the Author’s Opinion at the top of your organizer.</li> <li>– Reread each evidence strip and paraphrase; then record each piece of paraphrased evidence in its own evidence space on your organizer.</li> <li>– Share the author’s opinion and your paraphrased evidence with group members for feedback: <ul style="list-style-type: none"> <li>• “Did I paraphrase the evidence accurately? Does it make sense?”</li> <li>• “Does my paraphrased evidence support the author’s opinion?”</li> <li>• “Did I use key vocabulary correctly in my paraphrased evidence?”</li> </ul> </li> <li>– Revise paraphrased evidence based on feedback.</li> </ul> </li> <li>• Circulate to listen in and support as needed.</li> </ul>	
<p><b>C. Paragraph Writing: Opinion and Evidence (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Introduce the learning target: <ul style="list-style-type: none"> <li>* “I can write a paragraph with an opinion supported by evidence.”</li> </ul> </li> <li>• Cold call several students to restate this target in their own words. Listen for: “I can write an opinion paragraph and support the opinion with evidence,” “I can write a paragraph that expresses a point of view and support the point of view with evidence,” or similar ideas.</li> <li>• Ask students to recall the criteria of a good paragraph from previous modules. Listen for: “complete sentences,” “indent first sentence,” “correct punctuation,” and “correct grammar.”</li> <li>• Direct students to take 10 minutes to complete the following: <ol style="list-style-type: none"> <li>1. Turn to a new page in your journal.</li> <li>2. Indent and write the author’s opinion you recorded as a complete sentence.</li> <li>3. Below the opinion, write supporting evidence in complete sentences to support the author’s opinion. Use the evidence you paraphrased and recorded onto your graphic organizer.</li> </ol> </li> <li>• Circulate to listen in and support as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• List the multistep directions for group work during this time for students to refer to as they work together.</li> <li>• Consider creating and posting an anchor chart for Criteria for a Good Paragraph.</li> <li>• Consider allowing students who struggle with language the opportunity to dictate their paragraph to a partner or the teacher.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• (OPTIONAL) If students finish early, ask them to pair up with peers who are also finished and use the <b>Praise-Question-Suggest protocol</b> for feedback about their Opinion and Evidence paragraph: <ul style="list-style-type: none"> <li>– Does the first sentence clearly state an opinion about sports in America?</li> <li>– Does the evidence support or connect to the opinion?</li> <li>– Does the paragraph include key vocabulary from the article “Sports in America?”</li> </ul> </li> <li>• As time permits, students can revise their paragraphs based on peer feedback.</li> <li>• Invite several students to share their paragraphs aloud. As students share, compliment their use of key vocabulary from the text and evidence that is factual, specific, and clearly supports the opinion.</li> <li>• Collect students' journals and vocabulary cards.</li> </ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief and Review of Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Compliment students on their deep thinking around the importance of sports in American culture. Remind them that this will help them gain greater insight into how and why famous athletes can influence changes in our social values.</li> <li>• Bring students back together whole group and focus their attention on the <b>Sports in American Culture anchor chart</b>.</li> <li>• Ask: “What was some new evidence you identified today that supports the opinion that sports are a valuable part of American culture?” Ask students to turn and talk with a partner.</li> <li>• Cold call several students to share out whole group. Record students' ideas on the anchor chart.</li> <li>• Read the first learning target aloud: <ul style="list-style-type: none"> <li>* “I can identify the evidence that supports an author's opinion.”</li> </ul> </li> <li>• Pause to ask students to demonstrate their level of mastery toward the learning target by using thumbs-up or thumbs-down.</li> <li>• Repeat with the second and third learning targets: <ul style="list-style-type: none"> <li>* “I can create an organizational structure to record evidence that supports the author's opinion.”</li> <li>* “I can write a paragraph with an opinion supported by evidence.”</li> </ul> </li> <li>• Note students who show a thumbs-down, as they may need more support organizing ideas, or identifying and recording opinions and paraphrased evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Partner ELLs with other students who speak the same home language for the debrief. This allows all students to be able to participate in a meaningful way.</li> </ul>



Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Locate all the articles we have read in this unit. Reread one article.</li><li>• Continue reading your independent reading book for this unit.</li></ul> <p><i>Note: In Lesson 7, students will take the On-Demand End of Unit 1 Assessment. They will need access to each of the articles from this unit: "It's Not Just a Game!" (from Lessons 2 and 3), "Roots of American Sports" (from Lesson 4, mid-unit assessment), and "Sports in America" (from Lessons 5 and 6).</i></p> <p><i>Review students' journals and vocabulary cards to determine their understanding of identifying and organizing opinion and evidence, ability to determine the meaning of key or unknown words, and revised thinking based on new understandings about vocabulary or peer discussions.</i></p> <p><i>Review students' homework index cards (responding to the question about the importance of sports in American culture) to assess students' ability to respond to a question using evidence from the text.</i></p>	<ul style="list-style-type: none"><li>• When possible, provide text in the students' home language.</li><li>• Provide audio recordings of the text for students who struggle with reading text on grade level.</li></ul>



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# Grade 5: Module 3A: Unit 1: Lesson 6

## Supporting Materials



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Opinions from “Sports in America” Sheet

Sports bring American communities together.

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Sports play a valuable role in Americans’ lives.

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Evidence Strips

**Teacher directions: Copy this page, cut up the strips, and place one complete set of strips in an envelope for each student.**

[Sports] are vehicles for transmitting such values as justice, fair play, and teamwork.

Sports ... have been a “social glue” bonding the country together.

The President’s Council on Youth Fitness in 1956 encouraged America’s youth to make fitness a priority.

The President’s Council on Physical Fitness and Sports included people of all ages and abilities and promoted fitness through sports and games.

Team sports were a part of life in colonial North America.

The typical American sports of baseball, basketball, and football ... were refashioned and elaborated in the course of the 19th century and are now the most popular sports in the United States.







Evidence Strips

Various social rituals have grown up around athletic contests.

The local high school football or basketball game represents the biggest event of the week for residents in many communities across the United States.

Fans of major university and professional football teams often gather in parking lots outside stadiums to eat a “tailgate” picnic lunch before kickoff, and for parties in front of television sets in each other’s homes during the professional championship game, the Super Bowl.

Thousands of baseball fans flee the snow and ice of the North for a week or two each winter by making a pilgrimage to training camps in the South and Southwest to watch up close their favorite players prepare for the spring opening of the professional baseball season.





Accordion Graphic Organizer (Example)

**Opinion**

**Evidence**

**Evidence**

**Evidence**



EXPEDITIONARY  
LEARNING

## **Grade 5: Module 3A: Unit 1: Lesson 7**

**End of Unit Assessment:** On-Demand Opinion and Evidence Paragraph about the Importance of Sports in American Culture



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)

I can identify facts and details that support my opinion. (W.5.1)

I can create an organizational structure in which I group together related ideas. (W.5.1)

I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)

**Supporting Learning Targets**

- I can write an opinion about the importance of sports in American culture.
- I can identify and organize evidence to support my opinion.
- I can write a paragraph with related evidence to support my opinion.
- I can reflect on my learning about how evidence is used to support an opinion.

**Ongoing Assessment**

- End of Unit 1 Assessment
- Tracking My Progress, End of Unit 1 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Engaging the Reader and Review Learning Targets and Key Vocabulary (5 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Reviewing Evidence: Chalk Talk (15 minutes)</li><li>End of Unit Assessment (25 minutes)</li><li>End of Unit Assessment: Tracking My Progress (10 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Debrief: Sharing Reflections on Learning Targets (5 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Share with someone at home what you have been learning. What is your opinion about the importance of sports in American culture?</li><li>Continue reading your independent reading book for this unit at home.</li></ol></li></ol>	<ul style="list-style-type: none"><li>Students take the End of Unit 1 Assessment: On-Demand Opinion and Evidence Paragraph about the Importance of Sports in American Culture.</li><li>They write a one-paragraph essay sharing their opinion about the importance of sports in American culture and supporting the opinion using evidence from each of the informational articles they read during this unit (see materials, below).</li><li>In Unit 2, students will learn about reasons that support an author's claim and learn the distinction between evidence and reasons.</li><li>Review: Chalk Talk protocol (see Appendix).</li><li>Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
opinion, importance, culture, identify, evidence, organize, related, supports, reflect (all from previous lessons in this unit)	<ul style="list-style-type: none"><li>• Vocabulary cards</li><li>• Students' journals (one per student, started in Lesson 1)</li><li>• Chart paper for Chalk Talk (one sheet of paper per group)</li><li>• "It's Not Just a Game!" (from Lessons 2 and 3; students' copies)</li><li>• "Roots of American Sports" ( from Lesson 4; students' copies)</li><li>• "Sports in America" (from Lessons 5 and 6; students' copies)</li><li>• Sports in American Culture anchor chart (begun in Lesson 3)</li><li>• End of Unit 1 Assessment: Writing an Opinion with Supporting Evidence about the Importance of Sports in American Culture (one per student)</li><li>• Tracking My Progress, End of Unit 1 recording form (one per student)</li><li>• Opinion and Evidence paragraph sample and rubric (for teacher reference)</li><li>• 2-point Rubric-Writing from Sources/Short Response (for teacher reference)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader and Review Learning Targets and Key Vocabulary (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Compliment students on all that they have learned about the importance of sports in the lives of Americans through their close reads of others' opinions. Get them excited about the opportunity they will have today to write their own opinion about the importance of sports in America and support that opinion with the interesting facts and details (evidence) they have identified and recorded during this unit.</li><li>• Review the first three learning targets:<ul style="list-style-type: none"><li>* "I can write an opinion about the importance of sports in American culture."</li><li>* "I can identify and organize evidence to support my opinion."</li><li>* "I can write a paragraph with related evidence to support my opinion."</li></ul></li><li>• Review key vocabulary with <b>vocabulary cards</b>. Focus students' attention on the words <i>opinion</i>, <i>importance</i>, <i>culture</i>, <i>identify</i>, <i>evidence</i>, <i>organize</i>, <i>related</i>, and <i>supports</i>. Ask students to share the meaning of these words aloud. Listen for definitions such as:<ul style="list-style-type: none"><li>– <i>opinion</i>: point of view; position on an issue</li><li>– <i>importance</i>: meaning; significance; worth; value</li><li>– <i>culture</i>: beliefs, customs, or traditions a group of people or nation shares</li><li>– <i>identify</i>: name; decide; determine</li><li>– <i>evidence</i>: facts; proof; data; information</li><li>– <i>organize</i>: put in logical order; sequence logically</li><li>– <i>related</i>: connected; similar; linked</li><li>– <i>supports</i>: reinforces; provides evidence; makes claim stronger</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Students who struggle with recalling the meaning of many academic words at one time would benefit from learning target annotations from previous lessons (if they were kept). Display them for students to see. Then divide the class into groups to focus on each one, allowing them to report out to the class the meaning of the key academic vocabulary in each one.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Reviewing Claims and Evidence: Chalk Talk (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to turn and talk about the foci of this unit. Cold call several students to share out. Listen for: “the importance and value of sports in American culture and in Americans’ lives,” “opinion/a person’s point of view,” “evidence/facts/specific details/information to support an opinion,” or similar ideas.</li><li>• Direct students to take out their <b>students’ journals</b> and join their regular groups of four.</li><li>• Remind students that they will take the end of unit assessment today. Say:<ul style="list-style-type: none"><li>* “For this assessment, you will write your own opinion about sports in American culture and provide supporting evidence from the informational articles we have read. In order to review opinions and evidence from the readings, you and your group members will participate in a Chalk Talk.”</li></ul></li><li>• Review the Chalk Talk protocol and classroom norms for discussion. Answer any clarifying questions.</li><li>• Distribute one blank piece of <b>chart paper for Chalk Talk</b> to each group. Allow groups 7 to 8 minutes to complete the following:<ul style="list-style-type: none"><li>– One group member writes the following question in the center of the group’s chart paper: “What is the role of sports in American culture?”</li><li>– Refer to the articles you read during this unit—“<b>It’s Not Just a Game!</b>” “<b>Roots of American Sports,</b>” “<b>Sports in America</b>”—and the graphic organizers in your journals to write your responses to the question on the chart paper.</li><li>– After each group member has “chalked” (written) her or his ideas on the chart paper, discuss patterns or what group members notice or wonder about the Chalk Talk ideas.</li></ul></li><li>• Cold call each group to share out the patterns, “notices,” or “wonders.”</li><li>• Ask students to keep their annotated articles and graphic organizers (journals) to use during the end of unit assessment.</li></ul>	<ul style="list-style-type: none"><li>• Post an anchor chart for the Chalk Talk protocol with clear steps and sentence stems for students to use listed.</li></ul>





Work Time (continued)	Meeting Students' Needs
<p><b>B. End of Unit Assessment (25 minutes)</b></p> <ul style="list-style-type: none"> <li>Distribute the <b>End of Unit 1 Assessment: Writing an Opinion with Supporting Evidence about the Importance of Sports in American Culture</b>. Invite students to quickly skim the assessment.</li> <li>Point out to students that they are going to write a one-paragraph article. Tell students they should refer to all their annotated articles from this unit and graphic organizers where they recorded opinions and evidence, for the assessment.</li> <li>Direct students to focus on the Criteria for Success listed at the bottom of the assessment. Ask students to pay particular attention to the fact that they will need to organize their opinions and evidence prior to writing their paragraphs.</li> <li>Review with students the criteria for a good paragraph (opinion, paraphrased evidence, correct punctuation and grammar, complete sentences that stay on topic, and key vocabulary from the reading). Address any clarifying questions.</li> <li>Circulate to supervise. Because this is a formal on-demand assessment, do not provide support other than formally approved accommodations.</li> <li>If students finish the assessment early, they may read independently or begin work on the End of Unit 1 Tracking My Progress recording form.</li> </ul>	<ul style="list-style-type: none"> <li>Provide extra time for completing the assessment for students who struggle with language.</li> </ul>
<p><b>C. End of Unit Assessment: Tracking My Progress (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Introduce the learning target: <ul style="list-style-type: none"> <li>* "I can reflect on my learning about how evidence is used to support an opinion."</li> </ul> </li> <li>Ask students to recall the meaning of the word <i>reflect</i>. Listen for responses such as: "Look back at my work to think about what I did; how I did; what I am having trouble with; what I am doing well."</li> <li>Distribute the <b>Tracking My Progress, End of Unit 1 recording form</b> to students. Explain that this is a self-assessment, exactly like the Tracking My Progress forms they completed for previous assessments. They will reflect on their progress toward the learning targets. Read through the tracker and provide clarification as necessary for students.</li> <li>Ask students to independently complete their Tracking My Progress forms. Ask them to hold on to this sheet to refer to during the lesson debrief.</li> </ul>	<ul style="list-style-type: none"> <li>Provide a nonlinguistic symbol for <i>reflect</i> (a person with a bubble thought above the head).</li> <li>Consider allowing students who struggle with language to dictate their Tracking My Progress forms to a partner or the teacher.</li> </ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief: Sharing Reflections on Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Congratulate students on how much they have learned about the importance of sports in American culture through their close reads and discussions.</li><li>• Pair up students. Ask them to share the reflections on their Tracking My Progress recording forms.</li><li>• Invite several students to share out with the whole group.</li><li>• Pique students' interest for the upcoming unit. Say:<ul style="list-style-type: none"><li>* "In Unit 2 you will apply what you have learned about sports in our culture to help you understand how athletes have broken barriers throughout America's history, and how they have helped to shape the society we live in today."</li></ul></li><li>• Collect students' End of Unit 1 Assessments and Tracking My Progress recording forms to review (use the <b>2-point Rubric Writing from Sources/Short Response, for teacher reference</b> to score students' work.)</li></ul>	<ul style="list-style-type: none"><li>• Consider partnering ELL students with other students that speak the same home language for the debrief.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Share with someone at home what you have been learning. What is your opinion about the importance of sports in American culture?</li><li>• Continue reading your independent reading book for this unit at home.</li></ul> <p><i>Note: Each student will need his or her own text—Promises to Keep by Sharon Robinson—during Unit 2.</i></p>	



EXPEDITIONARY  
LEARNING

# Grade 5: Module 3A: Unit 1: Lesson 7

## Supporting Materials



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**End of Unit 1 Assessment:**

Writing an Opinion with Supporting Evidence  
about the Importance of Sports in American Culture

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**Name:**

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**Date:**

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You are a journalist writing for a new magazine called *Sports in America*. The first issue of the magazine will be released soon, and you have been asked to write a short introductory article for the first page. Your assignment: Write a one-paragraph article titled “The Importance of Sports in America.”

After reading a variety of informational texts about sports in American culture, write a paragraph in which you share an opinion about “The Importance of Sports in America.” Include at least five to seven pieces of evidence from all the articles read during this unit to support the opinion. Be sure you include key vocabulary from the texts.

**Directions:**

1. Refer to the informational articles, your journal, and anchor charts to form an opinion about the importance of sports in American culture.
2. Refer to the informational articles and notes you took on your Opinion and Evidence graphic organizer to identify at least five to seven pieces of evidence to support your opinion.
3. Determine a way to organize your opinion and supporting evidence before writing your paragraph. (Turn in your graphic organizer with your paragraph at the end of the assessment.)
4. Write a paragraph that includes an opinion about the importance of sports in American culture, supporting evidence for the opinion, and key vocabulary.
5. Check your work against the Criteria for Success and Criteria for Self-Assessment then revise or add to your paragraph, as needed.



**End of Unit 1 Assessment:**

Writing an Opinion with Supporting Evidence  
about the Importance of Sports in American Culture

**Criteria for Success:**

- Write one, high-quality paragraph that has:
  - \* An opinion
  - \* Five to seven pieces of evidence to support the opinion
  - \* Correct punctuation
  - \* Correct grammar
  - \* Complete sentences that stay on topic
  - \* Key vocabulary used accurately

**Criteria for Self-Assessment:**

- I wrote an opinion that clearly shows what I think about the importance of sports in American culture.
- I provided five to seven pieces of evidence (facts, specific details, information) to support my opinion.
- I used supporting evidence from EACH of the three articles read during this unit: “It’s Not Just a Game!” “Roots of American Sports,” and “Sports in America.”
- I organized my opinion and evidence before writing.
  - \* Create an organizer format.
  - \* Write the opinion first.
  - \* Add supporting paraphrased evidence.



Opinion and Evidence Paragraph Sample  
(For Teacher Reference)

**Note:** *Students could state a variety of opinions about the importance of sports in American culture, based on the articles they have read during this unit. The key criteria are that they state an opinion and support it with textual evidence. The sample below is just one example that shows the type of paragraph students might craft, and how they might integrate key vocabulary.*

**Sports are incredibly important for Americans to feel healthy and have fun. Famous American citizens and presidents such as Benjamin Franklin and President Thomas Jefferson *promoted fitness* and sports play as a way for Americans to live healthy lives. The American Academy of Pediatrics says sports help our brains exercise and teach us how to problem solve and *negotiate* plans. Sports have been *popular* with Americans since the 1800s, when Europeans brought over games like golf, baseball, and soccer. Over time, these games have been *elaborated* on, and now baseball, basketball, and football are the most popular sports in America. People from all over the United States show how much they enjoy sports by *gathering* to watch local high school games or making *pilgrimages* to watch their favorite players practice during spring trainings.**



**2-point Rubric-Writing from Sources/Short Response (for Teacher Reference)**

(Note: The term “claim” in this rubric is synonymous with “opinion.”)

<b>2-point Response</b>	The features of a 2-point response are:
	<ul style="list-style-type: none"><li>• Valid inferences and/or claims from the text where required by the prompt</li><li>• Evidence of analysis of the text where required by the prompt</li><li>• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt</li><li>• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt</li><li>• Complete sentences where errors do not impact readability</li></ul>
<b>1-point Response</b>	The features of a 1-point response are:
	<ul style="list-style-type: none"><li>• A mostly literal recounting of events or details from the text as required by the prompt</li><li>• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt</li><li>• Incomplete sentences or bullets</li></ul>
<b>0-point Response</b>	The features of a 0-point response are:
	<ul style="list-style-type: none"><li>• A response that does not address any of the requirements of the prompt or is totally inaccurate</li><li>• No response (blank answer)</li><li>• A response that is not written in English</li><li>• A response that is unintelligible or indecipherable</li></ul>

<sup>1</sup>From New York State Department of Education, October 6, 2012.



Tracking My Progress  
End of Unit 1

Name:

Date:

**Learning target:** I can write an opinion about the importance of sports in American culture.

1. Target in my own words is:

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2. How am I doing? Circle one.

**I need more help to learn this.**



**I understand some of this.**



**I am on my way!**



3. The evidence to support my self-assessment is:

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Tracking My Progress  
End of Unit 1

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

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

**Learning target:** I can identify and organize evidence to support my opinion.

1. Target in my own words is:

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2. How am I doing? Circle one.

**I need more help to learn this.**



**I understand some of this.**



**I am on my way!**



3. The evidence to support my self-assessment is:

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Tracking My Progress  
End of Unit 1

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

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

**Learning target:** I can write a paragraph with related evidence to support my opinion.

1. Target in my own words is:

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2. How am I doing? Circle one.

**I need more help to learn this.**



**I understand some of this.**



**I am on my way!**



3. The evidence to support my self-assessment is:

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