



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 3: Overview



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Unit 3: Culminating Project: Expert Groups Research and Writing an Opinion Letter

In this unit, students choose to research about either Roberto Clemente or Althea Gibson: two respected American sports figures. 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. They will read, reread, and synthesize, taking notes and choosing one of two different organizational structures (chronological or order of importance) with which to organize their ideas. For their mid-unit assessment, they will synthesize their notes in a graphic organizer, which they will return to later in the unit when writing their letter to a publisher (the Performance Task). During the second half of the unit, students will step back from their own research to participate in some “shared writing.” With teacher support, the class will write and revise a model letter to a publishing company as if they were Sharon Robinson, explaining the need for a biography to be written for elementary students about her father, Jackie

Robinson, and his legacy. (They will draw from their opinion essays from their End of Unit 2 Assessment.) This shared writing experience will help students continue to build their skills to write arguments based on multiple sources, focusing on crafting clear opinions and providing sufficient reasons and evidence. After this guided practice experience, students will return to writing about the athlete they researched. For their end of unit assessment, students will write their best independent draft of their letter to a publishing company, explaining the need for a biography about their chosen athlete, in which they discuss the athlete, evaluate the barriers that he/she broke during the era in which he/she lived, and his or her impact on American society through her or his legacy. They must support their opinion with evidence from their research. They then participate in critique and feedback from peers and the teacher in order to improve on their draft. Students then read their letters out loud to the class. This written performance task centers on NYSP12 ELA Standards RI.5.9, W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, L.5.1, L.5.2, and L.5.6.

Guiding Questions And Big Ideas

- **How have athletes broken barriers during the historical era in which they lived?**
- **What do biographical texts teach us?**
- *Athletes are leaders: strong physically and mentally, with unique opportunities to lead.*
- *Individuals are shaped by and can shape society.*
- *Biographical texts about individuals also tell a bigger story from which we can learn.*



Mid-Unit 3 Assessment	<p><i>Notes and Graphic Organizer for a Letter to a Publisher</i></p> <p>This assessment centers on NYSP12 ELA Standards RI.5.9, W.5.1, W.5.7, and L.5.6.</p> <p>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 in a new graphic organizer. In their graphic organizer, students must state their opinion 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 also must incorporate key vocabulary terms they have learned through their reading.</p>
End of Unit 3 Assessment	<p><i>Draft Letter to a Publisher</i></p> <p>This assessment centers on NYSP12 ELA Standards RI.5.9, W.5.1, and W.5.4.</p> <p>Students will 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>

Content Connections

This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies and Science 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."



Texts for Roberto Clemente

1. Roberto Clemente's Gifts From the Heart," in *Scholastic News*, as found at <http://www.scholastic.com/browse/subarticle.jsp?id=4786>.
2. Lynn C. Kronzek, "Roberto Clemente," in *Great Athletes* (Hackensack: Salem Press, 2001) 453 (940L), as found at http://salempress.com/store/samples/athletes/athletes_clemente.htm
3. Ozzie Gonzales, "The Great Roberto Clemente—Latino Legends in Sports," as found at <http://www.latinosportslegends.com/clemente.htm>.

Texts for Althea Gibson

1. "Gibson, Althea (1927-2003)," Reviewed by Frank V. Phelps. The New Book of Knowledge. Grolier Online, 2013. Web. 15 Oct. 2013. © 2013 Scholastic Inc. All rights reserved.
2. "Notable Southerners: Althea Gibson," as found at www.punctuationmadesimple.com/files/Althea_Gibson.doc.
3. 112th Congress, "H.R. 4130: The Althea Gibson Excellence Act," March 1, 2012, as found at: <http://www.govtrack.us/congress/bills/112/hr4130/text>.



This unit is approximately 3.5 weeks or 15 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
Lesson 1	Introducing New Athletes to Research: Althea Gibson and Roberto Clemente	<ul style="list-style-type: none"> I can effectively engage in discussions with diverse partners about fifth-grade topics and texts. (SL.5.1) <ol style="list-style-type: none"> I can prepare myself to participate in discussions. I can draw on information to explore ideas in the discussion. I can ask questions that are on the topic being discussed. I can summarize information that is presented in pictures and/or numbers. (SL.5.2) I can use several sources to build my knowledge about a topic. (W.5.7) 	<ul style="list-style-type: none"> I can make observations and ask questions about the athletes Althea Gibson and Roberto Clemente. I can summarize information about each athlete after viewing images and text during a Gallery Walk. I can determine which athlete I am most interested in researching and justify my selection with reasons. 	<ul style="list-style-type: none"> Summary statement (in journal) Index card: Choice and Justification statement 	<ul style="list-style-type: none"> Gallery Walk protocol I Notice/I Wonder protocol Ink-Pair-Share protocol
Lesson 2	Research: Close Read of Text 1 for Each Expert Group	<ul style="list-style-type: none"> I can explain what a text says using quotes from the text. (RI.5.1) I can use several sources to build my knowledge about a topic. (W.5.7) I can document what I learn about a topic by taking notes. (W.5.8) 	<ul style="list-style-type: none"> I can begin to build background knowledge about my athlete by using one of several sources. I can identify evidence from the text about how an athlete broke barriers and created a legacy. I can develop an opinion about an athlete's legacy based on evidence I identify in the text. I can support my opinion about an athlete's legacy with reasons. 	<ul style="list-style-type: none"> Journal (gist statement, opinion, and two reasons) Students' coded Text 	<ul style="list-style-type: none"> Think-Pair-Share protocol Chalk Talk protocol Expert Group Norms Features of Informational Text



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
Lesson 3	Organizing an Opinion, Reasons, and Evidence: Text 1 for Each Expert Group	<ul style="list-style-type: none">• I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)<ul style="list-style-type: none">a. I can create an organizational structure in which I group together related ideas.b. I can identify reasons, facts, and details that support my opinion.• I can use several sources to build my knowledge about a topic. (W.5.7)• I can accurately synthesize information from multiple texts on the same topic. (RI.5.9)• I can accurately use fifth-grade academic vocabulary to express my ideas. (L.5.6)	<ul style="list-style-type: none">• I can logically group together related reasons and evidence that support my opinion by using a graphic organizer.• I can determine the meaning of new words and phrases from context in an article about an athlete.• I can revise my opinion, supporting reasons, or evidence about an athlete based on new understandings of key vocabulary.	<ul style="list-style-type: none">• Journals (graphic organizer with opinion, reasons, and evidence)• Vocabulary cards	<ul style="list-style-type: none">• Words about Barriers• Words about Legacy



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
Lesson 4	Research: Close Read of Text 2 for Each Expert Group	<ul style="list-style-type: none"> I can write an opinion piece that supports a point of view with reasons and information. (W.5.1) <ul style="list-style-type: none"> I can create an organizational structure in which I group together related ideas. I can identify reasons, facts, and details that support my opinion. I can use several sources to build my knowledge about a topic. (W.5.7) I can explain what a text says using quotes from the text. (RI.5.1) I can accurately synthesize information from multiple texts on the same topic. (RI.5.9) 	<ul style="list-style-type: none"> I can continue to build background knowledge about my athlete by using one of several sources. I can identify evidence from the text about how an athlete broke barriers and created a legacy. I can revise my opinion about an athlete's legacy based on evidence. 	<ul style="list-style-type: none"> Journals (gist statement, graphic organizer with revised opinion) Students' coded Text 2 	<ul style="list-style-type: none"> Chalk Talk protocol Expert Group Norms
Lesson 5	Organizing an Opinion, Reasons, and Evidence: Text 2 for Each Expert Group	<ul style="list-style-type: none"> I can write an opinion piece that supports a point of view with reasons and information. (W.5.1) I can use several sources to build my knowledge about a topic. (W.5.7) <ul style="list-style-type: none"> I can create an organizational structure in which I group together related ideas. I can identify reasons, facts, and details that support my opinion. I can explain what a text says using quotes from the text. (RI.5.1) I can accurately synthesize information from multiple texts on the same topic. (RI.5.9) I can accurately use fifth-grade academic vocabulary to express my ideas. (L.5.6) 	<ul style="list-style-type: none"> I can logically group together related reasons and evidence that support an opinion about my athlete on my graphic organizer. I can determine the meaning of new words and phrases from context in an article about an athlete. I can revise my supporting reasons and evidence based on new understandings about key vocabulary 	<ul style="list-style-type: none"> Journals (Group Opinion, Reasons and Evidence graphic organizer) Vocabulary cards 	<ul style="list-style-type: none"> Vocabulary Strategies Words about Barriers Words about Legacy



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
Lesson 6	Research: Close Read of Text 3 for Each Expert Group	<ul style="list-style-type: none"> I can write an opinion piece that supports a point of view with reasons and information. (W.5.1) <ul style="list-style-type: none"> I can create an organizational structure in which I group together related ideas. I can identify reasons, facts, and details that support my opinion. I can use several sources to build my knowledge about a topic. (W.5.7) I can explain what a text says using quotes from the text. (RI.5.1) I can accurately synthesize information from multiple texts on the same topic. (RI.5.9) 	<ul style="list-style-type: none"> I can continue to build background knowledge about my athlete by using one of several sources. I can identify evidence from the text about how an athlete broke barriers and created a legacy. I can revise my opinion about an athlete's legacy based on evidence. 	<ul style="list-style-type: none"> Journals (gist statement, graphic organizer with revised opinion) Students' coded Text 3 	<ul style="list-style-type: none"> Chalk Talk protocol Features of Informational Text Expert Group Norms
Lesson 7	Organizing an Opinion, Reasons, and Evidence: Text 3 for Each Expert Group	<ul style="list-style-type: none"> I can write an opinion piece that supports a point of view with reasons and information. (W.5.1) I can use several sources to build my knowledge about a topic. (W.5.7) <ul style="list-style-type: none"> I can create an organizational structure in which I group together related ideas. I can identify reasons, facts, and details that support my opinion. I can accurately synthesize information from multiple texts on the same topic. (RI.5.9) I can accurately use fifth-grade academic vocabulary to express my ideas. (L.5.6) 	<ul style="list-style-type: none"> I can logically group together related reasons and evidence that support an opinion about my athlete on my graphic organizer. I can determine the meaning of new words and phrases from context in an article about an athlete. I can revise my supporting reasons and evidence based on new understandings about key vocabulary. 	<ul style="list-style-type: none"> Journals (graphic organizer with opinion, reasons and evidence) Vocabulary cards 	<ul style="list-style-type: none"> Vocabulary Strategies Words about Barriers Words about Legacy



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
Lesson 8	Mid-Unit Assessment: Notes and Graphic Organizer for a Letter to a Publisher	<ul style="list-style-type: none"> I can write an opinion piece that supports a point of view with reasons and information. (W.5.1) <ul style="list-style-type: none"> I can create an organizational structure in which I group together related ideas. I can identify reasons, facts, and details that support my opinion. I can use several sources to build my knowledge about a topic. (W.5.7) I can accurately synthesize information from multiple texts on the same topic. (RI.5.9) I can accurately use fifth-grade academic vocabulary to express my ideas. (L.5.6) 	<ul style="list-style-type: none"> I can revise my opinion then choose the reasons and evidence from my notes that best support my opinion about my athlete. I can logically group together related reasons and evidence that support my opinion about my athlete on a graphic organizer I create. I can accurately use key vocabulary about barriers and legacy in my opinion, reasons, and evidence. I can reflect on my learning about opinions in informational text and how authors use reasons and evidence to support an opinion. 	<ul style="list-style-type: none"> Mid-Unit 3 Assessment Tracking My Progress, Mid-Unit 3 recording form 	<ul style="list-style-type: none"> Words about Barriers Words about Legacy
Lesson 9	Whole Class Model Letter Writing, Introduction: Opinion, Reasons, and Evidence about Jackie Robinson's Legacy	<ul style="list-style-type: none"> I can write an opinion piece that supports a point of view with reasons and information. (W.5.1) <ul style="list-style-type: none"> I can introduce the topic of my opinion piece. I can create an organizational structure in which I group together related ideas. I can identify reasons that support my opinion. With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5) 	<ul style="list-style-type: none"> I can develop an opinion (with my peers) based on multiple pieces of evidence from <i>Promises to Keep</i> about Jackie Robinson's legacy. I can identify reasons and evidence (with my peers) to support our opinion about Jackie Robinson's legacy. I can write a paragraph (with my peers) to introduce the topic and our opinion in a letter to a publisher. 	<ul style="list-style-type: none"> Journal (Group Opinion, Reasons, and Evidence graphic organizer) 	<ul style="list-style-type: none"> Class Opinion, Reasons, and Evidence graphic organizer Opinion Letter rubric Criteria for Writing Opinion Essays



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
Lesson 10	Whole Class Model Letter Writing: Organizing Reasons and Evidence and Using Transition Words	<ul style="list-style-type: none"> I can write an opinion piece that supports a point of view with reasons and information. (W.5.1) <ul style="list-style-type: none"> I can create an organizational structure in which I group together related ideas. I can use linking words to connect my opinion and reasons. With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5) I can summarize or paraphrase information in my notes and in finished work. (W.5.8) 	<ul style="list-style-type: none"> I can organize reasons and evidence logically (with my peers) to support our opinion about Jackie Robinson's legacy. I can use linking words (with my peers) to connect our opinion and reasons in our letter to a publisher. I can write reason body paragraphs (with my peers) to support our opinion in a letter to a publisher. 	<ul style="list-style-type: none"> Group reason body paragraph 	<ul style="list-style-type: none"> Gallery Walk protocol Linking Words Class Opinion, Reasons, and Evidence graphic organizer Criteria for Writing Opinion Essays Opinion Letter rubric
Lesson 11	Whole Class Model Letter Writing (Concluding Statement) and Preparing for End of Unit Assessment	<ul style="list-style-type: none"> I can write an opinion piece that supports a point of view with reasons and information. (W.5.1) <ul style="list-style-type: none"> I can construct a concluding statement or section for my opinion piece. With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5) I can provide a list of sources I used to gather information. (W.5.8) 	<ul style="list-style-type: none"> I can write a conclusion statement (with my peers) for our opinion letter to a publisher. I can create a list of sources used in gathering evidence for writing an opinion letter. 	<ul style="list-style-type: none"> Individual and group concluding statements 	<ul style="list-style-type: none"> Criteria for Writing Opinion Essays Opinion Letter rubric



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
Lesson 12	End of Unit Assessment: Writing a Draft Letter to a Publisher about an Athlete's Legacy	<ul style="list-style-type: none"> I can accurately synthesize information from multiple texts on the same topic. (RI.5.9) I can write an opinion piece that supports a point of view with reasons and information. (W.5.1) <ol style="list-style-type: none"> I can introduce the topic of my opinion piece. I can create an organizational structure in which I group together related ideas. I can identify reasons that support my opinion. I can use linking words to connect my opinion and reasons. I can construct a concluding statement or section for my opinion piece. 	<ul style="list-style-type: none"> I can write a paragraph to introduce the topic and my opinion about the athlete I researched in a letter to a publisher. I can organize reasons and evidence logically to support my opinion about the athlete I researched. I can write reason body paragraphs to support my opinion about the athlete I researched in a letter to a publisher. I can use linking words to connect my opinion, reasons, and evidence about the athlete I researched in a letter to a publisher. I can write a conclusion statement for my opinion about the athlete I researched in a letter to a publisher. 	<ul style="list-style-type: none"> End of Unit 3 Assessment Tracking My Progress, End of Unit 3 recording form 	<ul style="list-style-type: none"> Opinion Letter rubric



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
Lesson 13	Revising Draft Letters to a Publisher about an Athlete's Legacy: Critique and Feedback, Part I	<ul style="list-style-type: none"> • With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5) • I can effectively engage in discussions with diverse partners about fifth-grade topics and texts. (SL.5.1) <ul style="list-style-type: none"> b. I can follow our class norms when I participate in a conversation. c. I can ask questions that are on the topic being discussed. c. I can connect my questions and responses to what others say. 	<ul style="list-style-type: none"> • I can provide and receive feedback about my letter to a publisher by following class norms. • I can focus on revising specific elements of my letter, based on given criteria. • I can revise my letter to a publisher to better meet the criteria, based on feedback from a peer. 	<ul style="list-style-type: none"> • Opinion Letter Rubric (with peer feedback) • Revised letter • Group Norms and Critique Criteria evaluation form (teacher resource) 	<ul style="list-style-type: none"> • Peer Critique protocol • Expert Group Norms
Lesson 14	Revising Draft Letters to a Publisher about an Athlete's Legacy: Using Critique and Feedback, Part I	<ul style="list-style-type: none"> • With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5) • I can effectively engage in discussions with diverse partners about fifth-grade topics and texts. (SL.5.1) <ul style="list-style-type: none"> b. I can follow our class norms when I participate in a conversation. c. I can ask questions that are on the topic being discussed. c. I can connect my questions and responses to what others say. 	<ul style="list-style-type: none"> • I can provide and receive feedback about my letter to a publisher by following class norms. • I can focus on revising specific elements of my letter, based on given criteria. • I can revise my letter to a publisher to better meet the criteria, based on feedback from a peer. 	<ul style="list-style-type: none"> • Opinion Letter Rubric (with peer feedback) • Revised letter • Group Norms and Critique Criteria evaluation form (teacher resource) 	<ul style="list-style-type: none"> • Peer Critique protocol • Expert Group Norms



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
Lesson 15	Author's Read: Final Performance Task	<ul style="list-style-type: none">• With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5)• I can effectively engage in discussions with diverse partners about fifth-grade topics and texts. (SL.5.1)<ul style="list-style-type: none">b. I can follow our class norms when I participate in a conversation.c. I can ask questions that are on the topic being discussed.c. I can connect my questions and responses to what others say.• I can report on a topic or text using organized facts and details. (SL.5.4)• I can speak clearly and at an understandable pace. (SL.5.4)	<ul style="list-style-type: none">• I can read my revised letter to a publisher aloud clearly and at an understandable pace.• I can give feedback to my peers about how clearly they read their writing aloud.	<ul style="list-style-type: none">• Performance Task• Guiding Question Statement	<ul style="list-style-type: none">• Expert Group Norms



Optional: Experts, Fieldwork, And Service

Experts:

- Arrange for an athletic director, coach, sportscaster, or local well-known athlete to speak with students about the history or cultural significance of sports in America.

Fieldwork:

- Take the class to a local Sports Hall of Fame, sporting venue, exhibits related to the history of sports or athletes that broke barriers, or a professional sporting event.

Service:

- Invite students to actually submit their letters to publishers to convince them that a new biography for fifth-grade students should be written about either Roberto Clemente or Althea Gibson.

Optional: Extensions

- With an art instructor, examine the work of Jacob Lawrence in the “Great Migration” panel series. Invite students to create a panel series, in the style of Jacob Lawrence, about the athlete they research in this unit, Roberto Clemente or Althea Gibson.
- Invite students to view the documentary The Clemente Effect (ESPN Films official trailer): <http://vimeo.com/58160698>

Preparation and Materials

- Make sure students have access to additional texts about Roberto Clemente and Althea Gibson (e.g., biographies, informational books, magazines, articles), at a variety of reading levels, to review and choose for independent reading (see Lesson 1, Closing and Assessment Part B). See “Recommended Texts” list for options.



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Grade 5: Module 3A: Unit 3:

Recommended Texts



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Unit 3 builds students' background knowledge of Althea Gibson and Roberto Clemente and how these athletes broke racial barriers and created legacies. 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)

- Grade 2–3: 420–820L
- Grade 4–5: 740–1010L
- Grade 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
Lexile text measures below band level (below 740L)			
<i>Roberto Clemente: A Life of Generosity</i>	Sheila Anderson (author)	Biography	550
<i>We'll Never Forget You, Roberto Clemente</i>	Trudie Engel (author)	Biography	680
<i>Roberto Clemente: Baseball Legend</i>	Nick Healy (author)	Biography	750*
<i>Ladies First: Women Athletes Who Made a Difference</i>	Ken Rappoport (author)	Collective Biography	760*

*Lexile based on a conversion from Accelerated Reading level;



Title	Author And Illustrator	Text Type	Lexile Measure
Lexile text measures within band level (740–1010L)			
<i>Roberto Clemente: Pride of the Pittsburgh Pirates</i>	Jonah Winter (Author)	Biography	800
<i>Pride of Puerto Rico: The Life of Roberto Clemente</i>	Paul Robert Walker (author)	Biography	800
<i>Nothing but Trouble: The Story of Althea Gibson</i>	Sue Stauffacher (author)	Biography	810
<i>Roberto Clemente: Young Baseball Player</i>	Montrew Dunham (author)	Biography	870
<i>Playing to Win: The Story of Althea Gibson</i>	Karen Deans (author)	Biography	890
<i>Roberto Clemente: Baseball's Humanitarian Hero</i>	Heron Marquez (author)	Biography	930*
<i>Roberto Clemente</i>	Susan Muaddi Darraj and Rob Maaddi (authors)	Biography	950*
Lexile text measures above band level (over 1010L)			
<i>Roberto Clemente: Baseball Hall of Famer</i>	William W. Lace (author)	Biography	1010*
<i>Roberto Clemente: Baseball Player</i>	Jerry Roberts (author)	Biography	1040*
<i>Charging the Net: A History of Blacks in Tennis from Althea Gibson and Arthur Ashe to the William Sisters</i>	Cecil Harris and Larryette Kyle-DeBose (authors)	Informational	No Lexile (AD)
<i>Born to Win: The Authorized Biography of Althea Gibson</i>	Frances Clayton Gray and Yanick Rice Lamb (authors)	Biography	No Lexile (AD)

*Lexile based on a conversion from Accelerated Reading level;



Title	Author And Illustrator	Text Type	Lexile Measure
Weblinks			
<i>Althea Gibson Broke Barriers</i>	http://espn.go.com/sportscentury/	Biography	1040
<i>Althea Gibson Won Again!</i>	http://www.americaslibrary.gov	860	1070
<i>Biography of Althea Gibson</i>	http://www.altheagibson.com	960	1140



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

Introducing New Athletes to Research: Althea Gibson and Roberto Clemente



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

I can effectively engage in discussions with diverse partners about fifth-grade topics and texts. (SL.5.1)

- a. I can prepare myself to participate in discussions.
- a. I can draw on information to explore ideas in the discussion.
- c. I can ask questions that are on the topic being discussed.

I can summarize information that is presented in pictures and/or numbers. (SL.5.2)

I can use several sources to build my knowledge about a topic. (W.5.7)

Supporting Learning Targets

- I can make observations and ask questions about the athletes Althea Gibson and Roberto Clemente.
- I can summarize information about each athlete after viewing images and text during a Gallery Walk.
- I can determine which athlete I am most interested in researching and justify my selection with reasons.

Ongoing Assessment

- Summary statement (in journal)
- Index card: Choice and Justification statement



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader (5 minutes)2. Work Time<ol style="list-style-type: none">A. Gallery Walk: Althea Gibson and Roberto Clemente (15 minutes)B. Summarizing Information (15 minutes)C. Choosing Which Athlete to Research (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief (5 minutes)B. Introduction of Independent Reading Texts (5 minutes)4. Homework<ol style="list-style-type: none">A. Begin reading the independent book you have chosen. □	<ul style="list-style-type: none">• This lesson introduces students to two new athletes, Althea Gibson and Roberto Clemente. After participating in a Gallery Walk, sharing “notices” and “wonders” about each athlete, and summarizing the information learned through viewing images and text about each athlete, students will record the most interesting Notice and Wonder, review their summaries, then determine which athlete they are most interested in building expertise about.• Between Lessons 1 and 2, review students’ index cards to determine the expert groups each student will join: Althea Gibson Expert Groups or Roberto Clemente Expert Groups. Place students in groups based on their level of interest about a particular athlete, as demonstrated by the details they provide in their I Notice/I Wonder graphic organizer and reasons. Ideally, half of the students will be assigned to study Althea Gibson and the other half to study Roberto Clemente. But it is fine if more students study one athlete than the other, as long as each athlete is represented by at least 3-4 students. Do not necessarily steer the girls or boys to a specific athlete.• Time is allocated in the lesson for students to state which athlete they want to study and why: this is an authentic opportunity for students to practice supporting their opinion with textual evidence.• Between Lesson 1 and 2, assign an athlete to each student (based on their exit ticket), and place students in heterogeneous groups of three to four students who are studying the same athlete..• In advance: Prepare images and text for the Gallery Walk in Work Time A (see supporting materials).• Review the Unit 3 Recommended Texts list (separate document on EngageNY). Be sure that a variety of texts at different levels are available for students to read independently for homework. Be prepared to share this list with students during Closing and Assessment Part B of this lesson. Consider adding in more time at some other point in the day for students to browse the books, discuss which ones interest them, and select one to read. Each student needs his or her own book. But encourage students to partner up to select the same text to allow opportunities for buddy reading and partner conversation.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• Some lessons in this unit include limited time for students to talk about the book they chose and make connections to the shared reading they will be doing during class. But the time for these lessons is limited. Consider building in additional time at other points in the school day for students to read their recommended text, talk about it with peers, and think about how this text is helping them learn more about the topic of the module: how athletes are leaders who have broken barriers and who leave legacies in American society.• Review: Gallery Walk and Ink-Pair-Share protocols (Appendix).• Consider assigning partners in advance for work time, to ensure an orderly transition.



Lesson Vocabulary	Materials
observations, summarize, images, text, determine, researching, justify, reasons; physical description, era	<ul style="list-style-type: none">• Students Journals (from Unit 2)• Images and text for Gallery Walk (see supporting materials)• Index cards (one per student)

Opening	Meeting Students' Needs
<p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Congratulate students on the completion of their careful reading of <i>Promises to Keep</i>. Remind them that throughout this module they have learned about the value of sports in American culture and how popular athletes such as Jackie Robinson are therefore presented with unique opportunities to bring about change in □our society.• Say: “Jackie Robinson is not the only athlete in our history to face challenges and become an advocate for social change in American society. In this unit you will have the opportunity to learn about one of two athletes, Althea Gibson or Roberto Clemente. Both of these individuals were popular athletes, like Jackie Robinson, who faced barriers during the era in which they lived and influenced the values of American culture.”• Invite students to briefly turn and talk:<ul style="list-style-type: none">* “Is there a time in your own life when you broke some sort of barrier?”	



Work Time	Meeting Students' Needs
<p>A. Gallery Walk: Althea Gibson and Roberto Clemente (20 minutes)</p> <ul style="list-style-type: none">• Introduce the learning target: “I can make observations and ask questions about the athletes Althea Gibson and Roberto Clemente.”• Ask students to recall and share out the meaning of the word <i>observations</i> (what I see; what I notice).• Review the strategy of noticing and wondering with the class and give brief directions: Tell students they will move throughout the room to view the images and text about the athletes Althea Gibson and Roberto Clemente. They will record what they notice (observations) and what they wonder (questions) in their journals.• Ask students to take out their journals (from Unit 2) and turn to a new page to record their notices and wonders. Direct students to join a partner to quietly discuss their notices and wonders as they view the images and text during the Gallery Walk.• Allow students 10 to 12 minutes to view all images and texts, and then record their notices and wonders about each athlete.• Focus the class whole group. Cold call students to first share out their observations (Notices) about each athlete. Listen for statements such as: “I noticed that Althea Gibson was an African American female who played tennis and golf,” “She was on the cover of magazines like <i>Time</i> and <i>Sports Illustrated</i> in the 1950s,” “She said she ‘always wanted to be somebody,’” “I noticed that Roberto Clemente played baseball, like Jackie Robinson,” “He was committed to charity work,” “He was from Puerto Rico,” and “He was a Latino athlete.”• Then ask students to share their questions (Wonders). Listen for statements such as:<ul style="list-style-type: none">– “I wonder: Was Althea Gibson the first African American female to play professional tennis or golf?”– “I wonder: How did she change American values?”– “I wonder: Was Roberto Clemente discriminated against because he was Latino?”– “I wonder: How did he face prejudice and what impact did this make on American society?”	<ul style="list-style-type: none">• 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.• Supply sentence starters (e.g., I notice _____. I wonder about _____.) for Gallery Walk observations and questions so all students can participate independently.



Work Time (continued)	Meeting Students' Needs
<p>B. Summarizing Information (15 minutes)</p> <ul style="list-style-type: none"> Review the learning target: "I can summarize information about each athlete after viewing images and text during a Gallery Walk." Ask students to think about then share out the meaning of the words <i>summarize</i> (share the main points; what something is mainly about; key ideas), <i>images</i> (pictures; illustrations; video), and <i>text</i> (written ideas; quotes; biographical information; article excerpts). Review the Ink-Pair-Share protocol with students. Allow students 3 to 4 minutes to complete the following: <ol style="list-style-type: none"> Based on the images and text you viewed and read during the Gallery Walk, in your journal write a brief summary about what you currently know about Althea Gibson. Make sure the summary includes: a physical description, the era in which she lived, and the sport(s) she played. Pair to share your summary about Althea Gibson. Clarify the terms <i>physical description</i> (what someone looks like) and <i>era</i> (time period) as needed. Circulate to support as needed. Allow students 3 to 4 minutes to complete the following: <ul style="list-style-type: none"> Based on the images and text you viewed and read during the Gallery Walk, in your journal write a brief summary about what you currently know about Roberto Clemente. Make sure the summary includes: a physical description, the era in which he lived, and the sport(s) he played. Pair to share your summary about Roberto Clemente. Circulate to support as needed. Focus students' attention whole group. Cold call students to share their summaries aloud. Listen for: "Althea Gibson was an African American female who played tennis and golf during the 1950s and 1960s," "Roberto Clemente was a Latino man who played professional baseball from the 1950s through the 1970s," and □ similar ideas. Tell students that during Work Time C they will determine which athlete most interests them and why. 	<ul style="list-style-type: none"> Students may need a think aloud and model of how to write a summary given the details found from the images and text. Consider doing that with images and text from <i>Promises to Keep</i>. Post, or write, the protocol steps for group work on the white board for students to reference as they work with their groups. List for students the directions for completing the Ink-Pair-Share so that they can refer to them as they work. Struggling writers may need to dictate their summary to a partner or teacher.



Work Time (continued)	Meeting Students' Needs
<p>C. Choosing Which Athlete to Research (15 minutes)</p> <ul style="list-style-type: none"> • Say: “During the next six lessons of this unit you will work in groups of four. Half the groups will study Althea Gibson, and the other half will study Roberto Clemente. You will each develop an opinion about how the athlete overcame barriers and created a legacy. You will need to support your opinion with reasons and evidence from the readings. You will use the opinion, reasons, and evidence you record during the first part of this unit to help you write a letter to a publisher about why the athlete should have a biography published about him or her.” • Review the learning target: “I can determine which athlete I am most interested in researching and justify my selection with reasons.” • Ask students to recall and share out the meaning of <i>determine</i> (decide). • Ask students to think about then share the meaning of the word <i>researching</i>. Listen for ideas such as: “Learn more about a topic by reading texts,” “taking notes,” “viewing images,” “asking questions,” etc. • Ask students to recall and share out the meaning of <i>justify</i> (give a reason for; explain my thinking) and <i>reasons</i> (why I believe something). • Say: “Both Althea Gibson and Roberto Clemente were intriguing individuals who helped to shape our society in different ways.” Ask students to turn and talk to paraphrase: <ul style="list-style-type: none"> * “What do we mean when we say that an individual ‘shapes’ society?” • Listen in and clarify as needed. • Ask students to think about what they found most interesting about each athlete as they work to determine which of the two they are most interested in learning more about. • Tell members of the class that they will begin to work in their expert groups during the next lesson, so they will need to decide which athlete most interests them—Althea Gibson or Roberto Clemente—and why. • Tell students they will record the name of each athlete and the most interesting Notice and Wonder about each athlete (from their Gallery Walk notes). Explain that you will review their details and reasons to help you decide which athlete they will be assigned to study. Remind students that good Notices, Wonders, and supporting reasons should cite specific examples from the images or text they viewed about the athlete. • Distribute one index card to each student and ask students to write their name at the top. 	<ul style="list-style-type: none"> • Provide nonlinguistic symbols for academic words (e.g., a stack of books or texts for <i>research</i>, a person pointing to a book for <i>justify</i> in learning targets. • List the directions for choosing their expert groups so students can refer to them as they work. • Provide sentence stems (e.g., I want to study the athlete _____, because _____) for students who may have difficulty with language.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">Allow the class 8 to 10 minutes to complete the following:<ol style="list-style-type: none">Review your Notices and Wonders (from your Gallery Walk notes) about both Althea Gibson and Roberto Clemente.On one side of your index card, write: Althea Gibson. On the other side of your index card, write: Roberto Clemente.For each athlete, write on the index card your most interesting Notice and Wonder about him or her.On your index card, put a star next to the name of the athlete you would most like to learn more about.Write two reasons to justify why you want to study this athlete. Be sure your reasons include specific details from the images and text you saw and read.Ask students to hold onto their index cards to share out during the Debrief (Closing and Assessment A).	
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">Ask students to pair to share the athlete they chose to study and the two reasons they want to study the athlete.Invite several students to share their thinking whole group.Collect students' index cards.Invite a student to read each of the learning targets out loud, one at a time. After each target, ask students to use the Fist to Five protocol to demonstrate their current level of mastery.Note students who show three, two, one, or a fist as they may need additional support summarizing information from images and text or justifying a choice with reasons.	<ul style="list-style-type: none">Intentionally partner students so that ELL students are partnered with a student who speaks their same L1 language during the Debrief.
<p>B. Introduction of Independent Reading Texts (5 minutes)</p> <ul style="list-style-type: none">Briefly share with students the recommended texts for this unit. As time permits, do a few quick book talks to pique interest.Encourage students to select a book that they would like to read for homework throughout this unit. Be clear that each student needs his or her own text, but they may choose to read the same book as another student in class, so they can have conversations about the book.Tell students that many days in class, they may have brief opportunities to talk about what they are reading.	



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Begin reading the independent book you have chosen. □ <p><i>Note: Review students' index cards to create an Expert Groups anchor chart for Lesson 2. Designate who will be studying which athlete and name the group of three to four that each student will work with as he or she builds background knowledge about Althea Gibson or Roberto Clemente. Also review the Teacher Notes in Lesson 2 regarding grouping of students for research.</i></p> <p><i>Be prepared to return students' essays on Jackie Robinson's legacy (from their end of unit assessment) in Lesson 9 of Unit 2. Find another time during the day when students can review and choose a book or article about the athlete they are researching, for independent reading. As students examine books and articles, encourage them to review their Notices and Wonders about the athlete (from Lesson 1) as well as their notes from today's lesson. Ask students to consider what they know so far about their athlete and what they still want to learn more about. Remind students to review the table of contents, index, glossary, chapter or article titles, captions, images, and so forth to determine which text will most support them in learning more about their athlete's life.</i></p>	<ul style="list-style-type: none">• Consider providing a copy of the book for independent reading that ELL students choose in their L1 language.• Provide prerecorded audio independent reading book for students who struggle with reading independently.



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Images and Text about Althea Gibson

Quotes

- “I hope that I have accomplished just one thing: that I have been a credit to tennis and my country.” —Althea Gibson
- “I always wanted to be somebody. If I made it, it’s half because I was game enough to take a lot of punishment along the way and half because there were a lot of people who cared enough to help me.” —Althea Gibson
- “I don’t want to be put on a pedestal. I just want to be reasonably successful and live a normal life with all the conveniences to make it so. I think I’ve already got the main thing I’ve always wanted, which is to be somebody, to have identity. I’m Althea Gibson, the tennis champion. I hope it makes me happy.” —Althea Gibson
- “No matter what accomplishments you make, somebody helped you.” —Althea Gibson
- “In the field of sports you are more or less accepted for what you do rather than what you are.” —Althea Gibson
- “In sports, you simply aren’t considered a real champion until you have defended your title successfully. Winning it once can be a fluke; winning it twice proves you are the best.” —Althea Gibson
(from <http://womenshistory.about.com/od/gibsonalthea/a/Althea-Gibson-Quotes.htm>)
- “Shaking hands with the Queen of England was a long way from being forced to sit in the colored section of the bus going into downtown Wilmington, North Carolina.” —Althea Gibson, from her autobiography *I Always Wanted to Be Somebody*, 1958



Images and Text about Althea Gibson

Images and text:

- Althea Gibson, cover of Time magazine, 1957
(www.time.com/time/covers/0,16641,19570826,00.html)
- Althea Gibson, poster and brief biographical information (www.altheagibson.com/)
- Althea Gibson, collection of magazine and tennis tournament images, quotes, and biographical information (www.tumblr.com/tagged/althea%20gibson)
- Althea Gibson, photo of winning Wimbledon competition
(www.history.com/photos/black-women-athletes/photo2)
- Althea Gibson, multiple images from Google Images
(www.google.com/search?hl=en&newwindow=1&tbo=d&noj=1&biw=1233&bih=588&tbm=isch&oq=althea+gibson+&gs_l=img.3..0i24l10.99730.99730.0.100201.1.1.0.0.0.0.268.268.2-1.1.0...0.0...1c.Bs5XsGDCOzc&q=althea%20gibson)



Text about and Images of Roberto Clemente

Quotes

- “Any time you have the opportunity to make a difference in this world, and you don’t do it, you are wasting your time on this earth.” —Roberto Clemente
- “To the people here, we are outsiders. Foreigners.” —Roberto Clemente
- Biography (short): www.biography.com/people/roberto-clemente-9250805

Roberto Clemente Smithsonian Exhibit Links:

- Images and text: www.robertoclemente.si.edu/
- Images: www.sites.si.edu/images/exhibits/Roberto%20Clemente/slideshow/index.htm



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 3: Lesson 2

Research: Close Read of Text 1 for Each Expert Group



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

I can explain what a text says using quotes from the text. (RI.5.1)
I can use several sources to build my knowledge about a topic. (W.5.7)
I can document what I learn about a topic by taking notes. (W.5.8)

Supporting Learning Targets

- I can begin to build background knowledge about my athlete by using one of several sources.
- I can identify evidence from the text about how an athlete broke barriers and created a legacy.
- I can develop an opinion about an athlete's legacy based on evidence I identify in the text.
- I can support my opinion about an athlete's legacy with reasons.

Ongoing Assessment

- Journal (gist statement, opinion, and two reasons)
- Students' coded Text 1



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: Establishing Expert Groups (10 minutes)2. Work Time<ol style="list-style-type: none">A. First Read: Building Background Knowledge about My Athlete (15 minutes)B. Second Read: Identifying Evidence to Develop an Opinion (15 minutes)C. Writing a Draft Opinion Supported by Reasons (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Synthesizing: Chalk Talk (10 minutes)4. Homework<ol style="list-style-type: none">A. Think about the barriers that Jackie Robinson broke. How are the barriers he faced similar to the barriers your athlete faced? On your index card, write at least two ways the barriers were the same. □	<ul style="list-style-type: none">• In this lesson, students formally launch their research in “expert groups.” This research is similar to the work that groups did in Module 2, Unit 3 (as they built expertise about either ants or butterflies).• Students do their research in small groups of three to four students (Althea Gibson Expert Groups or Roberto Clemente Expert Groups).• In advance: assign each student to a small expert group (based on their index cards at the end of Lesson 1). Be strategic in your grouping. If you have a few struggling readers, put them in a group together so that you can more directly support them while allowing other students to be more independent. If you have many struggling readers, place them in groups with stronger readers but carefully monitor that they are reading and contributing. ELLs may benefit from being in a group with others who speak their native language.• In advance: Create and post an Expert Groups chart that shows which students are studying which athlete, and that further lists each small expert group of three or four students.• Scaffolding is built into the tasks students work on in their small expert groups. But students still need teacher support for building their literacy skills. For the majority of Work Time, circulate to instruct one group at a time as the other groups work more independently. Review Work Time Parts A, B, and C in advance, to envision the flow of activities. The recommended level of teacher support was determined based on the difficulty of the specific texts each group reads in a given lesson.• Note that in this lesson, the Althea Gibson text has a higher quantitative complexity. The intention is still for students to do their research in heterogeneous groups. See the specific scaffolding built into the lesson to help students with this harder text.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• Throughout the first half of the unit, students read three articles on their selected athlete to synthesize information about a topic from multiple texts (RI.5.9). During Chalk Talks, two small groups studying the same athlete will pair up to participate in a Chalk Talk about one of the big ideas for this module: “How has Roberto Clemente or Althea Gibson broken barriers and created a legacy?” In Lessons 4 and 6, after reading additional articles about their same athlete, students will review and add to these charts. In this lesson, students draw a circle in the center of their chart and make their notes in that center circle. In Lesson 4, they draw a new circle—to represent a new “ripple in the water” of their learning—and add their new thinking. Similarly in Lesson 6.• Note that in this lesson, the Chalk Talk serves as the closing: students reflect and synthesize orally and in groups. Then, in Lessons 4 and 6 (when students have built more knowledge and skill) they do the Chalk Talk during work time, as a scaffold toward more independent synthesis and writing during the closing of those lessons.• In advance: Prepare and post Roberto Clemente and Althea Gibson Chalk Talk charts in different areas of the room (see example in supporting materials). Determine pairings: two small groups (studying the same athlete) that will work together during the Chalk Talk.• Review: Think-Pair-Share and Chalk Talk protocols, and Thumb-O-Meter strategy (Appendix).• In advance: Create a new anchor chart titled Expert Group Norms. These norms will be the same for all groups.



Lesson Vocabulary	Materials
<p>build background knowledge, annotate, evidence, barriers, legacy, overcome, code the text, develop, opinion, support, reasons</p> <p>Vocabulary from the text (to be addressed more in Lesson 3)</p> <p>Althea Gibson group: acceptance, title, entry, marked, defended, deftness, credit, honored</p> <p>Roberto Clemente group: honored, inspires, charities/charity, racism, brushed (it off), change, attitudes</p>	<ul style="list-style-type: none">• Expert Group Norms anchor chart (new, co-created with students during Opening A)• Journals• “Althea Gibson” article (one per student in the group)• “Roberto Clemente’s Gifts from the Heart” article (one per student in the group)• Features of Informational Text anchor chart (from Module 3A, Unit 2)• Roberto Clemente: Identifying Evidence task card (one per group or per student studying Roberto Clemente)• Althea Gibson: Identifying Evidence task card (one per group or per student studying Althea Gibson)• Roberto Clemente: Chalk Talk chart (one per pair of groups studying Roberto Clemente)• Althea Gibson Chalk Talk chart (one per pair of groups studying Althea Gibson)• Opinion and Reasons task card (one per student)• Index cards, for homework (one per student)• Chart paper for new anchor chart: Expert Group Norms• Markers



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Establishing Expert Groups (10 minutes)</p> <ul style="list-style-type: none">• Remind students of their work in expert groups during Module 2 related to ants and butterflies. Ask students to Think-Pair-Share with a partner about ways they worked within an expert group to support their research process.• Share out. Listen for students to say that other students in their expert group helped them understand text, organize their thinking, and add ideas that they might not have thought of on their own.• Remind students that during Lesson 1 they viewed images and text about Althea Gibson and Roberto Clemente, then chose one of these athletes to study. Reinforce to the class that both these athletes broke barriers and made an impact on American society, similar to Jackie Robinson.• Say: "Now you will have the opportunity to build your background knowledge about how one of these two athletes broke the barriers of her or his period of history and influenced American values."• Post the Expert Group Norms anchor chart. Ask students to recall the triad talk norms they followed in Module 1, Unit 2. Direct students to pair to share how following the triad talk norms helped them be successful as a group in the past.• Cold call several students to share out. Listen for norms such as: "Each person had to contribute to the discussion," "We took turns talking so everyone's ideas could be heard," "We asked each other follow-up questions like, 'Would you like to add to my idea?' or 'Can you tell us what you're thinking?'," "We showed each other the specific details from the text by pointing to specific paragraphs or sentences," "We asked questions to understand each other's ideas," and similar statements.• Record students' responses on the Group Norms anchor chart. Leave posted for students' reference during Work Time.• Announce athlete expert groups and post the Expert Groups chart of who is in each group. Designate meeting spots for expert groups to meet and store their materials.• Ask students to take out their journals and move to their group's area.	<ul style="list-style-type: none">• Intentionally partner ELL students with other students who speak the same L1 language.• Consider grouping students at tables strategically so that stronger readers and writers are at tables with those students who struggle with grade-level text so peers may support one another during group reads and discussions.



Work Time	Meeting Students' Needs
<p>A. First Read: Building Background Knowledge about My Athlete (15 minutes)</p> <ul style="list-style-type: none">• Once students are settled, focus them whole group. Be sure all students have access to the article about their assigned athlete, Althea Gibson or Roberto Clemente's Gifts From the Heart.• Review the learning target: "I can begin to build background knowledge about my athlete by using one of several sources."• Ask students to think about, then share out the meaning of the phrase <i>build background knowledge</i>. Listen for ideas like: "Begin to learn about something new," "Learn facts and information about a topic I don't know a lot about yet," etc.• Refer students to the Features of Informational Text anchor chart.• Allow students a minute to scan for any new text features they notice in their articles. Invite several students to share whole group. Listen for: "The Althea Gibson article has the years she lived, 1927-2003," "The Roberto Clemente article has subtitles within the article, and the article is broken into three sections," or similar ideas. Add students' ideas to the Features of Informational Text anchor chart.• Ask students to share out what they often do when they encounter a new text. Listen for: "Read for the gist."• Explain that a good strategy to use for determining the gist of an article is to make annotations about the gist of individual sections, or chunks, as they read. Ask students to think about then share out the meaning of the word <i>annotate</i>. Listen for: "Make notes in the margin, next to chunks or sections of the article." Tell students that today, one way they will be making notes is to <i>code the text</i>: to make specific marks related to the concepts of "barriers" and "legacy." This is explained on their task cards. <p>Roberto Clemente Groups: Read Independently</p> <ul style="list-style-type: none">• Allow students 6 to 7 minutes to independently read their article. Ask them to make annotations about the gist for each paragraph.	<ul style="list-style-type: none">• Provide sentence stems for students who may have difficulty with language (e.g., "A text feature that is important in this text is _____").• Some students may need the passage read a second time to determine the gist.• Struggling writers may need to dictate their gist to a partner or teacher.



Work Time	Meeting Students' Needs
<p><i>Althea Gibson Groups: Read Aloud and Guided Practice</i></p> <ul style="list-style-type: none">• Then bring the groups studying Althea Gibson together. Explain that because this text is difficult, the first read will be aloud. Ask students to have their eyes on the text and read silently in their heads. Begin with the title, “Althea Gibson (1927-2003 ...)” Because this text is above grade level, it is important to support students during their first read. Pause at the end of particularly complex sentences and prompt students to consider and briefly discuss confusing language or terminology. Provide clarification as necessary. Stop reading after the end of each paragraph so students can ask clarifying questions and annotate for gist. <p><i>All Groups</i></p> <ul style="list-style-type: none">• After students have worked in their groups for about 10 minutes, refocus them whole group. Prompt them to take 1 to 2 minutes to think about and discuss with their group members:<ul style="list-style-type: none">* “What is the gist of this passage?”* “How did the athlete break barriers and create a legacy?”• Direct students to turn to a new page in their journals to record the gist of this passage.• Cold call a few students to share what they have written. Listen for ideas such as: “Althea Gibson’s accomplishments helped to win acceptance for African American players in tennis”; and “Roberto Clemente dealt with racism because he was Hispanic, but he became one of baseball’s most famous players because of his skill and charity work.”	



Work Time (continued)	Meeting Students' Needs
<p>B. Second Read: Identifying Evidence to Develop an Opinion (15 minutes)</p> <ul style="list-style-type: none">• Keep students focused whole group. Review the learning target: “I can identify evidence from the text about how an athlete broke barriers and created a legacy.”• Ask students to recall and share out the meaning of the words <i>evidence</i> (facts; specific details; information), <i>barriers</i> (obstacles; difficulties; ways to keep separate), and <i>legacy</i> (a person’s influence on society—usually but not exclusively after she or he is no longer living; something handed down from the past).• Say: “Remember that during Unit 2 of this module you identified evidence to help you answer a question, then you formed an opinion based on the evidence. In this part of Work Time you will reread your article and mark evidence that helps you to answer the question: * “How did the athlete break barriers and create a legacy?”• Point out that this is a two-part question. Students will need to identify evidence that describes the “barriers” the athlete overcame as well as evidence of the athlete’s “legacy.” Clarify the relationship between these two key concepts: students must first identify the <i>barriers</i> that the athlete faced in society, and then see how <i>overcoming</i> those barriers influenced each athlete’s <i>legacy</i>.• Tell students that they will use the evidence they identify to help them develop an opinion about the athlete’s legacy, during Work Time C.• Distribute task cards to each group: Roberto Clemente: Identifying Evidence task card or Althea Gibson: Identifying Evidence task card. <p>Roberto Clemente Groups: Read Independently and Discuss Focus Questions</p> <ul style="list-style-type: none">• Briefly read the task card aloud to students and clarify directions as necessary.• Give students 7 to 8 minutes to complete their task cards.	<ul style="list-style-type: none">• Provide nonlinguistic symbols for <i>evidence</i> (a check mark), <i>barriers</i> (walls; blockade), and <i>legacy</i> (monuments; bridges with person’s name).• Strategically assign chunks of text to groups. Assign ones referencing more known events to students who may struggle more with grade-level text.• Consider allowing students who struggle with reading to find only one piece of evidence instead of two.



Work Time (continued)	Meeting Students' Needs
<p><i>Althea Gibson Groups: Reread Aloud, Chunking, and Coding the Text</i></p> <ul style="list-style-type: none">• Actively support those students studying Althea Gibson. Briefly read the task card aloud and clarify directions as necessary.• Tell students that they are going to chunk this text and code it: they will make marks in the margins to help them keep track of specific information related to barriers or legacy. Reread the article aloud as students read silently in their heads. Pause after each paragraph and ask students to underline and text code evidence related to both barriers and legacy.• Direct students to take 2 to 3 minutes to discuss the evidence they identified about barriers and legacy as well as the focus questions on their task card.• As students studying Althea Gibson discuss, move to listen in and informally support the students reading about Roberto Clemente. <p><i>All Groups</i></p> <ul style="list-style-type: none">• After 7 to 8 minutes, briefly refocus students whole group. Cold call members from each group to share out the evidence they identified to describe the barriers each athlete faced. Listen for: “Althea Gibson came from one of the poorest neighborhoods in New York City,” “Her entry into the national championships at Forest Hills marked an important step for black players,” “Roberto Clemente had to deal with racism,” “Fans yelled hurtful words because they did not like the color of his skin,” and similar ideas.• Next, cold call different members from each group to share out what they learned about each athlete’s legacy. Listen for: “Althea Gibson’s helped make women’s tennis the competitive sport it is today,” “She was honored with a ticker tape parade in New York City,” “She wrote an autobiography about her life,” “Roberto Clemente and his baseball team started the ‘Day of Giving’ to promote charitable giving,” “After his death he became the first Hispanic player to be voted into the Major League Baseball Hall of Fame,” and similar ideas.• Continue to reinforce the relationship between <i>barriers</i> and <i>legacy</i>. Say: “The barriers each athlete faced influenced the legacy she or he created. Remember that one of our big ideas for this module is that ‘Individuals are shaped by and can shape society.’ These athletes were shaped by the challenges they faced, and each athlete created a legacy as a result of overcoming those barriers. Their legacies have helped to shape our society.”• Ask students to consider then share out what it means to <i>shape society</i>. Listen for ideas like: “Change society for the better,” “Impact society,” “Influence society,” etc.	<ul style="list-style-type: none">• Consider creating an anchor chart for each athlete to record and keep posted the information learned about each one.



Work Time (continued)	Meeting Students' Needs
<p>C. Writing a Draft Opinion Supported by Reasons (10 minutes)</p> <ul style="list-style-type: none"> Review the learning targets: “I can develop an opinion about an athlete’s legacy based on evidence I identify in the text” and “I can support my opinion about an athlete’s legacy with reasons.” Remind students of the work they did during the last part of Unit 2 when they were asked to develop their own opinions about Jackie Robinson’s work with civil rights and his legacy. Ask students to think about then share what they remember about the meaning of the words <i>develop</i> (form; determine), <i>opinion</i> (WHAT I believe; point of view; judgment), <i>support</i> (strengthen), and <i>reasons</i> (WHY I believe the opinion). Say: “Now that you have read and reread an article about your athlete, you will form an opinion about how the athlete broke barriers and created a legacy, based on the evidence you identified in your article. Remember that opinions contain a judgment word (or words) and are supported by reasons that explain WHY you believe the opinion.” Distribute the Opinion and Reasons Task Card. Read the steps aloud to students and clarify any directions as necessary. Direct students to take 6 to 7 minutes to complete the task card steps in their groups. Circulate to support as needed. After 6 to 7 minutes, cold call members of each group to share their opinion and reasons whole group. For the Althea Gibson group, listen for: Opinion: “Althea Gibson created an important legacy which helped win acceptance for African American players in professional tennis.” Reasons: “She became one of the top international tennis players of the 1950’s”; “Her entry into the national tennis championships at Forest Hills marked an important step for black players.” For the Roberto Clemente group, listen for: Opinion: “Even though Roberto Clemente faced racism, he established an amazing legacy by becoming one of baseball’s most admired and charitable athletes.” Reasons: “He helped to change Americans’ attitudes about Hispanics in professional baseball,” “He and his teammates started a charitable organization and encouraged others to support the team’s charity fund,” and similar ideas. 	<ul style="list-style-type: none"> Provide nonlinguistic symbols for <i>opinion</i> (an exclamation point) and <i>reasons</i> (a question mark). Some students may need the portion of text reread in order to develop an opinion and supporting reasons. Provide sentence stems for students who may have difficulty with language. (For example, [name of athlete] created an important legacy for _____, by breaking the _____ barrier. I believe this because she/he _____.) Struggling writers may need to dictate their opinion and reasons to a partner or teacher.



Closing and Assessment	Meeting Students' Needs
<p>A. Synthesizing: Chalk Talk (10 minutes)</p> <ul style="list-style-type: none">• Post the Chalk Talk charts, and give each group markers. Arrange groups for the Chalk Talk (see teaching note: two groups that studied the same athlete will pair up with each other).• Ask student groups to pair up and move to their designated Althea Gibson Chalk Talk chart or Roberto Clemente Chalk Talk chart.• Prepare students:<ol style="list-style-type: none">1. Review the Chalk Talk protocol.2. Tell them that they will be adding to this chart as they read more articles about their athlete. Ask them, for today, to draw a circle in the center of their chart and write their notes just within that inner circle.3. Remind students to put their names on their charts.• Read the Chalk Talk chart questions aloud:<ul style="list-style-type: none">* “How has Roberto Clemente broken barriers and created a legacy?”* “How has Althea Gibson broken barriers and created a legacy?”• Tell students to write their ideas only inside the circle in the center of the chart.• Allow students 7 to 8 minutes for their Chalk Talks.• Circulate to support as needed.• Invite several students to share out ideas from their Chalk Talks. Listen for: “Althea Gibson (or Roberto Clemente) was the first to break a barrier, which changed our society by paving the way for other athletes of color to participate in tennis or baseball,” “Althea Gibson’s success, won acceptance for other African Americans to participate in professional tennis,” “Roberto Clemente was active in charity work, which helped to improve people’s lives,” “They were recognized as outstanding athletes, and their skills helped to change the way people in society viewed athletes of color,” etc.• As time permits, review learning targets one at a time, asking students to indicate their level of mastery for this target by using the Thumb-O-Meter strategy.• Ask students to keep their articles for the next lesson. Distribute one index card to each student for homework.• Collect students’ journals.	<ul style="list-style-type: none">• Post, or write, the Chalk Talk protocol steps for group work on the white board for students to reference as they work with their groups.• Struggling writers may need to dictate their Chalk Talk ideas to a partner or teacher.• Post, or write the Chalk Talk questions for students to reference while following the protocol.



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Think about the barriers that Jackie Robinson broke. How are the barriers he faced similar to the barriers your athlete faced? On your index card, write at least two ways the barriers were the same. □ <p><i>Note: Review students' journals to determine their current ability to develop an opinion based on evidence and support the opinion with reasons.</i></p> <p><i>Students will add to their Chalk Talk charts in Lessons 4 and 6. Store the charts in a safe place in the classroom.</i></p>	<ul style="list-style-type: none">• Consider prewriting the focus question on an index card for students who struggle with writing.• Students who struggle with language may need to dictate the answer to their focus question to someone at home.



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 3: Lesson 2

Supporting Materials



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Althea Gibson Article

Gibson, Althea (1927–2003)

From a childhood in one of New York City's poorest neighborhoods, Althea Gibson rose to become one of the top international tennis players of the 1950's. Her success helped win acceptance for African American players in the major tennis tournaments. Her aggressive style of playing helped make women's tennis the competitive sport it is today.

Along the way, Gibson built up an impressive record of major wins and "firsts." She was the first black female player to compete in United States national tennis championships. She was also the first black to win a major tennis title. In 1957 and again in 1958, she won the United States women's singles title at Forest Hills, New York, and the women's singles championship at Wimbledon, near London, England. She was also a member of the winning women's doubles teams at Wimbledon for three years in a row, in 1956, 1957, and 1958.

Althea Gibson was born in Silver, South Carolina, on August 25, 1927. She grew up in the Harlem section of New York City. There she learned to play paddle tennis in the Police Athletic League "play street" program. In 1941 she began to play tennis. In 1944 and 1945 she won the junior girls' championship of the American Tennis Association (ATA), a group for black players. Two years later she captured the ATA women's championship. She held that title for ten years.

Gibson studied at Florida Agricultural and Mechanical University from 1949 to 1953. In 1950, her performance in tournaments sponsored by the United States Lawn Tennis Association earned her entry into the national championships at Forest Hills. She lost in the second round. But her entry marked an important step for black players.

After college, Gibson worked as an athletic instructor for two years. Then, in 1955, she was chosen as a member of a team of United States tennis players who were sent abroad on a goodwill tour. While playing overseas, she perfected her game. And she began her rise to the top of international amateur tennis.

Gibson won her first Wimbledon women's doubles title in 1956. She also scored victories at major tournaments in France, Italy, and several Asian countries. In 1957, she was the world's number-one female player. After her singles and doubles wins at Wimbledon, she returned to the United States and captured the women's national clay court championship. Then she went on to win the women's singles title at Forest Hills. She successfully defended her Wimbledon and Forest Hills titles the next year. She was also a member of the victorious United States Wightman Cup team in 1957 and 1958.



Althea Gibson Article

Gibson became a professional tennis player in 1959. While she continued her tennis career, she also played on the women's professional golf tour during the 1960's. And beginning in the 1960's, she held various positions in state and local recreation programs in New York and New Jersey.

Sportswriters of the 1950's described Gibson's tennis playing as a "combination of deftness and power". They gave her credit for the "best serve in women's tennis." After her 1957 Wimbledon victories, she was honored with a ticker-tape parade in New York City. She received many other honors during her career. The Associated Press twice named her female athlete of the year. She was named to the International Tennis Hall of Fame in 1971. And she was named to the Black Athletes Hall of Fame in 1974. Her autobiography, *I Always Wanted to Be Somebody*, was published in 1958. Althea Gibson died on September 28, 2003, in East Orange, New Jersey.

"Althea Gibson" The New Book of Knowledge. Grolier Online, 2013. Web.



Roberto Clemente's Gifts from the Heart

Roberto Clemente's Gifts From the Heart

From September 15 to October 15, Hispanic Heritage Month celebrates Americans of Spanish and Latin background. On Friday, Pittsburgh baseball fans honored the city's most popular Hispanic hero, Roberto Clemente.

The baseball great was born in Puerto Rico. He played for the Pittsburgh Pirates from 1954 until his death in 1972. Off the field, Clemente was known for helping others. The Pirates held the Roberto Clemente Day of on September 18. The day celebrated the player's gifts to the world.

A Celebration of Giving Back

When Clemente died in a plane crash, he was on his way to help people. The plane was bringing supplies to victims of an earthquake in Central America. His belief in helping others still inspires people. That's why his team started the "Day of Giving."

The Pirates used the day to urge fans to support charities, or groups that help people. Clothing and food were collected for people in need. Fans bought raffle tickets to support the team's own charity fund.

Home Run for Hispanic Heritage

As a child, Roberto was a gifted baseball player. While still in high school, he began to play for Puerto Rico's amateur, or nonprofessional, league. In 1954, he joined the Pittsburgh Pirates. He stayed with the team for the rest of his life.

Clemente began his career at a time when many Hispanic athletes had to deal with racism. Fans sometimes yelled hurtful words at him because they did not like the color of his skin. But he brushed it off. "I don't believe in color," Clemente once told reporters.

In time, Clemente became one of baseball's most famous stars. He was the first Hispanic American to earn a World Series ring as a starting player, in 1960. He was also the first Hispanic player to win the Most Valuable Player (MVP) award, in 1966. Then in 1971, he became the first Hispanic player to win the World Series MVP award.



Roberto Clemente's Gifts from the Heart

After his death, Roberto became the first Hispanic player to be voted into Major League Baseball's Hall of Fame. Clemente's career and life were sadly cut short. But during his life, he helped change American attitudes about Hispanics in professional sports—on and off the field.

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Roberto Clemente: Identifying Evidence Task Card

1. On your own, reread the article about Roberto Clemente.
2. Underline at least two pieces of evidence that describe “barriers” he faced or overcame. Code the text: Write a “B” above underlined evidence related to “barriers.”
3. Underline at least two pieces of evidence that describe Roberto Clemente’s “legacy.” Code the text: Write an “L” above underlined evidence related to his “legacy.”
4. With your group, discuss the evidence you identify.
5. Think about then discuss the following focus questions with your group members:
 - What barriers did Roberto Clemente have to overcome?
 - What is Roberto Clemente’s legacy? (Think about baseball and his charitable works.)

Althea Gibson: Identifying Evidence Task Card

1. Follow along silently as the article is read aloud in chunks.
2. Underline at least two pieces of evidence that describe “barriers” Althea Gibson faced or overcame. Code the text: Write a “B” above underlined evidence related to “barriers.”
3. Mark at least two pieces of evidence that describe Althea Gibson’s “legacy.” Code the text: Write an “L” above underlined evidence related to her “legacy.”
4. With your group, discuss the evidence you identify.
5. Think about then discuss the following focus questions with your group members:
 - What barriers did Althea Gibson have to overcome?
 - What is Althea Gibson’s legacy?



Teacher Resource:
Chalk Talk Chart examples

How has Roberto Clemente broken barriers and created a legacy?

Text #1

How has Althea Gibson broken barriers and created a legacy?

Text #1



Opinion and Reasons Task Card

1. Review the evidence you underlined and text coded (during Work Time B) to develop an opinion about the athlete's legacy. Think about how your athlete faced barriers to create a legacy.
2. Discuss your opinion with your group members.
3. On a new page in your journal, write an opinion about how your athlete broke barriers and created a legacy.
4. Include a judgment word in your opinion.
5. Support your opinion with at least two reasons **WHY** you believe the opinion. Write these below the opinion, on the same journal page.



EXPEDITIONARY
LEARNING

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

Organizing an Opinion, Reasons, and Evidence:

Text 1 for Each Expert Group



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

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

a. I can create an organizational structure in which I group together related ideas.

b. I can identify reasons, facts, and details that support my opinion.

I can use several sources to build my knowledge about a topic. (W.5.7)

I can accurately synthesize information from multiple texts on the same topic. (RI.5.9)

I can accurately use fifth-grade academic vocabulary to express my ideas. (L.5.6)

Supporting Learning Targets

- I can logically group together related reasons and evidence that support my opinion by using a graphic organizer.
- I can determine the meaning of new words and phrases from context in an article about an athlete.
- I can revise my opinion, supporting reasons, or evidence about an athlete based on new understandings of key vocabulary.

Ongoing Assessment

- Journals (graphic organizer with opinion, reasons, and evidence)
- Vocabulary cards



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Homework Review and Engaging the Writer (5 minutes)Work Time<ol style="list-style-type: none">Choosing a Graphic Organizer and Grouping Together Related Ideas (20 minutes)Key Vocabulary to Deepen Understanding (15 minutes)Revising Opinions, Reasons, and Evidence (10 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief (10 minutes)Homework	<ul style="list-style-type: none">In this lesson, students continue to work with their “expert group” article from Lesson 2 (either Althea Gibson or Roberto Clemente).In Work Time A, students first briefly review two graphic organizers they have used in this or previous modules (“Accordion” and “My Opinion, Reasons, and Evidence”). Each student chooses one of the two graphic organizers, and creates an organizer in his or her journal. This brief activity serves as a low-stakes opportunity for students to learn the academic vocabulary of <i>evaluate</i>, <i>advantage</i>, and <i>disadvantage</i>, and helps give them a sense of ownership over their note taking.The crux of the learning is not the graphic organizer itself, but the new focus on how to organize ideas logically. Students learn about two organizational structures that they can use (with <u>either</u> graphic organizer) to <u>logically</u> order their reasons: Chronological Order or Order of Importance. They then again weigh advantages and disadvantages to choose their preferred structure, given the evidence they have gathered from their reading.Students will continue to add to their graphic organizer as they read two more articles about their athlete in Lessons 4–7. Each new article includes additional reasons and evidence. As students gain more knowledge about how their athlete created a legacy, they will revise the opinion. Throughout this unit, reinforce the iterative nature of reading, writing, and research (linked to RI.5.9 and W.5.7 in particular).This process serves as a scaffold toward the mid-unit assessment, in which students must independently create a graphic organizer to record and logically order their ideas (W.5.1).In advance: Create two new charts: Words about Barriers and Words about Legacy.



Lesson Vocabulary	Materials
<p>graphic organizer, group, related, reasons, evidence, opinion, evaluate, advantages, disadvantages, chronological, importance, context, revise; democracy, human rights</p> <p>Repeated from Lesson 2: Althea Gibson article: acceptance, firsts, title, marked, defended, deftness, credit, honored</p> <p>Roberto Clemente article: honored, inspires, charity, racism, brushed (it off), change, attitudes</p>	<ul style="list-style-type: none">• Student Journals• “Althea Gibson” article (from Lesson 2)• “Roberto Clemente’s Gifts from the Heart” article (from Lesson 2)• Document camera or overhead projector• Sample graphic organizers page (one of each to project)• Chronological Order sample (one to project)• Order of Importance sample (one to project)• Related Ideas task card (one per student)• Vocabulary Strategies anchor chart (from Units 1 and 2)• Althea Gibson vocabulary task card (one per student in Althea Gibson groups)• Roberto Clemente vocabulary task card (one per student in Roberto Clemente groups)• Index cards (seven per student for Work Time C; one for homework)• Words about Barriers anchor chart (new, co-created with students during Work Time B)• Words about Legacy anchor chart (new, co-created with students during Work Time B)• Promises to Keep book, from Unit 2 (for homework)• Definitions of Key Vocabulary for Text 1 (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Homework Review and Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their homework index cards.• Allow students 1 to 2 minutes to pair to share their responses with a student from a different group who is studying the same athlete.• Collect the homework index cards.• Remind students that during the previous lesson they read to learn about how an athlete broke barriers and created a legacy. Ask students to think about then share with a partner who is studying the other athlete.<ul style="list-style-type: none">* "What was one significant barrier my athlete faced?"* "What is one example of my athlete's legacy?"• Invite several students to share their thinking whole group. Listen for ideas like: "Althea Gibson was the first black female player to compete in United States national tennis championships; one example of her legacy is that her entry into national tennis championships marked an important step for African American athletes," "Roberto Clemente faced the barrier of racism; he left a legacy of giving back to the community, and part of his legacy includes being the first Hispanic to earn baseball's Most Valuable Player award," etc.• Tell students that today they will continue to work with the article they read yesterday. They will begin to organize the opinions, supporting reasons and evidence they identified during the previous lesson.	<ul style="list-style-type: none">• Intentionally partner ELL students with other students who speak the same L1 language.• Provide sentence stems (e.g., "A barrier my athlete faced is _____." One example of my athlete's legacy is _____") for students who may have difficulty with language. Note that such scaffolds are useful for students who need support. But most students should be encouraged to compose their own sentences; this will result in less stilted or "formulaic" responses.• Post all questions asked to the class and the answers they provide for students to refer to throughout the lesson.



Work Time	Meeting Students' Needs
<p>A. Choosing a Graphic Organizer and Grouping Together Related Ideas (20 minutes)</p> <ul style="list-style-type: none"> • Note: Keep the review of the two graphic organizers brief. The crux of the learning is on how to logically order ideas. • Ask students to take out their journals and their “Althea Gibson” or “Roberto Clemente’s Gifts from the Heart” article (from Lesson 2). • Direct students to join their groups (from Lesson 2). • Review the learning target: “I can logically group together related reasons and evidence that support my opinion by using a graphic organizer.” • Ask students to consider then share out the meaning of the words graphic organizer. Listen for: “A tool to organize and record ideas,” or similar ideas. Ask students to remember and share out the meaning of the words <i>group</i> (put together), <i>related</i> (connected; similar), <i>reasons</i> (WHY I believe an opinion or point of view), <i>evidence</i> (facts; specific details; information), and <i>opinion</i> (WHAT I believe; judgment; point of view). • Remind students they’ve created their own graphic organizers in previous modules. Tell them that today, they will <u>briefly</u> review two familiar graphic organizers and choose one to create in their journals. Then they will dig into some important new learning: thinking about how (with either graphic organizer they chose) to group their ideas logically. • Display the Sample Graphic Organizer page (both Accordion and My Opinion, Reasons, and Evidence). Tell students that in order to choose which graphic organizer each of them wants to use, they need to evaluate the <i>advantages</i> and <i>disadvantages</i> of each graphic organizer. Clarify the meaning of the words <i>advantages</i> (benefits; plus; pro) and <i>disadvantages</i> (weakness; difficulty) as needed. • Ask students to take 2 to 3 minutes to consider then discuss in groups: <ul style="list-style-type: none"> * “What are the advantages of each graphic organizer?” * “What are the disadvantages of each graphic organizer?” • Cold call members from each group to share their thinking. Listen for ideas such as: “One advantage to the Accordion organizer is that you can see your ideas easily within each square or block; a disadvantage is that creating the squares or blocks can take time,” “An advantage to using the My Opinion, Reasons, and Evidence organizer is that it is familiar because we have used it throughout this module; a disadvantage is that it is sometimes difficult to distinguish between the reasons and evidence if the evidence is not indented far enough below each reason,” or similar ideas. 	<ul style="list-style-type: none"> • Provide nonlinguistic symbols for <i>group</i> (several items placed closely together), <i>related</i> (chain links), <i>reasons</i> (a question mark), <i>evidence</i> (a check mark), <i>opinion</i> (an exclamation point), <i>advantages</i> (a plus sign), and <i>disadvantages</i> (a minus sign). Or consider providing simple definitions, such as: <ul style="list-style-type: none"> – Group = put together – Related = connected – Opinion = what I believe. • List for students the directions for choosing and creating a graphic organizer so that they can refer to them as they work.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Give students 3 to 4 minutes to do the following:<ol style="list-style-type: none">1. Choose the graphic organizer format that you want to use (Accordion or My Opinion, Reasons, and Evidence).2. Talk with a partner:<p>“Why does the graphic organizer you chose suit your task best?”</p>3. On a new page in your journal, create the graphic organizer. Begin with one space or line for: My Opinion.4. Add a box or line for Reason 1, and below it two boxes or lines for evidence.5. Add a box or line for Reason 2, and below it two boxes or lines for evidence.• Circulate to support as needed.• Ask students to review the opinion about an athlete they recorded in their journals during Lesson 2. Then tell them to record only the opinion on their graphic organizers, in the box or on the line titled: My Opinion.• Tell students that now that they have reviewed these basic graphic organizers, they are going to take one more step and think carefully about how to logically order their reasons. Remind students that during the previous unit they began to work on recording reasons and evidence that were related. Explain that during this unit they will learn about two specific ways to group related ideas together: Chronological Order and Order of Importance.• Display the Chronological Order sample. Tell students to look closely at the sample then discuss with their group members:<ul style="list-style-type: none">* “What do you notice about how the information is organized in this example?”* “What are the advantages and disadvantages of organizing information in chronological order?”• After 2 to 3 minutes, invite several students to share out whole group. Listen for ideas like: “There are specific dates named within the reasons and evidence; they are in order from earliest to latest.”• Explain that when information is organized sequentially by date it is called “chronological order.” The word <i>chronological</i> means “in order of time.”• Next, display the Order of Importance sample. Once again ask students to look closely at the sample then discuss with their group members:<ul style="list-style-type: none">* “What do you notice about how the information is organized in this example?”	<ul style="list-style-type: none">• Provide non-linguistic symbols for <i>chronological</i> (a timeline or clock) and <i>importance</i> (a large box with several smaller boxes next to it.)• List for students the directions for choosing a logical order to use for recording their ideas so that they can refer to them as they work.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • After 2 to 3 minutes, invite several students to share out whole group. Listen for ideas like: “There are no dates listed, so the information seems to be arranged by what is most important to what is least important, or what is least important to what is most important.” • Explain that in the Order of Importance example, the information is organized according to what the writer determines is either the most important or least important idea first. The writer must determine or prioritize information according to the value he or she places on the information. Often writers will share what they think is most important first if they are trying to engage their audience with an important piece of information. At other times, writers will choose to start with the least important piece of information and end with the most important details if they want the reader to remember a specific and important point. • Ask students to take 2 to 3 minutes to complete the following in their groups: <ol style="list-style-type: none"> 1. Review the opinion and two reasons you recorded in your journal during Lesson 2. 2. Review the underlined evidence from your article that you coded “B” (barriers) or “L” (legacy) during Lesson 2. 3. With your group, take 2 to 3 minutes to consider then discuss: <ul style="list-style-type: none"> * “Which organizational structure will you use to logically order your information? Why?” * “What are the advantages? The disadvantages?” • Cold call members from each group to share aloud. Listen for ideas like: “Chronological order will work best for grouping my ideas because I identified mostly facts and details that have specific dates,” “Order of Importance will work best to group my ideas because I did not flag a lot of information about dates and I have some ideas that I think are more important than others,” etc. • Distribute the Related Ideas Task Card, one per student. Read the directions aloud. Clarify instructions as necessary. • Allow students 6 to 7 minutes to independently complete the steps on the task card. • Circulate to support as needed. Reinforce students’ use of chronological order by emphasizing that their reasons and evidence are recorded from earliest to latest date. If students use order of importance, ask them to explain how they determined what were the most or least important reasons. • As time permits, invite students to share out the method they used to group related ideas and why they chose either chronological or order of importance. • Tell students they will continue to add to these organizers as they read to learn more about their athlete in coming lessons. 	<ul style="list-style-type: none"> • Provide sentence stems for students who may have difficulty with language. (e.g., “A text feature that is important in this text is _____.”) • Some students may need the passage read a 2nd time in order to be able to process the text to determine the gist. • Struggling writers may need to dictate their gist to a partner or teacher.



Work Time (continued)	Meeting Students' Needs
<p>B. Key Vocabulary to Deepen Understanding (15 minutes)</p> <ul style="list-style-type: none">• Review the learning target: “I can determine the meaning of new words and phrases from context in an article about an athlete.”• Remind students they have worked on this target throughout each of the modules. Cold call students to share out what they recall about the meaning of the word <i>context</i> (the words or phrases that come before or after a key word; help us to figure out what the word means).• Ask the class to recall the purpose of determining the meaning of key vocabulary from the text. Cold call several students to share their thinking aloud. Listen for: “It helps us understand the text better,” “Understanding key words helps us understand key concepts in the reading,” “We can use new understandings to revise our thinking,” etc.• Display and review with students the Vocabulary Strategies they used during the previous units of this module.• Distribute the Althea Gibson Vocabulary task card to each student who read the article about Althea Gibson (during Lesson 2). Distribute the Roberto Clemente Vocabulary task card to each student who read the article about Roberto Clemente (during Lesson 2). Give each student seven index cards.• Ask students to read the directions on their task card and discuss the steps with their group members. Circulate as students read and discuss their task cards to clarify any instructions as needed.• Allow students 8 to 10 minutes to complete their task cards. Remind students to refer to the Vocabulary Strategies anchor chart for ideas about how to determine the meaning of unknown words.• Circulate to support groups and ensure students are able to define each key word accurately (see supporting materials for Teacher Resource “Definitions of Key Vocabulary”).• Once students complete the steps listed on their task cards, focus their attention whole group.• Reinforce to the class that one of the big ideas for this module is that “individuals are shaped by and can shape society.” Say: “Focusing on key terms related to the barriers each athlete faced, and the legacy each left, will help us to better understand the connection between how an individual can overcome significant challenges and help to shape the values of a society through her or his legacy.”	<ul style="list-style-type: none">• Consider narrowing the focus on specific key words for students who struggle with language—to three or four of the vocabulary words rather than all seven.• Highlight the focus vocabulary words in the text for students who may have difficulty locating them on their own.• Consider prewriting the vocabulary words on the cards for students who struggle with writing.• Consider allowing students who struggle with writing to dictate their vocabulary definition to their partner or to just draw a visual representation of the word meaning.• Consider providing additional time to complete vocabulary cards at various times during the day.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Post the Words about Barriers chart. Cold call each group to share out and explain how they chose words related to <i>barriers</i>. Listen for students to share: “<i>Acceptance</i> because African American players were not initially allowed to play in major tennis tournaments, or did not have the same rights because of the color of their skin,” “<i>Racists</i> and <i>racism</i> because Roberto Clemente heard hurtful words or racist remarks from fans,” and similar ideas. Record the vocabulary terms students mention on the Words about Barriers chart. • Next, post the Words about Legacy chart. Cold call each group to share out and explain how they chose words related to <i>legacy</i>. Listen for: “<i>Honored</i> because the athlete won many awards or was recognized for her or his accomplishments,” “<i>Change</i> because the athlete changed how society viewed athletes of color,” and similar ideas. Record the vocabulary terms students mention on the Words about Legacy chart. 	
<p>C. Revising Opinions, Reasons and Evidence (10 minutes)</p> <ul style="list-style-type: none"> • Review the learning target: “I can revise my opinion, supporting reasons, or evidence about an athlete based on new understandings about key vocabulary.” • Ask the class to recall and share out the meaning of the word <i>revise</i> (change; edit; improve). • Say: “During our work with vocabulary, you reminded us that we need to determine the meaning of key vocabulary in order to better understand the text. Now you will have an opportunity to apply your knowledge about key vocabulary to revise the opinion, reasons, or evidence that you recorded on your graphic organizer during Work Time A.” Give students 5 or 6 minutes in their groups to complete the following: <ol style="list-style-type: none"> 1. Reread the opinion, reasons, and paraphrased evidence you recorded on your graphic organizer. 2. Think about and discuss: How can I revise my opinion, reasons, or paraphrased evidence based on new understandings about key vocabulary? 3. Revise your opinion, reasons, or paraphrased evidence. Make sure the opinion contains a judgment word and the reasons or evidence include at least two key vocabulary terms from the text. • Invite students to share out their revised opinions or reasons and explain: <ul style="list-style-type: none"> * “How did you revise based on new understandings about key vocabulary?” OR * “Why did you choose to not revise your original opinion?” • Collect students’ journals and vocabulary cards. 	<ul style="list-style-type: none"> • List for students the directions for revising their opinion, reasons, or paraphrased evidence so that they can refer to them as they work.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (10 minutes)</p> <ul style="list-style-type: none"> Ask students to think about, then discuss with a partner from another expert group: <ul style="list-style-type: none"> * “How did the barriers my athlete faced help her or him to create a legacy?” Cold call several students to share their thinking with the class. Read the first learning target aloud: “I can logically group together related reasons and evidence that support an opinion about my athlete on a graphic organizer I create.” Ask students to demonstrate their level of mastery of the target by showing a thumbs-up (got it!) or thumbs-down (need support). Note which students showed a thumbs-down; they may need additional support in upcoming lessons. Repeat with learning targets two and three. Because the homework focus question may present a challenge for students, take a moment to briefly review key terminology from the focus question: “Could the United States really consider itself a democracy if a portion of its population were denied basic human rights and opportunities simply because of the color of their skin?” Ask students to think-pair-share: <ul style="list-style-type: none"> * “What is the meaning of democracy?” * “What are human rights?” Invite several students to share their thinking. Listen for ideas like: “Democracy means everyone has the same opportunities,” “Human rights are ‘promises’ that are made to ensure all people can have their needs met,” “Everyone should have the same chance to pursue their dreams and succeed,” etc. Ask several students to rephrase the focus question in their own words. Provide clarification as necessary. Distribute one index card and ask students to use their book <i>Promises to Keep</i> (from Unit 2) for homework. 	<ul style="list-style-type: none"> Provide a sentence stem or starter for students that may struggle with language for the Debrief. (e.g. “By facing the barriers of _____ my athlete was able to create a legacy that _____.”) Remind students of the work they did with the concept of “human rights” in Module 1 when they studied the UDHR and <i>Esperanza Rising</i>.



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Review the journalists' questions on page 25 of <i>Promises to Keep</i>. Focus on the last question: "Could the United States really consider itself a democracy if a portion of its population were denied basic human rights and opportunities simply because of the color of their skin?"• Think about, then write a short response to this question based on what you currently understand about the barriers your athlete faced. In your response be sure to justify your answer by including at least two specific details from the article you read about your athlete during Lessons 2 and 3. □ <p><i>Note: Review students' journals and vocabulary cards to determine their current ability to create a graphic organizer independently, logically group reasons and evidence, define new vocabulary in context, or revise thinking based on new understandings about vocabulary.</i></p>	<ul style="list-style-type: none">• Consider prewriting the focus question on an index card for students who struggle with writing.• Students who struggle with language may need to dictate the answer to their focus question to someone at home.



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Sample Graphic Organizers

(For Teacher Reference. Students choose one graphic organizer and then create it in their journals)

Accordion Graphic Organizer:

My Opinion:

Reason #1:
Evidence:
Evidence:



Sample Graphic Organizers
(For Teacher Reference. Students choose one
graphic organizer and then create it in their journals)

Reason #2:
Evidence:
Evidence:



Sample Graphic Organizers

(For Teacher Reference. Students choose one graphic organizer and then create it in their journals)

My Opinion, Reasons and Evidence Graphic Organizer:

My Opinion:

Reason #1:
Evidence:
Evidence:



Sample Graphic Organizers
(For Teacher Reference. Students choose one
graphic organizer and then create it in their journals)

Reason #2:
Evidence:
Evidence:



Chronological Order Sample

My Opinion: Jackie Robinson had a tremendous impact on American Society.

Reason #1:

In 1945, he was the first African American to break baseball's color barrier.

Evidence:

He played for the Dodger's field team, The Royals, during the 1946 baseball season.

Evidence:

In 1947, the Brooklyn Dodgers bought Jackie Robinson's contract and he became the first African American to play on a major league team.



Chronological Order Sample

Reason #2:

After retiring from baseball in January of 1957, Jackie Robinson used his fame and popularity to promote Civil Rights.

Evidence:

In the winter of 1957 Jackie Robinson began to use his time to give motivational speeches and raise money for Civil Rights organizations.

Evidence:

On January 4, 1965 Jackie Robinson helped to open Freedom National Bank, in Harlem.



Order of Importance Sample

My Opinion: Branch Rickey played an important role in desegregating Major League Baseball.

Reason #1:

He persevered in his mission to end segregation in baseball.

Evidence:

He fought the Dodgers' board to be able to recruit African American players from the Negro Leagues.

Evidence:

He proposed integrating baseball to the new commissioner of baseball after being rejected by the first commissioner.



Order of Importance Sample

Reason #2:

He hired Jackie Robinson to be the first African American to play Major League Baseball.

Evidence:

Both Branch Rickey and Jackie Robinson took a non-violence approach to achieve racial equality in Major League Baseball.

Evidence:

After only one season with the Royals, Branch Rickey purchased Jackie Robinson's contract for the Brooklyn Dodgers and made him the first African American to break the color barrier in the major leagues.



Related Ideas Task Card

1. Review the two reasons you recorded in your journal during Lesson 2.
2. If you use Chronological Order to organize your ideas, record the reason with the earliest date in the box or on the line next to Reason 1; if you use Order of Importance to organize your ideas, record the idea you think is MOST or LEAST important in the box or on the line next to Reason 1.
3. Review your underlined and text coded evidence (from Lesson 2) and paraphrase to record two pieces of evidence in the boxes or on the lines titled “Evidence” that are related to Reason 1.
4. Record your second reason (from Lesson 2) in the box or on the line next to Reason 2.
5. Review your underlined and text coded evidence (from Lesson 2) and paraphrase to record two pieces of evidence in the boxes or on the lines titled “Evidence” that are related to Reason 2.



Althea Gibson Vocabulary Task Card

Record each of the following key vocabulary terms onto an index card: *acceptance, title, entry, marked, defended, deftness, credit, honored*

Work with your group members to complete the following:

1. Use Vocabulary Strategies to help you determine the meaning of each word.
2. On the back of each card, write a definition or synonym for each word.
3. After you have defined each word, discuss then sort the words into one of two categories: words related to “barriers” OR words related to “legacy.” Make sure you can justify why you placed each word into one category or the other.



Roberto Clemente Vocabulary Task Card

Record each of the following key vocabulary terms onto an index card: *honored, inspires, charity, racism, brushed (it off), change, attitudes*.

Work with your group members to complete the following:

1. Use Vocabulary Strategies to help you determine the meaning of each word.
2. On the back of each card, write a definition or synonym for each word.
3. After you have defined each word, discuss then sort the words into one of two categories: words related to “barriers” OR words related to “legacy.” Make sure you can justify why you placed each word into one category or the other.



Definitions of Key Vocabulary for Text 1
(For Teacher Reference)

Lesson vocabulary:

chronological – arranged in the order of time

importance – significance; what matters most

Althea Gibson

acceptance – approval

title – championship, award

entry – access

marked – indicated; a sign of

defended – tried to keep a title (championship)

deftness – skill

credit – recognition, acknowledgment

honored – awarded; recognized for accomplishments

Roberto Clemente

honored – awarded; recognized for accomplishments

inspires – motivates; encourages

charity – give money or other goods and services to help people in need

racism – prejudice against people who are from a different race

brushed (it off) – ignored; did not allow it to affect him or her

change – alter; transform; modify

attitudes – beliefs; feelings; thoughts about something



EXPEDITIONARY
LEARNING

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

Research: Close Read of Text 2 for Each Expert Group



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

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

- a. I can create an organizational structure in which I group together related ideas.
- b. I can identify reasons, facts, and details that support my opinion.

I can use several sources to build my knowledge about a topic. (W.5.7)

I can explain what a text says using quotes from the text. (RI.5.1)

I can accurately synthesize information from multiple texts on the same topic. (RI.5.9)

Supporting Learning Targets

- I can continue to build background knowledge about my athlete by using one of several sources.
- I can identify evidence from the text about how an athlete broke barriers and created a legacy.
- I can revise my opinion about an athlete's legacy based on evidence.

Ongoing Assessment

- Journals (gist statement, graphic organizer with revised opinion)
- Students' coded Text 2



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Homework Review (5 minutes)Engaging the Reader (5 minutes)Work Time<ol style="list-style-type: none">First Read: Building Background Knowledge about My Athlete (15 minutes)Second Read: Identifying Evidence to Support an Opinion (15 minutes)Synthesizing: Chalk Talk (10 minutes)Closing and Assessment<ol style="list-style-type: none">Revising My Opinion Based on Evidence (10 minutes)Homework<ol style="list-style-type: none">On your index card, write a response (at least three sentences) to the following question: “How has your athlete contributed to the struggle for equality?” Support your answer with at least two pieces of evidence from the two articles you have read about your athlete.	<ul style="list-style-type: none">This lesson follows a similar pattern to Lesson 2. In expert groups, students read a second article about either Roberto Clemente or Althea Gibson to find additional evidence and provide reasons to support their opinion about the athlete’s legacy.Note that students receive a task card that is very similar, but not identical, to the task card in Lesson 2. For each new research texts the groups work with, the task cards for each text are adapted based on which text is easier for students to read on their own first, vs. which text needs teacher support.Students work in expert groups, yet still need teacher support to build their literacy skills. During work time, as one group works independently, circulate to support the other group. Review Work Time Parts A, B, and C in advance, to envision the flow of activities.Students will not record a new opinion about their athlete in Lessons 4–7; rather, they will revise their opinions as they gain more knowledge about how their athlete broke barriers and created a legacy.As in Lesson 2, students participate in a Chalk Talk. The purpose is to help them begin to synthesize information from multiple texts on the same topic (RI.5.9). In this lesson, and in Lesson 6, students do the Chalk Talk during work time, as a scaffold toward more independent synthesis and writing.In Advance: Post the Roberto Clemente and Althea Gibson Chalk Talk Charts (from Lesson 2) in different areas of the room so students can add their ideas to them during Work Time B. Add a ring to the chart (see supporting materials for an example). Students will star (*) ideas they encountered in previous texts and then add new ideas to the charts in the outer circle. This supports students’ ongoing revision of their opinion: they must first recognize key repeated ideas, then synthesize new information from each text before refining or editing their opinion statements.Review: Milling to Music and Fist to Five strategies, and Chalk Talk protocol (Appendix).



Lesson Vocabulary	Materials
<p>continue, build background knowledge, annotate, evidence, barriers, legacy, revise, opinion</p> <p>Vocabulary from the text (to be addressed more in Lesson 5) Althea Gibson group, based on “Notable Southerners”: (to) be somebody, repression, adversity, banned (1), racial bias, honor, prejudice, challenged outdated beliefs (2)</p> <p>Roberto Clemente group, based on “Roberto Clemente”: minorities, relegated, (racial) slurs (2), berated, (was) realized, memorial, cultivate, waived (3)</p>	<ul style="list-style-type: none">• Student Journals• “Novey/Notable Southerners” article (one per each student in the Althea Gibson group)• “Roberto Clemente” article (one per each student in the Roberto Clemente group)• Expert Group Norms anchor chart (from Lesson 2)• Althea Gibson: Identifying Evidence task card (new; one per student or per group studying Althea Gibson; see Teaching Notes)• Roberto Clemente: Identifying Evidence task card (new; one per student or per group studying Roberto Clemente; see Teaching Notes)• Chalk Talk Chart Example (for teacher reference)• Roberto Clemente Chalk Talk chart (new; teacher-created; one per pair of groups studying Roberto Clemente)• Althea Gibson Chalk Talk chart (new; teacher-created; one per pair of groups studying Althea Gibson)• Markers• Revising My Opinion task card (one per expert group)• One index card (per student, for homework)



Opening	Meeting Students' Needs
<p>A. Homework Review (5 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their homework index card with a response to the last journalist question from <i>Promises to Keep</i>, page 25.• Remind students of the Milling to Music strategy.• Allow students 3 minutes to move throughout the room and share their homework with at least two other students, one student studying the same athlete and one student studying a different athlete.• Collect students' homework index cards. Review for a clear response to the question and the specific details students use to support their answers.	<ul style="list-style-type: none">• Intentionally partner ELL students with other students who speak the same L1 language for the Milling to Music strategy.
<p>B. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Direct students to pair up with a student who is studying a different athlete than they are (students may join in a group of three if there is an uneven number of students). Ask students to think about then discuss with this partner:<ul style="list-style-type: none">– “What barrier(s) did your athlete break?”– “How did breaking a barrier help to shape the athlete’s legacy or influence our society?”• Invite several students to share out. Listen for ideas such as: “Althea Gibson broke the color barrier in tennis; she left a legacy that influenced our society by ‘paving the way’ for other African American tennis players like Venus and Serena Williams,” “Roberto Clemente faced the barrier of racism; because of his skills he was the first Hispanic to be voted into baseball’s Hall of Fame, and this helped to create opportunities for other Hispanic athletes,” etc.• Tell the class: “You have read one article about your athlete to help you begin to build your background knowledge about how either Roberto Clemente or Althea Gibson broke barriers and created a legacy. Today, you will continue to build your understanding of how these extraordinary individuals faced life’s challenges and made an everlasting impact on our societal values.”	<ul style="list-style-type: none">• Provide sentence stems (e.g., “A barrier my athlete broke is _____.” Breaking this barrier changed society because _____.”) for students who may have difficulty with language.• Post all questions asked to students, and the answers they provide, for students to refer to throughout the lesson.



	Meeting Students' Needs
<p>A. First Read: Building Background Knowledge about My Athlete (15 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their journals and join their expert groups (from Lessons 2 and 3).• Be sure all students have access to the article about their assigned athlete: “Novey/Notable Southerners” for students in expert groups studying Althea Gibson, or “Roberto Clemente” for students in expert groups studying Roberto Clemente.• Review the learning target: “I can continue to build background knowledge about my athlete by using one of several sources.” Ask students to think about, then share the meaning of the word <i>continue</i>. Listen for: “Keep on; persist; go on with.”• Cold call several students to share out what they recall about the meaning of <i>build background knowledge</i> (learn about something new; learn facts and information about a topic I don’t know a lot about).• Ask students to share out what they often do when they encounter a new text. Listen for: “Read for the gist.”• Remind students that a good strategy to use for determining the gist of the article is to make annotations about the gist of individual sections, or chunks, as they read. Ask them to recall and share out the meaning of the word <i>annotate</i>. Listen for: “Make notes in the margin, next to chunks or sections of the article.”• Refer students to the Expert Group Norms anchor chart and ask them to briefly review these norms before they begin reading their new articles. <p>Roberto Clemente Groups: Read Independently</p> <ul style="list-style-type: none">• Ask students studying Roberto Clemente to take 8 to 10 minutes to independently read their article. Ask them to make annotations about the gist for each of the five sections in this article:<ol style="list-style-type: none">1. Early Life2. The Road to Excellence3. The Emerging Champion4. Continuing the Story5. Summary	<ul style="list-style-type: none">• Some students may need the passage read a second time to determine the gist.• Struggling writers may need to dictate their gist to a partner or teacher.• List for students the five sections of the Roberto Clemente article so that they can refer to them as they work.



Work Time (continued)	Meeting Students' Needs
<p><i>Althea Gibson Groups: Read Aloud and Guided Practice</i></p> <ul style="list-style-type: none">• Bring together the groups studying Althea Gibson. Explain that because this text is difficult, the first read will be aloud. Ask students to have their eyes on the text and read silently in their heads. Begin with the title, “Notable Southerners.” Pause at the end of each paragraph for students to annotate for gist. <p><i>All Groups</i></p> <ul style="list-style-type: none">• After about 10 minutes of work time, prompt students from both groups to take 1 or 2 minutes to think about and discuss with their group members:<ul style="list-style-type: none">– “What is the gist of this article?”– “How did the athlete break barriers and create a legacy?”• Direct students to turn to a new page in their journals to record the gist of their article.• Cold call a few students to share what they have written. Listen for: “Althea Gibson was born into a world where African Americans were banned from all major sports, but she challenged racial bias to become a pioneer for future African American athletes,” “Roberto Clemente had to listen to racial slurs from other players, but he persevered and through his skill came to be known as ‘The Great One’ by both fans and other players,” and similar ideas.	



Work Time (continued)	Meeting Students' Needs
<p>B. Second Read: Identifying Evidence to Support an Opinion (15 minutes)</p> <ul style="list-style-type: none"> Review the learning target: "I can identify evidence from the text about how an athlete broke barriers and created a legacy." Ask students to recall then share out the meaning of the words <i>evidence</i> (facts; specific details; information), <i>barriers</i> (obstacles; difficulties; ways to keep separate), and <i>legacy</i> (what people think about someone after their death; a person's influence on society after she or he is no longer living; a person's reputation). Remind students that during Lesson 2 they developed an opinion based on the evidence they identified to help answer this question: <ul style="list-style-type: none"> * "How did my athlete break barriers and create a legacy?" Tell students that during this part of work time they will reread their article and mark evidence that supports and helps them to further refine the opinion they developed in Lesson 2. Emphasize that as students read and learn more about their athlete, they will encounter information that feels familiar: evidence that reinforces or clarifies what they read in the previous text. They may also encounter evidence that is either totally new or causes them to adjust the opinions they formed earlier. As they read today, they should think about how the new evidence they encounter provides support for their opinion or how the evidence helps them to refine their opinion. They will have an opportunity to clarify and revise their opinions near the end of the lesson (Work Time C). Ask students to briefly review and discuss with their group: <ul style="list-style-type: none"> * "What opinion about your athlete did you write down on your graphic organizer during the previous lesson?" Tell students to keep this opinion in mind to help them focus as they read today: they should be looking for additional evidence that either confirms or causes them to revise their opinion. Distribute the Althea Gibson: Identifying Evidence task card to each group researching Althea Gibson. Read the steps aloud and clarify directions as necessary. <p>Althea Gibson Groups: Independently and Discuss Focus Questions</p> <ul style="list-style-type: none"> Give students 8 to 10 minutes to complete their task cards. 	<ul style="list-style-type: none"> Provide nonlinguistic symbols for <i>evidence</i> (a check mark), <i>barriers</i> (walls; blockade), and <i>legacy</i> (monuments; bridges with a person's name). Strategically assign chunks of text to groups. Assign ones referencing more known events to students who may struggle more with grade-level text. Consider allowing students who struggle with reading to find only one piece of evidence instead of two.



Work Time (continued)	Meeting Students' Needs
<p>Roberto Clemente Groups: Read Aloud and Chunk the Text</p> <ul style="list-style-type: none">• First work with the students studying Roberto Clemente. Distribute the Roberto Clemente: Identifying Evidence task card to each group researching Roberto Clemente. Read the steps aloud and clarify directions as necessary. Reread the article aloud for group(s) of students who may struggle with this text. Pause after each paragraph and ask students to underline and text code evidence related to both “barriers” and “legacy” as they follow along silently.• Direct students in the Roberto Clemente groups to take 2 to 3 minutes to discuss the evidence about barriers and legacy that they identified as well as the focus questions on their task card. As these groups discuss, move to support the students reading about Althea Gibson. <p>All Groups</p> <ul style="list-style-type: none">• After 8 to 10 minutes, refocus students whole group. Cold call members from each group to share out the evidence they identified to describe the barriers each athlete faced.• Listen for ideas similar to: “Althea Gibson was born at a time when African Americans were banned from all major sports; she was refused entry into events held by the United States Lawn Tennis Association,” or “Roberto Clemente was put on Montreal’s farm team because management feared fan reaction to more minorities joining Major League Baseball teams; he heard racial slurs from other players.”• Next, cold call members from each expert group to share out what they learned about their athlete’s legacy. Listen for ideas such as: “Althea Gibson ‘chipped away’ at racism with her aggressive style,” “She was a pioneer who broke racial barriers and challenged outdated beliefs,” “She became a world tennis champion,” “Roberto Clemente became known as ‘The Great One,’” “Gifts received after his death made it possible to build the Ciudad Deportiva for Puerto Rican boys to be guided by professional athletes,” and “He was the first Latin American player to be admitted into the National Baseball Hall of Fame.”• Remind students that one of the big ideas for this module is that “individuals are shaped by and can shape society.” Say: “These athletes were shaped by the challenges they faced, and they created legacies that have helped to shape our society.”• Ask students to recall then share out what it means to shape society (change society for the better; affect society; influence society).	<ul style="list-style-type: none">• If you intend to call on a student who struggles with language to share out, consider letting the student know beforehand so s/he has time to prepare.• Alternatively, let the group contribute points they would like to share and then choose a spokesperson to deliver the information to the class.



Work Time (continued)	Meeting Students' Needs
<p>C. Synthesizing: Chalk Talk (10 minutes)</p> <ul style="list-style-type: none"> Have the Althea Gibson Chalk Talk charts and Roberto Clemente Chalk Talk charts posted around the room. Tell students that they are again going to do a Chalk Talk. Read the Chalk Talk chart questions aloud: <ul style="list-style-type: none"> * “How has Roberto Clemente broken barriers and created a legacy?” * “How has Althea Gibson broken barriers and created a legacy?” Say something like, “As we read to learn more about a topic, often we encounter ideas that are similar to ones we found in other texts. Information that is repeated in a variety of texts tends to indicate that these are important or key ideas related to the topic. Today in your Chalk Talks you will first identify the ideas that are repeated in the texts, in order to help you recognize or ‘zoom in’ on key information. This will help you as you refine and edit your opinion statements to ensure important ideas are included.” Point out the charts around the room. Focus on the outer ring that has been added. Tell them that this circle is to indicate a new layer of learning—like ripples in the water when you throw a rock into a pond. Learning grows and changes the more you read. Give directions: <ol style="list-style-type: none"> Reread and briefly discuss the ideas you wrote in the inner circle (Text 1) during Lesson 2. Are any of the ideas <u>already</u> on your chart the same or similar to what you read today? Put a star (*) next to ideas that are the same or similar. What new learning do you have? In the new outer ring on your chart, record new ideas that you learned from today’s reading that help to answer the question at the top of the chart. Distribute markers. Ask student groups to pair up with those same groups and move to their designated Althea Gibson Chalk Talk chart or Roberto Clemente Chalk Talk chart. Allow students 7 to 8 minutes for their Chalk Talks. Circulate to support as needed. Invite several students to share out the ideas, both similar and new, from their Chalk Talks. Listen for: “They challenged and changed people’s racist beliefs about athletes of color,” “They gave back to their communities,” and similar ideas. 	<ul style="list-style-type: none"> Post, or write, the Chalk Talk protocol steps for group work on the white board for students to reference as they work with their groups. List for students the directions for identifying similar ideas and adding new ideas to the outer circle during the Chalk Talk so that they can refer to them as they work. Struggling writers may need to dictate their Chalk Talk ideas to a partner or teacher.



Closing and Assessment	Meeting Students' Needs
<p>A. Revising My Opinion Based on Evidence (10 minutes)</p> <ul style="list-style-type: none"> • Ask students to return to their seats. Tell them that now that they have had a chance to read and talk more, it is time for them to add to their own understanding in writing. • Review the learning target: "I can revise my opinion about an athlete's legacy based on evidence." • Ask students to recall and share out the meaning of the words <i>revise</i> (improve; correct; change; alter) and <i>opinion</i> (WHAT I believe; point of view; judgment). • Explain to students that they will not develop a new opinion after reading each new article about their athlete. They will, however, have an opportunity to revise the opinions they recorded, based on both key (repeated) details they identified during the Chalk Talk and the new information they learn about their athlete. • Distribute the Revising My Opinion task card. Read the steps aloud to students and clarify any directions as necessary. • Direct students to take 6 to 7 minutes to complete the task card steps. They should be writing individually, but may talk with their groups for support. Circulate to support as needed. • Invite several students to share their revised opinions whole group. As students share, pose the following questions: <ul style="list-style-type: none"> * "How did you revise your opinion based on new evidence?" * "What specific words or phrases did you change to make the opinion clearer?" • Tell students they will come back to these articles during Lesson 5 to review their evidence and refine their reasons and paraphrased evidence. • Ask students to keep their articles for the next lesson. Distribute one index card and ask students to refer to the two articles they have read about their athlete (Lessons 2–4), for homework. • Collect students' journals. 	<ul style="list-style-type: none"> • Provide a sentence stem or starter for students that may struggle with language for the Debrief. (e.g. "I learned my athlete overcame the barrier(s) _____. My athlete created a legacy of _____.). Note that most students should be able to compose their own sentences, which will lead to less stilted responses. • Provide non-linguistic symbols for opinion (an exclamation point.) • Some students may need the portion of text reread a 2nd time in order to revise their opinion. • Struggling writers may need to dictate their revised opinion to a partner or teacher.



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• On your index card, write a response (at least three sentences) to the following question: □<ul style="list-style-type: none">– “How has your athlete contributed to the struggle for equality?”• Support your answer with at least two pieces of evidence from the two articles you have read about your athlete. □ <p><i>Note: Students will need their articles from today's lesson for use in Lesson 5. Review students' homework index cards to determine their ability to respond to a question and support the answer with specific details. Review students' text coded articles and journals to determine their ability to identify evidence to support an opinion and their ability to revise an opinion based on both key (repeated) and new information.</i></p>	<ul style="list-style-type: none">• Consider prewriting the focus question on an index card for students who struggle with writing.• Students who struggle with language may need to dictate the answer to their focus question and supporting evidence to someone at home.



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Novel/Notable Southerners

Althea Gibson

Althea Gibson

Althea Gibson summed up her life with the title of her autobiography—I Always Wanted to be Somebody. She was born August 25, 1927 into an environment of racial repression, a world where as an African-American, it was very difficult to “be somebody.” Only sixty years prior, the last African-American slaves had been freed. Just six years prior, an anti-lynching bill had been defeated by filibuster in the United States Congress. Althea, born to sharecropper parents on a cotton farm in the small town of Silver, South Carolina, faced a future of adversity and uncertainty. She began life in a world where African-Americans were banned from all major sports (the term “African-American” did not even exist), yet her life ended in a world where African-Americans not only participated in all major sports, but dominated many of them. She was instrumental in making this happen.

In 1930, her family moved to Harlem New York. Life in Harlem during the depression was difficult. Young Althea disliked the regimen of school and was often truant. During this time, she discovered paddle tennis. She soon became the paddle tennis wizard of the local public recreation center and caught the eye of local musician and Police Athletic League coach, Buddy Walker.

Walker bought Althea a second-hand tennis racquet and brought her to the Harlem River Tennis Courts where she began to learn the basics of the game.

“I just found that I had a skill at hitting the ball,” said Gibson in 1965 to a biographer. And she did. She was a quick, enthusiastic student. She competed in tournaments held by the American Tennis Association (ATA), the nation’s oldest African-American athletic organization. In 1942, she won the ATA New York girl’s singles tournament.

In 1946, Althea moved to Wilmington, North Carolina to work on her tennis game and re-enroll in high school. One year later, she won the first of ten straight woman’s ATA titles. During her decade of dominance over the world of African-American woman’s tennis, she completed high school and went on to graduate from Florida A&M University in Tallahassee.

Although Althea’s talents were difficult to ignore, she was initially refused entry into events held by the United States Lawn Tennis Association, the sanctioning body for white tennis players.

Althea did not consider herself a crusader for equality, she was an athlete, and as an athlete, she wanted to compete against the best in the world.

In 1950, thanks in part to a letter written to American Lawn Tennis Magazine by Alice Marble, a respected white U.S. Open Champion, Gibson received an invitation to the U.S. Open.



Novey/Notable Southerners

Althea Gibson

August 28, 1950, Althea Gibson became the first African-American, male or female, to compete in the U.S. Open. With her aggressive style, she attacked the ball as well as racial barriers. Her thundering overheads reverberated through the crowd like sledgehammers against the Berlin Wall. With every stroke, she chipped away at racial bias. She defeated Barbara Knapp 6-2, 6-2, on court fourteen at the prestigious West Side Tennis Club in Forest Hills, New York. Although Althea was later defeated in the second round by former Wimbledon champion Louise Brough, the real victory had already been won.

Althea continued to improve her game and gain the respect of her peers, both black and white. In 1957, the black daughter of a sharecropper won her first major title: the French Open. She returned to the United States, not defined by her race, but embraced as an American. Ticker tape blanketed the streets of New York in her honor.

Althea went on to win many tournaments, and in doing so, continued to challenge racial prejudice. In 1971, the spunky girl from Silver, South Carolina was inducted into the International Tennis Hall of Fame, but her achievements extend far beyond the court. She was a true pioneer who broke down racial barriers and challenged outdated beliefs, and she did it simply for the love of the game. We are proud to call her one of our own. Althea, you really “are somebody.” In her usual understated manner, perhaps Althea said it best herself: “Ain’t that a blip, that a Harlem street rebel would go on to become a world tennis champion?”



Roberto Clemente

Early Life

When Roberto Clemente y Walker was born on August 18, 1934, the small town of Carolina, Puerto Rico, was dominated by one industry: sugar. Residents toiled to harvest the cane; few other opportunities existed.

Yet, Roberto's parents were industrious and lived reasonably well according to the standards of the time and place. His father, Melchor, became a foreman for the local sugar company, and his mother, Luisa, went to work at the plantation house. Melchor also sold meat and later purchased trucks that enabled him to enter the construction trade on a part-time basis. The couple's children proved to be hard workers, too.

The Clementes valued education; they wanted their youngest child to be an engineer. A good student, Roberto nevertheless was destined for other spheres of activity. He frequently engaged in poor person's baseball practice: hitting tin cans with a stick. Roberto also habitually bounced rubber balls off the walls and clutched them very tightly to strengthen his arm.

The Road to Excellence

High school passed quickly for Roberto. In addition to baseball, he pursued track and javelin throwing to the extent that he was considered to be a potential Olympic competitor.

Many judged Roberto to be a natural athlete. Others claim that he purposefully used diverse sports to develop his baseball skills; javelin throwing may have aided his powerful arm. Theories aside, the young man demonstrated a supreme love of baseball while aiming for excellence in every chosen endeavor.

Baseball is a cultural treasure for Puerto Rico. The Winter Leagues, founded in 1938, drew professionals to the island during the off-season. Many cities also sponsored teams, and spectator enthusiasm fueled fierce competition and recognition of talented players.

Roberto's entry into the sport occurred when local businessman Roberto Marin spotted the fourteen-year-old whacking tin cans. Roberto was recruited for Marin's Sello Rojo Rice softball squad and then was acquired by the Juncos, a Double-A amateur baseball team.

Marin continued to be Roberto's unofficial publicist. The lad was unbelievable, he told his friend Pedrin Zorilla, Brooklyn Dodgers scout and owner of the Puerto Rican league team, the Santurce Crabbers. Soon afterward, Zorilla happened to watch a Juncos exhibition game. He inquired about one of the players and was surprised to discover that this was Marin's protege.



Roberto Clemente

Roberto signed on with the Santurce Crabbers for a four-hundred-dollar bonus and forty dollars a week. Breaking into the 1952-53 lineup proved to be his biggest obstacle, as many of the players already were major league stars. Yet, the youth watched, learned, and constantly strived to improve his considerable talent. By the 1953-54 season, he had become a regular, and nine professional ball teams approached him with contract offers that winter. Roberto chose the Brooklyn Dodgers; his ten-thousand-dollar bonus was far above that of any other Hispanic professional.

The Emerging Champion

It had been seven years since the major leagues—specifically, the Dodgers—integrated baseball with the hiring of Jackie Robinson. Five African Americans currently played for Brooklyn, and the management feared fan reaction if more minorities joined the roster. Therefore, Roberto was relegated to the Montreal farm team.

According to baseball regulations of the time, his high bonus made him eligible for draft in the following year. The Dodgers wanted to keep Roberto, however, so they attempted to hide his talents. During his first week, he hoisted a truly phenomenal home run. He was benched the next day. His errors resulted in more playing time, his successes yielded inactivity. The result was confusion and frustration.

Yet, Roberto's skills again managed to surface. The Pittsburgh Pirates, a perennial losing team, were searching for young talent upon which to build a respectable club. By virtue of their last place standing, they were entitled to a first-round draft pick. Roberto Clemente was their choice.

His first season in Pittsburgh was one of transition. During the preceding winter, he had been involved in an automobile accident that permanently displaced three disks in his back. Although he was a regular player by his second week with the Pirates, he felt a deep loneliness.

Roberto barely spoke English, and Pittsburgh did not have a Hispanic community. When the rookie heard racial slurs against opposing players, he knew that similar comments also were being directed at him. Roberto combated such attitudes throughout his career.

Nor was Forbes Field, the Pirates' cavernous ball park, accommodating to home runs. Roberto adapted himself accordingly, becoming a stellar line-drive hitter. His batting average rose from .255 in 1955 to .311 in 1956. The Pirates slowly acquired new, more capable players, and the right fielder began to build his reputation as one of the game's strongest and most versatile talents.



Roberto Clemente

Continuing the Story

During the 1960 season, the Pirates beat all odds to emerge as World Series champions. Roberto had been an All-Star team member that year. He batted .314 for the season, .310 in the Series. He had helped the Pirates win critical games. Yet, the Most Valuable Player (MVP) award eluded him, and he felt berated by the press.

Roberto sustained physical-as well as emotional-injuries throughout his career: the car crash, two severe household-related accidents, and a bout with malaria. When he demanded to sit out, he often clashed with the stoical Pirate manager, Danny Murtaugh.

On the field, however, Pirate Number 21 erased all doubts. Announcer Vin Scully said, "Clemente could field a ball in Pennsylvania and throw out a runner in New York." He robbed his opponents of home runs, barehanding high flies and colliding into stadium walls. Many of his triples were simply doubles extended through sheer speed and hustle.

In 1966, Roberto won the MVP award, an unusual tribute considering that the Pirates placed third in their division. The "Great One," as Pittsburgh fans called him, gradually turned an insular pride into team spirit. On May 15, 1967, he hit three home runs and a double, yet it was not his best game, he said, because the Pirates lost.

Roberto went home to Puerto Rico after each season. There, he met the beautiful Vera Zabala and married her in 1964; they had three sons. He continued to play in, then manage, Puerto Rican league teams. His charitable acts were legendary. Citizens asked Roberto to run for Mayor of San Juan, and in Pittsburgh, he was a mentor to young Hispanic ballplayers.

Summary

Roberto Clemente's 3,000th hit came on September 30, 1972; it was to be his last. An earthquake ravaged Managua, Nicaragua, that December. As honorary chair of the Nicaraguan Relief Committee, he decided to go there himself, in a small plane loaded with food and supplies. Shortly after takeoff, the craft sank into the Atlantic Ocean, killing everyone aboard.

One of Roberto's greatest dreams was realized through the tragedy. Thousands of memorial gifts arrived, generating enough money to build the Ciudad Deportiva, where Puerto Rican boys could cultivate their talents under the guidance of professional athletes. The National Baseball Hall of Fame also waived its rules to "prematurely" admit Roberto on August 6, 1973. He was the first Latin American player so honored.

By Lynn C. Kronzek. Great Athletes (Salem Press), 2001.



Althea Gibson: Identifying Evidence Task Card

1. On your own, reread the article about Althea Gibson.
2. Underline at least two pieces of evidence that describe barriers she faced or overcame. Write a “B” above underlined evidence related to barriers.
3. Underline at least two pieces of evidence that describe Althea Gibson’s legacy. Write an “L” above underlined evidence related to her legacy.
4. With your group, discuss the evidence you identify.
5. Think about then discuss the following focus questions with your group members:
 - What barriers did Althea Gibson have to overcome?
 - What is Althea Gibson’s legacy?



Roberto Clemente: Identifying Evidence Task Card

1. Follow along silently as the article is read aloud in chunks.
2. Underline at least two pieces of evidence that describe barriers Roberto Clemente faced or overcame. Write a “B” above underlined evidence related to barriers.
3. Underline at least two pieces of evidence that describe Roberto Clemente’s legacy. Write an “L” above underlined evidence related to his legacy.
4. With your group, discuss the evidence you identify.
5. Think about then discuss the following focus questions with your group members:
 - What barriers did Roberto Clemente have to overcome?
 - What is Roberto Clemente’s legacy?



Chalk Talk Chart Example
(For Teacher Reference)

How has Roberto Clemente (or Althea Gibson) broken barriers and created a legacy?

Text #2

Text #1



Revising My Opinion Task Card

In expert groups:

1. Review and discuss the evidence you underlined and text coded in the article you read today.
2. Review your original opinion (from Lesson 2) and discuss with group members:
3. Does the key (repeated) information and new evidence I identified relate to my opinion?
4. Think about then discuss with group members:
5. How can I revise my original opinion to more clearly refer to my athlete's barriers or legacy?
6. What are the specific words or phrases I can use to refine my opinion about how my athlete broke barriers and created a legacy?
7. Record your revised opinion next to or above the original opinion you recorded on the graphic organizer in your journal.
8. Discuss with your group members HOW and WHY you revised your original opinion.



EXPEDITIONARY
LEARNING

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

Organizing an Opinion, Reasons, and Evidence:

Text 2 for Each Expert Group



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

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

I can use several sources to build my knowledge about a topic. (W.5.7)

a. I can create an organizational structure in which I group together related ideas.

b. I can identify reasons, facts, and details that support my opinion.

I can explain what a text says using quotes from the text. (RI.5.1)

I can accurately synthesize information from multiple texts on the same topic. (RI.5.9)

I can accurately use fifth-grade academic vocabulary to express my ideas. (L.5.6)

Supporting Learning Targets

- I can logically group together related reasons and evidence that support an opinion about my athlete on my graphic organizer.
- I can determine the meaning of new words and phrases from context in an article about an athlete.
- I can revise my supporting reasons and evidence based on new understandings about key vocabulary.

Ongoing Assessment

- Journals (Group Opinion, Reasons and Evidence graphic organizer)
- Vocabulary cards



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Homework Review (5 minutes)B. Engaging the Writer (5 minutes)2. Work Time<ol style="list-style-type: none">A. Grouping Together Related Ideas (15 minutes)B. Key Vocabulary to Deepen Understanding (15 minutes)C. Revising Reasons and Evidence (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief (5 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">• This lesson follows a similar pattern to Lesson 3. In Work Time Part A, students add reasons and evidence from Text 2 to the graphic organizer (which they started in their journals during Lesson 2). Note that in Work Time C, students do not create new graphic organizers. Instead they add more reasons and evidence to their graphic organizer, based on new information from their second text, and on their new understandings about key vocabulary. They also renumber the reasons they record based on the logical order they chose (either chronological or order of importance).• This cycle of revising and adding to their notes serves as a scaffold toward the mid-unit assessment (Lesson 8), during which students review all their notes, create a new graphic organizer, record their revised opinion, and choose their “best” reasons and evidence then record them in a logical order (chronological or order of importance).• Review: Thumb-O-Meter strategy (Appendix).



Lesson Vocabulary	Materials
<p>logically, group, reasons, evidence, opinion, graphic organizer, context, revise</p> <p>Vocabulary from the text:</p> <p>Althea Gibson group, based on “Novey/Notable Southerners”: (to) be somebody, repression, adversity, banned (1), racial bias, honor, prejudice, challenged outdated beliefs (2)</p> <p>Roberto Clemente group, based on “Roberto Clemente”: minorities, relegated, (racial) slurs (2), berated, (was) realized, memorial, cultivate, waived (3)</p>	<ul style="list-style-type: none">• “Novey/Notable Southerners” article (from Lesson 4)• “Roberto Clemente” article (from Lesson 4)• Related Ideas task card (one per student)• Vocabulary Strategies anchor chart (from Unit 2)• Index cards (eight per student)• Althea Gibson Vocabulary task card (one per student in Althea Gibson groups)• Roberto Clemente Vocabulary task card (one per student in Roberto Clemente groups)• Words about Barriers anchor chart (from Lesson 3)• Words about Legacy anchor chart (from Lesson 3)• Definitions of Key Vocabulary for Text 2 (for teacher reference)• Revision task card (one per student)



Opening	Meeting Students' Needs
A. Homework Review (5 minutes) <ul style="list-style-type: none">• Ask students to take out their homework index cards. Allow students 1 to 2 minutes to pair to share their responses with a student from a different group who is studying the same athlete.• Collect students' homework index cards.	<ul style="list-style-type: none">• Intentionally partner ELL students with other students who speak the same L1 language.
B. Engaging the Writer (5 minutes) <ul style="list-style-type: none">• Remind students that during the previous lesson they read a second text to learn more about how their athlete broke barriers and created a legacy. Ask students to think about, then share with a partner who is studying the other athlete:<ul style="list-style-type: none">* "What is another significant barrier you learned your athlete faced?"* "What legacy did the athlete leave as a result of breaking a significant barrier?"• Invite several students to share their thinking whole group. Listen for ideas like: "Althea Gibson was born at a time when African Americans were banned from all major sports; however, she persevered and became a pioneer for future African American athletes in professional sports," "Roberto Clemente heard racial slurs from other players, but because of his extraordinary skill and dedication to charities he became known as 'The Great One,'" etc.• Remind students that today they will continue to work with the same article they read in the previous lesson (Text 2 for each group). Then they will keep adding to the graphic organizers they started in their journals (from Lesson 2), noting reasons and evidence from the second article that support their opinions.	<ul style="list-style-type: none">• Provide sentence stems (e.g., "Another barrier I learned that my athlete faced is _____. By breaking this barrier my athlete was able to leave the legacy _____.") for students who may have difficulty with language.• Post all questions asked to the class and the answers they provide for students to refer to throughout the lesson.



Work Time	Meeting Students' Needs
<p>A. Grouping Together Related Ideas (15 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their journals and join their expert groups (from Lessons 2–4).• Direct students to access their articles from Lesson 4: “Notable Southerners” or “Roberto Clemente.”• Review the learning target: “I can logically group together related reasons and evidence that support an opinion about my athlete on my graphic organizer.”• Ask students to think about then share out the meaning of the words <i>logically</i> (makes sense; chronological order or order of importance), <i>group</i> (put together), <i>related</i> (connected; similar), <i>reasons</i> (WHY I believe an opinion or point of view), <i>evidence</i> (facts; specific details; information), <i>opinion</i> (WHAT I believe; judgment; point of view), and <i>graphic organizer</i> (a tool to organize and record ideas).• Give students 3 to 4 minutes in their groups to do the following:<ol style="list-style-type: none">1. Add a box or line titled “Reason 3,” and below it three boxes or lines for evidence.2. Add a box or line titled “Reason 4,” and below it three boxes or lines for evidence.• Distribute the Related Ideas Task Card, one per student. Read the directions aloud and clarify as needed. Make clear to students that during Work Time C they will have an opportunity to revise and renumber their reasons and evidence (chronologically or by order of importance).• Give students 6 to 7 minutes to independently complete the steps on the task card. Circulate to support as needed.• As time permits, invite students to share out the reasons or paraphrased evidence they added to their graphic organizers.	<ul style="list-style-type: none">• Provide nonlinguistic symbols for <i>group</i> (several items placed closely together), <i>related</i> (chain links), <i>reasons</i> (a question mark), <i>evidence</i> (a check mark), and <i>opinion</i> (an exclamation point).• List for students the directions for adding to their graphic organizer so that they can refer to them as they work.



Work Time (continued)	Meeting Students' Needs
<p>B. Key Vocabulary to Deepen Understanding (15 minutes)</p> <ul style="list-style-type: none"> • Review the learning target: “I can determine the meaning of new words and phrases from context in an article about an athlete.” • Remind students they have worked on this target throughout each of the modules. Cold call students to share out what they recall about the meaning of the word <i>context</i> (the words or phrases that come before or after a key word; help us to figure out what the word means). • Ask students to recall the purpose of determining the meaning of key vocabulary from the text. Cold call several students to share their thinking aloud. Listen for: “Helps us understand the text better,” “Understanding key words helps us understand key concepts in the reading,” “Can use new understandings to revise our thinking,” etc. • Display and review with students the Vocabulary Strategies they used during the previous units of this module. Give each student eight index cards. • Distribute the Althea Gibson Vocabulary task card to each student who read the article about Althea Gibson (during Lesson 4). Distribute the Roberto Clemente Vocabulary task card to each student who read the article about Roberto Clemente (during Lesson 4). • Ask students to read the directions on their task card and discuss the steps with their group members. Circulate as students read and discuss their task cards to clarify any instructions as needed. • Remind students that their focus on key terms related to <i>barriers</i> and <i>legacy</i> will help them see the connection between how an individual can overcome significant challenges and help to shape the values of their society. • Allow students 8 to 10 minutes to complete their task cards. Remind them to refer to the Vocabulary Strategies anchor chart for ideas about how to determine the meaning of unknown words. • Circulate to support groups and ensure students are able to define each key word accurately (see supporting materials for Teacher Resource “Definitions of Key Vocabulary”). • Once students complete the steps listed on their task cards, focus their attention whole group. 	<ul style="list-style-type: none"> • Consider narrowing the focus on specific key words for students who struggle with language to three or four of the vocabulary words rather than all eight. • Highlight the focus vocabulary in the text for students who may have difficulty locating them on their own. • Consider prewriting the vocabulary words on the cards for students who struggle with writing. • Consider allowing students who struggle with writing to dictate their vocabulary definition to their partner or to just draw a visual representation of the word meaning. • Consider providing additional time to complete vocabulary cards at various times during the day.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Post the Words about Barriers anchor chart. Cold call each group to share out and explain how they chose words related to <i>barriers</i>. Listen for students to share: “Repression,” “banned,” “racial bias,” “minorities,” “relegated,” “berated because African Americans and Hispanics were kept out of or banned from participating in professional sports because of the color of their skin,” and similar ideas. Record the vocabulary terms students mention on the Words about Barriers chart. • Next, post the Words about Legacy chart. Cold call each group to share out and explain how they chose words related to <i>legacy</i>. Listen for: “Honor,” “(was) realized,” “memorial,” “cultivate because the athlete was recognized for her or his accomplishments after he or she was no longer living,” “built the Ciudad Deportiva for boys from Puerto Rico to learn from professional athletes,” and similar ideas. Record the vocabulary terms students mention on the Words about Legacy chart. 	
<p>C. Revising Reasons and Evidence (15 minutes)</p> <ul style="list-style-type: none"> • Review the learning target: “I can revise my supporting reasons and evidence based on new understandings about key vocabulary.” Ask students to recall and share out the meaning of the word <i>revise</i> (change; edit; improve; literally to “look again”). Remind students that they got to revise their opinions during the previous lesson, based on key information they found in both texts and new evidence they identified in Text 2. Today, they will focus on revising just their reasons and evidence (they will have time to revise their opinion in a future lesson). • Tell the class: “Now you will have an opportunity to apply your knowledge about key vocabulary to do the following: <ol style="list-style-type: none"> 1. Revise the reasons and paraphrased evidence you added to your graphic organizer during Work Time A. 2. Renumber your reasons so they are in a logical sequence, chronological or by order of importance.” • Distribute a Revision Task Card to each student. Read the directions aloud and clarify as needed. • Give students 8 to 10 minutes to complete parts 1 and 2 of the task card. Circulate to support and probe students’ thinking by asking questions such as: <ul style="list-style-type: none"> * “Have you accurately used key vocabulary in your revised reasons or paraphrased evidence?” * “How did you choose key vocabulary to include in your revised reasons or paraphrased evidence?” * “Which logical structure did you choose (chronological or order of importance)? Why? What are the advantages and disadvantages?” 	<ul style="list-style-type: none"> • Students may need a think-aloud and model of how to revise their reasons and evidence. Consider doing that with model graphic organizers from Lesson 2. • Allow students who struggle with writing to dictate their revised reasons and evidence to a partner or the teacher.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Invite students to share out their revised reasons and evidence, and explain how they revised based on new understandings about key vocabulary.• Collect students' journals and vocabulary cards.	<ul style="list-style-type: none">•
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Ask students to find a partner from another expert group who studied the same athlete:<ul style="list-style-type: none">* "How is our athlete's legacy similar to or different from Jackie Robinson's legacy?"• Cold call several students to share their thinking with the class.• Read the first learning target aloud: "I can logically group together related reasons and evidence that support an opinion about my athlete on my graphic organizer." Ask students to demonstrate their level of mastery toward the target by using the Thumb-O-Meter strategy. Note which students showed a midway or thumb-down since they may need additional support in upcoming lessons.• Repeat with learning targets two and three.	<ul style="list-style-type: none">• Provide a sentence stem or starter (e.g., "My athlete's legacy is similar to Jackie Robinson's because _____."• It is different from Jackie Robinson's legacy because _____.") for students who may struggle with language for the Debrief.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home. <input type="checkbox"/> <p><i>Note: Review students' homework index cards to determine each student's ability to respond to a question using evidence from the texts they have read. Review students' journals and vocabulary index cards to determine each student's current ability to revise and logically order reasons and evidence, and their ability to determine the meaning of unknown words from context.</i></p>	<ul style="list-style-type: none">• Consider providing prerecorded audio independent reading books to those students that struggle with reading independently.



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Related Ideas Task Card

1. **Reread:** In your journal from the previous lesson, look at your revised opinion. On Text 2, look at what you underlined or coded with a “B” (barriers) or “L” (legacy).
2. **New Reasons:** Based on this new text, determine two new reasons that support your opinion.
3. **Reason 3:** On your graphic organizer, make a new line or box for Reason 3.
 - Record your third reason there.
 - **Paraphrase:** Reread Text 2 for your underlined and text coded evidence. Below “Reason 3” on your graphic organizer, record in your own words two new pieces of evidence.
4. **Reason 4:** On your graphic organizer, make a new line or box for Reason 4.
 - Record your fourth reason there.
 - **Paraphrase:** Reread Text 2 for your underlined and text coded evidence. Below “Reason 4” on your graphic organizer, record in your own words two new pieces of evidence.



Althea Gibson Vocabulary Task Card

Record each of the following key vocabulary words or phrases onto an index card: *(to) be somebody, repression, adversity, banned, racial bias, honor, prejudice, challenged outdated beliefs*

Work with your group members to complete the following: ☐

1. Use Vocabulary Strategies to help you determine the meaning of each word or phrase. ☐
2. On the back of each card, write a definition or synonym for each word or phrase. ☐
3. After you have defined each word or phrase, discuss then sort the words and phrases into one of two categories: words related to “barriers” OR words related to “legacy.” Make sure you can justify why you placed each word or phrase into one category or the other.



Roberto Clemente Vocabulary Task Card

Record each of the following key vocabulary words or phrases onto an index card: *minorities, relegated, (racial) slurs, berated, (was) realized, memorial, cultivate, waived*□

Work with your group members to complete the following:□

1. Use Vocabulary Strategies to help you determine the meaning of each word or phrase.□
2. On the back of each card, write a definition or synonym for each word or phrase.□
3. After you have defined each word or phrase, discuss then sort the words and phrases into one of two categories: words related to “barriers” OR words related to “legacy.” Make sure you can justify why you placed each word into one category or the other.



Definitions of Key Vocabulary for Text 2
(For Teacher Reference)

Althea Gibson

(to) be somebody – be recognized and admired for one’s accomplishments

repression – being kept down by force

adversity – hardship; difficulty

banned – forbid; not allow; prohibit

racial bias – prejudice or unfairness based on the color of one’s skin

honor – recognize for accomplishments; award

prejudice – hatred, fear, or mistrust of someone or a group of people based on skin color or beliefs.

challenged outdated beliefs – went against old values; made people see a new point of view

Roberto Clemente

minorities – smaller groups of people (related to race)

relegated – downgrade; demote; move someone to a less important position

(racial) slurs – insults about someone based on the color of her or his skin

berated – speak angrily to; criticize; shout at

(was) realized – accomplished; achieved; made real

memorial – something that honors or reminds people of someone who has died

cultivate – develop; work on; encourage

waived – put aside; not insist on; not enforce a rule

Revision Task Card

Part 1:

1. Reread the new Reasons 3 and 4 that you added to your graphic organizer.
2. Think about and discuss: How can I revise my reasons based on new understandings about key vocabulary?
3. Reread the paraphrased evidence you recorded for Reasons 3 and 4.
4. Think about and discuss: How can I revise my paraphrased evidence based on new understandings about key vocabulary?
5. Revise your reasons and evidence. Be sure to include at least three key vocabulary terms from the text.

Part 2:

If you are using “Chronological Order”:

1. Reread all four reasons and related evidence that you recorded.
2. Renumber your reasons so you put a 1 by the reason that relates to information about the *earliest date* (for example, something that happened to your athlete when s/he was a child), and a 4 by the reason that relates to information about the *latest date*.
3. For each reason, reread your evidence. Make sure it is also in chronological order.

If you are using “**Order of Importance**”:

1. Reread all four reasons and related evidence that you recorded.
2. Renumber your reasons based on what reasons you now believe are “most to least important” or “least to most important.” Note that your reasons may appear out of order on your graphic organizer once you renumber them (for example, the first reason you wrote on your graphic organizer might now be numbered Reason 2 because you don’t think it’s the most important).
3. For each reason, reread your evidence. Make sure it is also in order of importance (either “most to least important” or “least to most important”).



EXPEDITIONARY
LEARNING

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

Research: Close Read of Text 3 for Each Expert Group



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

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

a. I can create an organizational structure in which I group together related ideas.

b. I can identify reasons, facts, and details that support my opinion.

I can use several sources to build my knowledge about a topic. (W.5.7)

I can explain what a text says using quotes from the text. (RI.5.1)

I can accurately synthesize information from multiple texts on the same topic. (RI.5.9)

Supporting Learning Targets

- I can continue to build background knowledge about my athlete by using one of several sources.
- I can identify evidence from the text about how an athlete broke barriers and created a legacy.
- I can revise my opinion about an athlete's legacy based on evidence.

Ongoing Assessment

- Journals (gist statement, graphic organizer with revised opinion)
- Students' coded Text 3



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader (5 minutes)2. Work Time<ol style="list-style-type: none">A. First Read: Building Background Knowledge about My Athlete (15 minutes)B. Second Read: Identifying Evidence to Support an Opinion (15 minutes)C. Synthesizing: Chalk Talk (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Revising My Opinion Based on Evidence (15 minutes)4. Homework	<ul style="list-style-type: none">• This lesson follows a similar pattern to Lessons 2 and 4 of this unit. In expert groups, students read a third article about either Roberto Clemente or Althea Gibson to find additional evidence to support their opinion about the athlete's legacy. Note that again, the task cards are similar, but not identical, to previous lessons.• Students need teacher support to build their literacy skills. For most of work time, circulate to instruct one group at a time as the other groups work more independently. Review Work Time Parts A, B, and C in advance, to envision the flow of activities.• Students will not record a new opinion about their athlete in Lessons 4–7; rather, they will revise their opinions, reasons, and paraphrased evidence as they gain more knowledge about how their athlete broke barriers and created a legacy.• In Advance: Post the Roberto Clemente and Althea Gibson Chalk Talk charts (from Lesson 2), in different areas of the room, so students can add their ideas during Work Time B. Add another ring or outer circle to the chart (see supporting materials for an example.) Note that in this lesson students once again star (*) ideas they have encountered in previous texts, then they add new ideas to the charts in the outermost circle.• Review: Chalk Talk protocol (Appendix).



Lesson Vocabulary	Materials
<p>continue, build background knowledge, annotate, evidence, barriers, legacy, revise, opinion</p> <p>Vocabulary from the text (to be addressed more in Lesson 7): Althea Gibson group, based on “H.R. 4130” text: posthumously, cited, Act (1), prevented, denied (2), confer, accolade, commemoration (5)</p> <p>Roberto Clemente group, based on “Roberto Clemente: August 18, 1934—December 31, 1972” text: fair shake, overlooked, inducted, activism, humanitarian, inspiration, tribute (2), prestigious (3)</p>	<ul style="list-style-type: none">• Expert Groups chart• Student Journals• “H.R. 4130” article (one per each student in Althea Gibson expert groups)• “Roberto Clemente: August 18, 1934—December 31, 1972” article (one per each student in Roberto Clemente expert groups)• Features of Informational Text anchor chart (from Module 3A, Unit 2)• Expert Group Norms anchor chart (from Lesson 2)• Roberto Clemente: Identifying Evidence task card (new; one per group or per student studying Roberto Clemente)• Althea Gibson: Identifying Evidence task card (new; one per group or per student studying Althea Gibson)• Markers• Chalk Talk chart example (for teacher reference; added to from Lesson 4)• Roberto Clemente Chalk Talk chart (from Lesson 2)• Althea Gibson Chalk Talk chart (from Lesson 2)• Revising My Opinion task card (one per expert group)• Index cards (one per student for homework)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Direct each student to pair up with a student who is studying a different athlete from the one he or she is researching. (Students may join in a group of three is not an even number of students) Ask students to think about, then discuss with this partner:<ul style="list-style-type: none">* "In what ways has your athlete's legacy shaped our society?"• Invite several students to share out. Listen for ideas such as: "Althea Gibson's legacy shaped our society by 'paving the way' for future African American athletes and women in professional sports," "Roberto Clemente's legacy helped to create opportunities for other Latin American players," "He was famous for charitable works that have improved society," etc.• Tell the class: "You have read two articles about your athlete to help you build your background knowledge about how either Roberto Clemente or Althea Gibson broke barriers and created a legacy. Today, you will continue to build your understanding of how these unique individuals overcame life's challenges and helped to shape our society."• Remind students that they are reading to form an opinion about their athlete's legacy in order to write a letter to a publisher justifying why they believe a biography should be written about the athlete. The background knowledge they build, and the evidence they identify to support the opinion, will support their writing in the latter part of this unit.	<ul style="list-style-type: none">• Intentionally partner ELL students with other students who speak the same L1 language.• Provide sentence stems (e.g., "My athlete's legacy shaped our society by changing _____.") for students who may have difficulty with language.• Post all questions asked to the class and the answers they provide for students to refer to throughout the lesson.



Work Time	Meeting Students' Needs
<p>A. First Read: Building Background Knowledge about My Athlete (15 minutes)</p> <ul style="list-style-type: none"> Ask students to take out their journals and join their expert groups (from Lessons 2 and 3). Be sure all students have access to the article about their assigned athlete: "H.R. 4130" for students in expert groups studying Althea Gibson, or "Roberto Clemente: August 18, 1934—December 31, 1972" for students in expert groups studying Roberto Clemente. Refer students to the Features of Informational Text anchor chart. Allow students a minute to scan for any new text features they notice in their articles. Invite several students to share whole group. Listen for: "The Althea Gibson article has H.R. 4130 and 'A Bill,'" "Each sentence is numbered," "Sections are titled 'Section 1: short title,' and 'Sec. 2 findings,' etc." "There are sections about medals," "The Roberto Clemente article starts with several quotes, and states his birth place, height, and weight," or similar ideas. Add students' ideas to the Features of Informational Text anchor chart. Clarify for students that "H.R." is an abbreviation for "House of Representatives," which refers to our elected Congress members. The number 4130 indicates the number of the bill that has been written. A bill in this context is like a law. Ask students to share out what they often do when they encounter a new text. Listen for: "Read for the gist." Review the learning target: "I can continue to build background knowledge about my athlete by using one of several sources." Ask the class to recall and share the meaning of the word continue (keep on; persist; go on with). Cold call several students to share out what they recall about the meaning of build background knowledge (learn about something new; learn facts and information about a topic I don't know a lot about). Ask students to think about then share the good strategy they have used for determining the gist of an article. Listen for: "Make annotations about the gist of individual sections, or chunks, as I read." Refer students to the Expert Group Norms anchor chart and ask them to briefly review these norms before they begin reading their new articles. <p>Roberto Clemente Groups: Read Independently</p> <ul style="list-style-type: none"> Ask students studying Roberto Clemente to take 8 to 10 minutes to independently read their article. Ask them to make annotations about the gist for each paragraph of this article. 	<ul style="list-style-type: none"> Provide sentence stems (e.g., "A text feature that is important in this text is _____.") for students who may have difficulty with language. Some students may need the passage read a second time to determine the gist. Struggling writers may need to dictate their gist to a partner or teacher.



Work Time	Meeting Students' Needs
<p><i>Althea Gibson Groups: Read Aloud and Guided Practice</i></p> <ul style="list-style-type: none">• Bring together the groups studying Althea Gibson. Explain that because this text is difficult and written in an unfamiliar format, the first read will be aloud. Ask students to have their eyes on the text and read silently in their heads. Begin with the title, “H.R. 4130.” Pause at the end of each page for students to annotate for gist. <p><i>All Groups</i></p> <ul style="list-style-type: none">• After about 10 minutes of work time, prompt students from both groups to take 1 or 2 minutes to think about and discuss with their group members:<ul style="list-style-type: none">* “What is the gist of this article?”* “How did the athlete break barriers and create a legacy?”• Direct students to turn to a new page in their journals to record the gist of their article.• Cold call a few students to share what they have written. Listen for: “The Althea Gibson Excellence Act is a bill that was written to recognize Althea Gibson for her achievements and commitment to end discrimination in professional sports,” “Roberto Clemente did not receive the MVP award he deserved when he was living, but after his death he was honored with the Roberto Clemente Award, which recognized his sportsmanship and community activism,” and similar ideas.	



Work Time (continued)	Meeting Students' Needs
<p>B. Second Read: Identifying Evidence to Support an Opinion (15 minutes)</p> <ul style="list-style-type: none"> Review the learning target: "I can identify evidence from the text about how an athlete broke barriers and created a legacy." Ask students to recall then share out the meaning of the words <i>evidence</i> (facts; specific details; information), <i>barriers</i> (obstacles; difficulties; ways to keep separate), and <i>legacy</i> (what people think about someone after their death; a person's influence on society after she or he is no longer living; a person's reputation). Remind students that during Lesson 2 they developed an opinion, then they revised the opinion in Lesson 4 based on key (repeated) and additional evidence they identified to help answer this question: <ul style="list-style-type: none"> * "How did my athlete break barriers and create a legacy?" Tell students that during this part of work time they will reread their article and mark evidence that supports and helps them to further refine the opinion they developed and revised in Lessons 2 and 4. Explain to students that as they read and learn more about their athlete they will encounter both familiar and new evidence that will affirm or help them to adjust the opinions they formed earlier. Today as students read, they should think about how the new evidence provides support for their opinion or how this evidence helps them to refine their opinion. Explain to students that they will have an opportunity to clarify and revise their opinions during Work Time C. Ask students to briefly review and discuss with their group: <ul style="list-style-type: none"> * "What opinion about your athlete did you write down on your graphic organizer during the previous lesson?" Tell students to keep this opinion in mind to help them focus as they read today: they should be looking for additional evidence that either confirms or causes them to revise their opinion. Distribute the Althea Gibson: Identifying Evidence task card to each group researching Althea Gibson. Read the steps aloud and clarify directions as necessary. <p>Althea Gibson Groups: Independently and Discuss Focus Questions</p> <ul style="list-style-type: none"> Give students 10 minutes to complete their task cards. 	<ul style="list-style-type: none"> Provide nonlinguistic symbols for <i>evidence</i> (a check mark), <i>barriers</i> (walls; blockade), and <i>legacy</i> (monuments; bridges with person's name). Strategically assign chunks of text to groups. Assign ones referencing more known events to students who may struggle more with grade-level text. Consider allowing students who struggle with reading to find only one piece of evidence instead of two.



Work Time (continued)	Meeting Students' Needs
<p>Roberto Clemente Groups: Read Aloud and Chunk the Text</p> <ul style="list-style-type: none">• First work with the students studying Roberto Clemente. Distribute the Roberto Clemente: Identifying Evidence task card to each group researching Roberto Clemente. Read the steps aloud and clarify directions as necessary. Reread the article aloud for group(s) of students who may struggle with this text. Pause after each paragraph and ask students to underline and text code evidence related to barriers and legacy as they follow along silently.• Direct students in the Roberto Clemente groups to take 3 or 4 minutes to discuss the evidence about barriers and legacy that they identified as well as the focus questions on their task card. As students studying Roberto Clemente discuss, move to support the students reading about Althea Gibson. <p>All Groups</p> <ul style="list-style-type: none">• After 10 minutes, refocus students whole group. Cold call members from each group to share out the evidence they identified to describe the barriers each athlete faced.• Listen for ideas similar to: “Althea Gibson faced racism and segregation, which prevented her from participating in tournaments sponsored by the United States Lawn Tennis Association,” “She faced prejudice,” or “Roberto Clemente was overlooked for awards he deserved,” “He could not get a ‘fair shake,’” etc.• Next, cold call members from each expert group to share out what they learned about their athlete’s legacy. Listen for ideas such as: “The Althea Gibson Excellence Act was written in 2012; she received a Congressional Gold Medal after her death,” “The Roberto Clemente Award was created to recognize his sportsmanship and community activism,” “The Sixth Street Bridge in Pittsburgh was renamed the Roberto Clemente Bridge,” “Roberto Clemente Day is on September 18 and is a league-wide effort to honor Roberto Clemente’s memory,” etc.• Remind students that one of the big ideas for this module is that “individuals are shaped by and can shape society.” Ask students to recall then share out what it means to <i>shape society</i> (change society for the better; affect society; influence society).	



Work Time (continued)	Meeting Students' Needs
<p>C. Synthesizing: Chalk Talk (10 minutes)</p> <ul style="list-style-type: none"> Have the Althea Gibson Chalk Talk charts and Roberto Clemente Chalk Talk charts posted around the room. Tell students that they are again going to do a Chalk Talk. Read the Chalk Talk chart questions aloud: <ul style="list-style-type: none"> * “How has Roberto Clemente broken barriers and created a legacy?” * “How has Althea Gibson broken barriers and created a legacy?” Say: “As we read to learn more about a topic, often we encounter ideas that are similar to ones we found in other texts. Information that is repeated in a variety of texts tends to indicate that these are important or key ideas related to the topic. Today in your Chalk Talks you will first identify the ideas that are repeated in the texts, in order to help you recognize or ‘zoom in’ on key information. This will help you as you refine and edit your opinion statements to ensure important ideas are included.” Point out the charts around the room. Remind students of the work they did in Lessons 2 and 4. Focus on the new (third) ring. Tell them that this circle is to indicate a new layer of learning—like ripples in the water when you throw a rock into a pond. Learning grows and changes the more you read. Give directions: <ol style="list-style-type: none"> Reread and briefly discuss the ideas you wrote in the two inner circles (Text 1 and 2) during previous lessons. Are any of the ideas <u>already</u> on your chart the same or similar to what you read today? Put a star (*) next to ideas that are the same or similar. What new learning do you have? In the new outer ring on your chart, record <u>new</u> ideas that you learned from today’s reading that help to answer the question at the top of the chart. Distribute markers. Ask student groups to pair up with those same groups and move to their designated Althea Gibson Chalk Talk chart or Roberto Clemente Chalk Talk chart. Allow students 7 to 8 minutes for their Chalk Talks. Circulate to support as needed. 	<ul style="list-style-type: none"> Post, or write, the Chalk Talk protocol steps for group work on the white board for students to reference as they work with their groups. List for students the directions for identifying similar ideas and adding new ideas to the outer circle during the Chalk Talk so that they can refer to them as they work. Struggling writers may need to dictate their Chalk Talk ideas to a partner or teacher.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Invite several students to share out the ideas, both similar and new, from their Chalk Talks. Listen for: “They challenged and changed people’s racist beliefs about athletes of color,” “They gave back to their communities,” and similar ideas.• Listen for: “The Althea Gibson Excellence Act recognizes how she broke the color barrier in professional tennis to become a trailblazer for other great African American tennis players like Arthur Ashe,” “Being awarded the Congressional Gold Medal for her accomplishments shows how society’s views about African American athletes has changed,” “The celebration of Roberto Clemente Day honors the contributions athletes make to their communities,” “The Roberto Clemente Bridge is a part of Pittsburgh’s history and is a reminder for people of his achievements and humanitarian contributions to society,” and similar ideas.	



Closing and Assessment	Meeting Students' Needs
<p>A. Revising My Opinion Based on Evidence (10 minutes)</p> <ul style="list-style-type: none">• Ask students to return to their seats. Tell them that now that they have had a chance to read and talk more, it is time for them to add to their own understanding in writing.• Review the learning target: "I can revise my opinion about an athlete's legacy based on evidence."• Ask students to recall and share out the meaning of the words revise (<i>improve; correct; change; alter</i>) and <i>opinion</i> (WHAT I believe; point of view; judgment).• Explain to students that they will not develop a new opinion after reading each new article about their athlete. They will, however, have an opportunity to revise the opinions they recorded, based on both key (repeated) details they identified during the Chalk Talk and the new information they learn about their athlete. Reiterate that as we learn more about a topic, our opinions often either change or are clarified.• Distribute the Revising My Opinion task card. Read the steps aloud to students and clarify any directions as necessary.• Direct students to take 6 to 7 minutes to complete the task card steps. They should be writing individually, but may talk with their groups for support.• Circulate to support as needed.• Invite several students to share their revised opinions whole group. As students share, pose the following questions:<ul style="list-style-type: none">* "How did you revise your opinion based on new evidence?"* "What specific words or phrases did you change to make the opinion clearer?"• Ask students to keep their articles for the next lesson. Distribute one index card to each student and ask students to refer to the two articles they have read about their athlete (Lessons 2–4), for homework.• Collect students' journals.	<ul style="list-style-type: none">• Provide nonlinguistic symbols for <i>opinion</i> (an exclamation point).• Some students may need the portion of text read a second time to revise their opinion.• Struggling writers may need to dictate their revised opinion to a partner or teacher.



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• On your index card, write a response (at least four sentences) to the following question: □<ul style="list-style-type: none">– “Why should your athlete have a biography written about her or him?”• Support your answer with at least three pieces of evidence from the three articles you have read about your athlete. □ <p><i>Note: Students will need their articles from today's lesson for use in Lesson 7. Review students' text coded articles and journals to determine their ability to identify evidence to support an opinion and their ability to revise an opinion based on both key (repeated) and new information.</i></p>	<ul style="list-style-type: none">• Consider prewriting the focus question on an index card for students who struggle with writing.• Students who struggle with language may need to dictate the answer to their focus question and supporting evidence to someone at home.



EXPEDITIONARY
LEARNING

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

Supporting Materials



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112TH CONGRESS
2^D SESSION

H. R. 4130

To award posthumously a Congressional Gold Medal to Althea Gibson, in recognition of her groundbreaking achievements in athletics and her commitment to ending racial discrimination and prejudice within the world of athletics.

IN THE HOUSE OF REPRESENTATIVES

MARCH 1, 2012

Mr. PAYNE (for himself and Mr. RANGEL) introduced the following bill; which was referred to the Committee on Financial Services

A BILL

To award posthumously a Congressional Gold Medal to Althea Gibson, in recognition of her groundbreaking achievements in athletics and her commitment to ending racial discrimination and prejudice within the world of athletics.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the “Althea Gibson Excellence Act”.

SEC. 2. FINDINGS.

The Congress finds the following:

(1) Althea Gibson was born August 25, 1927, In Silver, South Carolina.

(2) Althea Gibson lived with her family in Harlem during the 1930s and 1940s. She was first introduced to tennis on the Harlem River Tennis Courts. She went on to dominate the all Black American Tennis Association tournaments throughout the early 1940s, when racism and segregation prevented her from participating in tournaments sponsored by the United States Lawn Tennis Association (USLTA).

(3) Althea Gibson graduated from Florida A&M University in 1953, and was an athletic instructor at the Lincoln University in Jefferson City, Missouri.

(4) Despite her extraordinary athletic prowess, Althea was repeatedly denied entry into the world's top tennis tournaments based on the color of her skin. Alice Marble, a four-time U.S. Open champion, wrote a historic editorial published in the July 1950 American Lawn Tennis magazine, condemning the sport of tennis for excluding players of Althea Gibson's caliber.

(5) Althea excelled in the Eastern Grass Court Championships at the Orange Lawn Tennis Club in South Orange, New Jersey. Her outstanding grass play caused the USLTA to reevaluate its policy providing Althea a bid to Forest Hills.

(6) Althea was the first African-American to win championships at famous tournaments, such as the French Open, the United States Open, the Australian Doubles, and Wimbledon in the 1950s.

(7) Althea broke the color barrier to become the first African-American player, either male or female, to be allowed to enter the Forest Hills, New York, Championship in 1950.

(8) Althea Gibson's tennis career flourished, even in the face of discrimination. She was the first African-American invited to Wimbledon in 1951, eventually winning both the women's singles and doubles in 1957 and 1958.

(9) She would go on to become the first African-American woman to win the championship at the French Open in 1956.

(10) During her career, she won 56 doubles and singles titles before gaining national and international acclaim for her athletic feats in professional tennis leagues. In the late 1950s, Gibson won eleven major titles including three straight doubles at the French Open in 1956, 1957, and 1958 and the U.S. Open in 1957 and 1958.

(11) Althea was the first African-American to be named as the Female Athlete of the Year by the Associated Press in 1957. She was given that honor again the following year. When she won her second U.S. Championship, she went professional at the age of 31.

(12) As further evidence to Althea's athletic gift, after finishing her amateur tennis career, she became a professional golfer in 1959. She was also the first African-American woman to hold a membership in the Ladies Professional Golf Association (LPGA).

(13) After retiring from golf, Althea Gibson shifted her focus to public service. In 1975, Althea Gibson was named the New Jersey Commissioner of Athletics. She held this position and also served on both the State's Athletics Control Board and the Governor's Council on Physical Fitness.

(14) Althea Gibson was inducted into the prestigious International Tennis Hall of Fame in 1971 and to the International Women's Sports Hall of Fame in 1980.

(15) In 1991, the National Collegiate Athletic Association (NCAA) honored Althea Gibson with the Theodore Roosevelt Award, the highest honor the organization may confer on an individual. She was the first woman ever to receive this distinguished honor.

(16) Althea passed away in East Orange, NJ, on September 28, 2003.

(17) Althea Gibson was a trailblazer whose experiences and successes paved the way for other great African-American tennis players like Arthur Ashe.

(18) The legacy of Althea Gibson continues to serve as an inspiration and a shining example for the Nation's youth.

(19) Joining the ranks of other distinguished Congressional Gold Medal recipients would be a fitting accolade to the achievements of Althea Gibson.

SEC. 3. CONGRESSIONAL GOLD MEDAL.

(a) **PRESENTATION AUTHORIZED.** The Speaker of the House of Representatives and the President pro tempore of the Senate shall make appropriate arrangements for the posthumous presentation, on behalf of the Congress, of a gold medal of appropriate design in commemoration of Althea Gibson, in recognition of her groundbreaking achievements in athletics and her commitment to ending racial discrimination and prejudice within the world of athletics.

(b) **DESIGN AND STRIKING.** For purposes of the presentation referred to in subsection (a), the Secretary of the Treasury (referred to in this Act as the “Secretary”) shall strike a gold medal with suitable emblems, devices, and inscriptions, to be determined by the Secretary.

SEC. 4. DUPLICATE MEDALS.

The Secretary may strike and sell duplicates in bronze of the gold medal struck pursuant to section 3 under such regulations as the Secretary may prescribe, at a price sufficient to cover the cost thereof, including labor, materials, dies, use of machinery, and overhead expenses, and the cost of the gold medal.

SEC. 5. STATUS OF MEDALS.

(a) **NATIONAL MEDALS.** The medals struck pursuant to this Act are national medals for purposes of chapter 51 of title 31, United States Code.

(b) **NUMISMATIC ITEMS.** For purposes of section 5134 of title 31, United States Code, all medals struck under this Act shall be considered to be numismatic items.

SEC. 6. AUTHORITY TO USE FUND AMOUNTS; PROCEEDS OF SALE.

(a) **AUTHORITY TO USE FUND AMOUNTS.** There is authorized to be charged against the United States Mint Public Enterprise Fund, such amounts as may be necessary to pay for the costs of the medals struck pursuant to this Act.

(b) **PROCEEDS OF SALE.** Amounts received from the sale of duplicate bronze medals authorized under section 4 shall be deposited into the United States Mint Public Enterprise Fund.



Roberto Clemente Article

Roberto Clemente

August 18, 1934 - December 31, 1972

Birthplace: Carolina, Puerto Rico

Height: 5'11" Weight: 180

By Ozzie Gonzalez

"He gave the term 'complete' a new meaning. He made the word 'superstar' seem inadequate. He had about him the touch of royalty." Former MLB Commissioner Bowie Kuhn.

"Clemente is a great hero for all Latin players especially Puerto Ricans." "Not only was he one of the best baseball players ever, but he was a great human being as well." Juan Gonzalez, Texas Rangers.

"Growing up in Puerto Rico we got to learn a lot about his character, it was obvious that not only was he one of the greatest players, but a great human being as well." Bernie Williams, New York Yankees.

"He's the strangest hitter in baseball, figure him one way and he'll kill you another." Sandy Koufax, former Los Angeles Dodgers pitcher.

"I would be lost without baseball. I don't think I could stand being away from it as long as I was alive." Roberto Clemente.

Related Info.

Searching for Roberto Clemente - The loss of a hero at sea.

Roberto Clemente's career stats and highlights.

The Roberto Clemente "Man of the Year Award" - A list of all the winners.

He was one of the greatest baseball players ever to play right field and arguably to play the game. Watching Clemente track down balls that were bound for an extra base hit was thrilling. Watching him gracefully catch a deep fly ball and throw a strike to the catcher to cut down the runner was incredible. Tearing around the bases at full speed, legging out another extra base hit was exciting. Those were some of the natural skills that Latino legend Roberto Clemente portrayed when he played the game of baseball.

Roberto Clemente Article

Born in small barrio San Anton in Carolina, Puerto Rico, Roberto Clemente was the youngest of seven children and was raised in a modest home with mother Luisa and father Melchor.

Early on he excelled in track and field, winning medals in the javelin throw and short distance races. However, Roberto's real love was baseball.

When Roberto graduated from high school, he received best wishes from family & friends because they all knew he was bound for greatness as a baseball player.

At the young age of 17, Roberto was playing for the Santurce Cangrejeros in the Puerto Rican Winter League where he attracted legions of big-league scouts because of his hitting, fielding and throwing ability.

He signed with the Dodgers for \$10,000, but never got to play a single game in Brooklyn or Los Angeles.

A rule back then in effect required that any player signed for more than \$4000 had to stay on the parent club for a full season. The Dodgers attempted to keep Clemente's profile low, but the keen eye of the Pittsburgh Pirates general manager knew Clemente and he was selected by the Pirates for \$4,000 on Nov. 22, 1954.

In his first Major League season with the Pittsburgh Pirates in 1955, Clemente had a solid rookie season batting .255 with five homers and 47 RBI's. He built upon that foundation and batted .311 in his sophomore season. After that, Clemente hit above .300 for the next 12 seasons.

In the 1960's, Clemente joined the likes of Hank Aaron and Willie Mays as one of the top players in the National League.

In his pro career, he got over 200 hits four times (1961,64,66,67), hit over .350 three times (1961, 67 & '70), lead the league in batting four times and won 12 consecutive gold glove awards.

In the 1960's, no other player dominated the entire decade like Roberto Clemente did.



Roberto Clemente Article

No other Latin American has ever achieved the numbers and recognition like Clemente did. But even though with his stellar, consistent play, Clemente thought the fame achieved was all too slow in coming as it always seemed for players of Hispanic background. For example, in 1960 while helping the Pirates win its first World Series victory in 33 years, the Puerto Rican star with a solid season and a brilliant series performance, finished only 8th in the National League MVP balloting. It was another evidence for Roberto, that Latino players could never get a fair shake from the media and the American fans.

Clemente only won one MVP crown (1966) during a decade (the 60's) which he dominated so thoroughly -- ironically is was the one season he was not the best hitter in the National League. When it came to selecting a "Player of the 60's" Clemente was obviously overlooked and the award went easily to Sandy Koufax of the Los Angeles Dodgers as Clemente only received a handful of ballots.

He starred in two World Series triumphs and dominated all pitchers in the 1971clemente2.jpg (16831 bytes) Series with a sizzling .414 batting average. In one memorable play he showcased his cannon-like arm that the National League had feared for several years.

In game six of the World Series versus Baltimore, slugger Frank Robinson came to the plate and launched a 300-foot fly toward Clemente that was sure to score Merv Rettemund who was on third base. The minute Clemente pinched the ball in his glove, he ripped it out and rifled a strike to the awaiting catcher's mitt. Rettemund scuffled back to third base and the Orioles was held at bay. After the series win, Clemente was named the 1971 World Series MVP.

Clemente always played like a man possessed, fielding superbly, unleashing his rifle arm, and hitting in clutch situations, where it counts the most. That attitude won the World Series for the Pirates in 1971 and made him the Series MVP. Many people often said that Clemente played "something close to the level of absolute perfection."

Roberto Clemente was not only a great player on the field, but he was a greater person off the field. He was a National hero to everyone, especially Latinos.

On December 31, 1972, Clemente had taken upon himself to direct personally a relief mission to earthquake torn Nicaragua. Bound to Nicaragua, Clemente and four others loaded a small DC-7 plane with food and supplies that never got past the San Juan border as the plane almost immediately crashed into 30 feet of water in the Caribbean Sea.



Roberto Clemente Article

One Navy man speculated during a broadcast that it seemed the plane was over-crowded and the cargo wasn't secured enough and shifted during take-off. Rescue efforts started immediately, but five people died and Clemente's body was never recovered. The world was in shock. Here was a man who was struck down due to his desire to help a country in need. His death was not only a loss to his family and friends, but a loss of a hero to the entire nation.

The Baseball's Writer Association of America immediately waived the customary five-year wait and voted Roberto Clemente into the National Baseball Hall of Fame on August 8, 1973 -- making him the first Latino to be inducted

At the ceremony in 1973, Commissioner Bowie Kuhn honored him by creating the "Roberto Clemente Award", the highest award in baseball for sportsmanship and community activism. Kuhn spoke proudly about Clemente, "He was so very great a man, as a leader and humanitarian, so very great an inspiration to the young and to all in baseball, especially to the proud people of his homeland, Puerto Rico."

On April 7th 1999, the County of Allegheny, Pittsburgh announced that the Sixth Street Bridge, which spans the Allegheny River and joins downtown Pittsburgh to the North Side at Federal Street, will now be known as the Roberto Clemente Bridge. The announcement was made by the current Chairman of the Allegheny County Commissioners, Bob Cranmer.

"I can think of no better tribute to the memory of Roberto Clemente and the pride that he brought to Pittsburgh than renaming the Sixth Street Bridge, the Roberto Clemente Bridge," said Commissioner Cranmer. "'The Great One' exemplified Pirate baseball at its finest. PNC Park and Roberto Clemente Bridge will serve as a constant reminder to all generations that Clemente and Pirate baseball will forever be an important part of Pittsburgh."

The 995-foot suspension bridge, constructed in 1928, is one of three identical spans that join the North Side to the downtown area at Sixth, Seventh and Ninth streets. On days when the Pirates play home games at PNC Park, Clemente Bridge will serve as a pedestrian walkway and fans will be able enter the new Pirates ballpark directly from the bridge. A great tribute for one of this country's most cherished and prestigious athlete.

In 2002, Major League Baseball's Commissioner Allan H. (Bud) Selig announced that on Sept. 18 will be known as "Roberto Clemente Day."



Roberto Clemente Article

The celebrations will be a league-wide effort that has been initiated to honor the memory of Roberto Clemente, and coincides with Hispanic Heritage Month celebrations. As part of the tribute, the local recipients of the Roberto Clemente Award presented by John Hancock will be recognized at each club's home game on Sept. 18.

"It has been almost thirty years since Roberto Clemente's untimely death," said Commissioner Selig. "He will be remembered as a great baseball player and humanitarian. To honor his legacy, we have designated this special day to not only remember Roberto, but to honor those players who have contributed so much to their communities."

Roberto married Vera Cristina Zabala on November 14, 1964 and has three sons; Roberto Walker Clemente Jr. , Louis Roberto Clemente and Roberto Enrique Clemente.

Resources:

Roberto Clemente Foundation: (412) 772-3444

Baseball Hall of Fame, Cooperstown NY. (607) 547-7200



Roberto Clemente: Identifying Evidence Task Card

1. Follow along silently as the article is read aloud in chunks.
2. Underline at least two pieces of evidence that describe barriers Roberto Clemente faced or overcame. Write a “B” above underlined evidence related to barriers.
3. Underline at least two pieces of evidence that describe Roberto Clemente’s legacy. Write an “L” above underlined evidence related to his legacy.
4. With your group, discuss the evidence you identify.
5. Think about then discuss the following focus questions with your group members:
 - What barriers did Roberto Clemente have to overcome?
 - What is Roberto Clemente’s legacy?



Althea Gibson: Identifying Evidence Task Card

1. On your own, reread the article about Althea Gibson.
2. Underline at least two pieces of evidence that describe barriers she faced or overcame. Write a “B” above underlined evidence related to barriers.
3. Underline at least two pieces of evidence that describe Althea Gibson’s legacy. Write an “L” above underlined evidence related to her legacy.
4. With your group, discuss the evidence you identify.
5. Think about then discuss the following focus questions with your group members:
 - What barriers did Althea Gibson have to overcome?
 - What is Althea Gibson’s legacy?



Chalk Talk Chart Example
(For Teacher Reference)

How has Roberto Clemente (or Althea Gibson) broken barriers and created a legacy?

Text #3

Text #2

Text #1



Revising My Opinion Task Card

In expert groups:

1. Review and discuss the evidence you underlined and text coded in the article you read today.
2. Review your original opinion (from Lesson 2 and 4) and discuss with group members:
 - a. Does the key (repeated) information and new evidence I identified relate to my opinion?
3. Think about then discuss with group members:
4. How can I revise my original opinion to more clearly refer to my athlete's barriers or legacy?
 - a. What are the specific words or phrases I can use to refine my opinion about how my athlete broke barriers and created a legacy?
5. On the graphic organizer in your journal, record your revised opinion next to the opinion you most recently revised and recorded.



EXPEDITIONARY
LEARNING

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

Organizing an Opinion, Reasons, and Evidence:

Expert Group Text 3



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

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

I can use several sources to build my knowledge about a topic. (W.5.7)

a. I can create an organizational structure in which I group together related ideas.

b. I can identify reasons, facts, and details that support my opinion.

I can accurately synthesize information from multiple texts on the same topic. (RI.5.9)

I can accurately use fifth-grade academic vocabulary to express my ideas. (L.5.6)

Supporting Learning Targets

- I can logically group together related reasons and evidence that support an opinion about my athlete on my graphic organizer.
- I can determine the meaning of new words and phrases from context in an article about an athlete.
- I can revise my supporting reasons and evidence based on new understandings about key vocabulary.

Ongoing Assessment

- Journals (graphic organizer with opinion, reasons and evidence)
- Vocabulary cards



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Homework Review (5 minutes)B. Engaging the Writer (5 minutes)2. Work Time<ol style="list-style-type: none">A. Grouping Together Related Ideas (15 minutes)B. Key Vocabulary to Deepen Understanding (15 minutes)C. Revising Reasons and Evidence (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief (5 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">• This lesson follows a similar pattern to Lessons 3 and 5 of this unit. In Work Time Part A, students add reasons and evidence from Text 3 to the graphic organizers (which they started in Lesson 2). During Work Time C, students will not recreate the graphic organizers with the new order of reasons; they will revise their reasons or evidence based on new understandings about key vocabulary. They will also renumber the reasons they record based on the logical order they chose (either chronological or order of importance).• For the mid-unit assessment in Lesson 8, students will create a brand-new graphic organizer, record their revised opinion, and choose their “best” reasons and evidence, then record them in a logical order (chronological or order of importance).• Review: Glass, Bugs, Mud strategy (Appendix).



Lesson Vocabulary	Materials
<p>logically, group, reasons, evidence, opinion, graphic organizer, context, revise</p> <p>Vocabulary from the text:</p> <p>Althea Gibson group, based on “H.R. 4130” text: posthumously, cited, Act (1), prevented, denied (2), confer, accolade, commemoration (5)</p> <p>Roberto Clemente group, based on “Roberto Clemente: August 18, 1934—December 31, 1972” text: fair shake, overlooked, inducted, activism, humanitarian, inspiration, tribute (2), prestigious (3)</p>	<ul style="list-style-type: none">• Journals• “H.R. 4130” article (from Lesson 6)• “Roberto Clemente: August 18, 1934—December 31, 1972” article (from Lesson 6)• Related Ideas task card (one per student)• Vocabulary Strategies anchor chart (from Unit 2)• Index cards (eight per student)• Althea Gibson vocabulary task card (one per student in Althea Gibson groups)• Roberto Clemente vocabulary task card (one per student in Roberto Clemente groups)• Words about Barriers anchor chart (from Lesson 3)• Words about Legacy anchor chart (from Lesson 3)• Definitions of Key Vocabulary for Text 3 (for teacher reference)• Revision task card (one per student)



Opening	Meeting Students' Needs
<p>A. Homework Review (5 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their homework index cards. Allow students 3 to 4 minutes to pair to share their responses with at least two other students from groups studying a different athlete.• Collect students' homework index cards.	<ul style="list-style-type: none">• Intentionally partner ELL students with other students who speak the same L1 language.
<p>B. Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none">• Remind students that during the previous lesson they read a third text to learn more about how their athlete broke barriers and created a legacy. Ask students to think about then pair to share with a partner who is studying the other athlete:<ul style="list-style-type: none">* How has your athlete's legacy helped to shape our society?• Invite several students to share their thinking whole group. Listen for: "The Althea Gibson Excellence Act and her being awarded the Congressional Gold Medal for her accomplishments shows how she helped to shape, or change, society's views about African Americans," "The celebration of Roberto Clemente Day promotes giving back to one's community," "The Roberto Clemente Bridge reminds people of Roberto Clemente's achievements and humanitarian work, and recognizes the contributions and influence of Latin American athletes in our society," or similar ideas.• Say: "In the next lesson you will take the mid-unit assessment. For the assessment you will create a new graphic organizer, record a revised opinion, and choose your best reasons and evidence to support your opinion."• Tell students that today they will continue to work with the same article they read in the previous lesson. They will add to the graphic organizers they started in their journals (during Lesson 2), noting reasons and evidence from the third article that support their opinions. Reiterate to students that this will be their final opportunity to add and revise reasons and evidence from their text, prior to taking the mid-unit assessment during the next lesson.	<ul style="list-style-type: none">• Provide sentence stems for students who may have difficulty with language. (e.g., "My athlete's legacy helped to shape society by _____.")• Post all questions asked to the class and the answers they provide for students to refer to through out the lesson.



Work Time	Meeting Students' Needs
<p>A. Grouping Together Related Ideas (15 minutes)</p> <ul style="list-style-type: none"> • Ask students to take out their journals and join their expert groups (from Lessons 2–4). • Direct students to access their articles from Lesson 4, “H.R. 4130” or “Roberto Clemente: August 18, 1934—December 31, 1972.” • Review the learning target: “I can logically group together related reasons and evidence that support an opinion about my athlete on my graphic organizer.” • Ask students to recall then share out the meaning of the words <i>logically</i> (makes sense; chronological order or order of importance), <i>group</i> (put together), <i>related</i> (connected; similar), <i>reasons</i> (WHY I believe an opinion or point of view), <i>evidence</i> (facts; specific details; information), <i>opinion</i> (WHAT I believe; judgment; point of view), and <i>graphic organizer</i> (a tool to organize and record ideas). • Give students 3 to 4 minutes in their groups to do the following: <ol style="list-style-type: none"> 1. Add a box or line titled “Reason 5,” and below it three boxes or lines for evidence. 2. Add a box or line titled “Reason 6,” and below it three boxes or lines for evidence. • Distribute the Related Ideas Task Card, one per student. Read the directions aloud. Clarify any directions as necessary. Also make clear to students that during Work Time C they will have an opportunity to revise and renumber their reasons and evidence chronologically or by order of importance. • Allow students 6 or 7 minutes to independently complete the steps on the task card. Circulate to support as needed. • As time allows, invite students to share out the reasons or paraphrased evidence they added to their graphic organizers. 	<ul style="list-style-type: none"> • Provide nonlinguistic symbols for <i>group</i> (several items placed closely together), <i>related</i> (chain links), <i>reasons</i> (a question mark), <i>evidence</i> (a check mark), and <i>opinion</i> (an exclamation point). • List for students the directions for adding to their graphic organizer so that they can refer to them as they work.



Work Time (continued)	Meeting Students' Needs
<p>B. Key Vocabulary to Deepen Understanding (15 minutes)</p> <ul style="list-style-type: none">Review the learning target: "I can determine the meaning of new words and phrases from context in an article about an athlete." Remind students they have worked on this target throughout each of the modules. Cold call students to share out what they recall about the meaning of the word context (the words or phrases that come before or after a key word; help us to figure out what the word means).Ask students to recall the purpose for determining the meaning of key vocabulary from the text. Cold call several students to share their thinking aloud. Listen for: "Helps us understand the text better," "Understanding key words helps us understand key concepts in the reading; can use new understandings to revise our thinking," etc.Display and review with students the Vocabulary Strategies they used during the previous units of this module. Give each student eight index cards.Distribute the Althea Gibson Vocabulary task card to each student who read the article about Althea Gibson (during Lesson 6). Distribute the Roberto Clemente Vocabulary task card to each student who read the article about Roberto Clemente (during Lesson 6).Ask students to read the directions on their task card and discuss the steps with their group members. Circulate as students read and discuss their task cards to clarify any instructions as needed.Remind students that their focus on key terms related to the barriers and legacy of each athlete support their understanding of the connection between how individuals can overcome significant challenges and help to shape the values of their society through their legacy.Allow students 8 to 10 minutes to complete their task cards. Remind them to refer to the Vocabulary Strategies anchor chart for ideas about how to determine the meaning of unknown words.Circulate to support groups and ensure students are able to define each key word accurately (see supporting materials for Teacher Resource "Definitions of Key Vocabulary").	<ul style="list-style-type: none">Consider narrowing the focus on specific key words for students who struggle with language to three or four of the vocabulary words rather than all 8.Highlight the focus vocabulary in the text for students who may have difficulty locating them on their own.Consider prewriting the vocabulary words on the cards for students who struggle with writing.Consider allowing students that struggle with writing to dictate their vocabulary definition to their partner or to just draw a visual representation of the word meaning.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Once students complete the steps listed on their task cards, focus their attention whole group. Post the Words about Barriers anchor chart. Cold call each group to share out and explain how they chose words related to <i>barriers</i>. Listen for students to share: “Prevented,” “Denied,” “Fair shake,” “Overlooked because African Americans and Latin Americans were not allowed to participate in professional sports because of the color of their skin,” “They did not receive the same awards or recognitions as white athletes,” and similar ideas. Record the vocabulary terms students mention on the Words about Barriers chart.• Next, post the Words about Legacy chart. Cold call each group to share out and explain how they chose words related to legacy. Listen for: “Act,” “Posthumously,” “Confer,” “Accolade,” “Commemoration,” “Inducted,” “Activism,” “Humanitarian,” “Inspiration,” “Tribute,” “Prestigious because each athlete was recognized for his or her accomplishments after he or she was no longer living,” and similar ideas. Record the vocabulary terms students mention on the Words about Legacy chart.	<ul style="list-style-type: none">• Consider providing additional time to complete vocabulary cards at various times during the day.



Work Time (continued)	Meeting Students' Needs
<p>C. Revising Reasons and Evidence (15 minutes)</p> <ul style="list-style-type: none">• Review the learning target: “I can revise my supporting reasons and evidence based on new understandings about key vocabulary.” Ask students to recall and share out the meaning of the word <i>revise</i> (change; edit; improve).• Remind students that they had the opportunity to revise their opinions a second time during the previous lesson, based on both the key (repeated) and new evidence they identified in Text 3. Remind the class that revision is an ongoing process and that today the focus is on revision of the reasons and evidence they identified from Text 3.• Say: “Now you will have an opportunity to apply your knowledge about key vocabulary in order to:<ul style="list-style-type: none">* Revise the reasons and paraphrased evidence you added to your graphic organizer during Work Time A.* Then renumber your reasons so they are in a logical sequence, either chronological or by order of importance.”• Distribute a Revision Task Card to each student. Read the directions aloud and clarify as needed.• Give students 8 to 10 minutes to complete Parts 1 and 2 of the task card. Circulate to support and probe students’ thinking by asking questions such as:<ul style="list-style-type: none">* Have you accurately used key vocabulary in your revised reasons or paraphrased evidence?* How did you choose key vocabulary to include in your revised reasons or paraphrased evidence?* Did you make sure your reasons are in a logical order by date (chronological) or least to most/most to least important (order of importance)?• Invite students to share out their revised reasons and evidence, and explain how they revised based on new understandings about key vocabulary.• Collect students’ journals and vocabulary cards.	<ul style="list-style-type: none">• Students may need a think-aloud and model of how to revise their reasons and evidence. Consider doing that with model graphic organizers from Lesson 2.• Allow students who struggle with writing to dictate their revised reasons and evidence to a partner or the teacher.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Ask students to think about then pair to share:<ul style="list-style-type: none">* “How does my athlete’s legacy have an influence on today’s society?”• Cold call several students to share their thinking with the class.• Read the first learning target aloud: “I can logically group together related reasons and evidence that support an opinion about my athlete on my graphic organizer.” Ask students to demonstrate their level of mastery toward the target by using the Glass, Bugs, Mud strategy. Note which students showed a Bugs or Mud since they may need additional support in upcoming lessons.• Repeat with learning targets two and three.• Remind students that in the next lesson, they will take the mid-unit assessment. Encourage them; they will simply be applying the skills they have been practicing.	<ul style="list-style-type: none">• Provide a sentence stem or starter (e.g., “My athlete’s legacy has an influence on today’s society because _____.”) for students who may struggle with language for the Debrief.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home. <p><i>Note: Review students’ homework index cards to determine each student’s ability to respond to a question using evidence from the texts she or he has read. Review students’ journals and vocabulary index cards to determine each student’s current ability to revise and logically order reasons and evidence; and their ability to determine the meaning of unknown words from context.</i></p>	<ul style="list-style-type: none">• Consider providing prerecorded audio independent reading books chosen by students that struggle reading independently.



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Related Ideas Task Card

1. **Reread:** In your journal from the previous lesson, look at your revised opinion. On Text 3, look at what you underlined or coded with a “B” (barriers) or “L” (legacy).
2. **New Reasons:** Based on this new text, determine two new reasons that support your opinion. (Or if you don’t find new reasons, add to the four you already have.)
3. **Reason 5:** On your graphic organizer, make a new line or box for Reason 5.
 - Record your new reason there.
 - **Paraphrase:** Reread Text 3 for your underlined and text coded evidence. Below “Reason 5” on your graphic organizer, record in your own words two new pieces of evidence.
4. **Reason 6:** On your graphic organizer, make a new line or box for Reason 6.
 - Record your new reason there.
 - **Paraphrase:** Reread Text 3 for your underlined and text coded evidence. Below “Reason 6” on your graphic organizer, record in your own words two new pieces of evidence.



Althea Gibson Vocabulary Task Card

Record each of the following key vocabulary words or phrases onto an index card: *posthumously, cited, act, prevented, denied, confer, accolade, commemoration*.

Work with your group members to complete the following:

1. Use Vocabulary Strategies to help you determine the meaning of each word or phrase.
2. On the back of each card, write a definition or synonym for each word or phrase.
3. After you have defined each word or phrase, discuss then sort the words and phrases into one of two categories: Words related to “barriers” OR words related to “legacy.” Make sure you can justify why you placed each word or phrase into one category or the other.



Roberto Clemente Vocabulary Task Card

Record each of the following key vocabulary words or phrases onto an index card: *fair shake, overlooked, inducted, activism, humanitarian, inspiration, tribute, prestigious.*

Work with your group members to complete the following:

1. Use Vocabulary Strategies to help you determine the meaning of each word or phrase.
2. On the back of each card, write a definition or synonym for each word or phrase.
3. After you have defined each word or phrase, discuss then sort the words and phrases into one of two categories: Words related to “barriers” OR words related to “legacy.” Make sure you can justify why you placed each word into one category or the other.



Definitions of Key Vocabulary for Text 3
(For Teacher Reference)

Althea Gibson

posthumously – after someone's death

cited – named; referred to as

act – law; bill; record of a decision made by congress (or other legislative group)

prevented – stopped; kept someone from doing something

denied – not allowed; rejected

confer – award; give

accolade – honor; tribute; great compliment

commemoration – remembrance; ceremony honoring someone

Roberto Clemente

fair shake – having the same opportunities or rights

overlooked – fail to notice; ignore; neglect

inducted – welcomed; added; formally given a position or recognition

activism – involved in supporting community needs

humanitarian – caring, kind, compassionate person; a person who gives back to his or her community

inspiration – somebody who encourages or motivates others

tribute – acknowledgment; mark of respect; honor

prestigious – important; impressive; major



Revision Task Card

Part 1:

1. Reread all your new reasons that you added to your graphic organizer.
2. Think about and discuss: How can I revise my reasons based on new understandings about key vocabulary?
3. Reread the paraphrased evidence you recorded.
4. Think about and discuss: How can I revise my paraphrased evidence based on new understandings about key vocabulary?
5. Revise your reasons and evidence. Be sure to include at least three key vocabulary terms from the text.

Part 2:

If you are using **“Chronological Order:”**

1. Reread all reasons and related evidence that you recorded.
2. Renumber your reasons so reason #1 is for information related to the earliest date (for example, something that happened to your athlete when s/he was a child), and all your reasons go in chronological order.
3. For each reason, reread your evidence. Make sure it is also in chronological order.

If you are using **“Order of Importance:”**

1. Reread all reasons and related evidence that you recorded.
2. Renumber your reasons based on what reasons you now believe are “most to least important” or “least to most important.” Note that your reasons may appear out of order on your graphic organizer once you renumber them (for example, the first reason you wrote on your graphic organizer might now be numbered Reason 2 since you don’t think it’s the most important).
3. For each reason, reread your evidence. Make sure it is also in order of importance (either “most to least important” or “least to most important”).



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 3: Lesson 8

Mid-Unit Assessment: Notes and Graphic Organizer for a Letter to a Publisher



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

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

a. I can create an organizational structure in which I group together related ideas.

b. I can identify reasons, facts, and details that support my opinion.

I can use several sources to build my knowledge about a topic. (W.5.7)

I can accurately synthesize information from multiple texts on the same topic. (RI.5.9)

I can accurately use fifth-grade academic vocabulary to express my ideas. (L.5.6)

Supporting Learning Targets

- I can revise my opinion then choose the reasons and evidence from my notes that best support my opinion about my athlete.
- I can logically group together related reasons and evidence that support my opinion about my athlete on a graphic organizer I create.
- I can accurately use key vocabulary about barriers and legacy in my opinion, reasons, and evidence.
- I can reflect on my learning about opinions in informational text and how authors use reasons and evidence to support an opinion.

Ongoing Assessment

- Mid-Unit 3 Assessment
- Tracking My Progress, Mid-Unit 3 recording form



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Writer: Milling to Music (10 minutes)</p> <p>2. Work Time</p> <p>A. Mid-Unit Assessment (35 minutes)</p> <p>B. Tracking My Progress (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief: Sharing Reflections on and Review of Learning Targets (5 minutes)</p> <p>4. Homework</p> <p>A. Continue reading in your independent reading book for this unit at home.</p>	<ul style="list-style-type: none">• For the mid-unit assessment, students create a new graphic organizer; revise and record an opinion about how their athlete broke barriers and created a legacy; then choose, revise, and record the “best” reasons and supporting evidence for the opinion. Be sure students realize that the assessment is just the graphic organizer. Later (after three shared writing lessons), students return to these graphic organizers as they actually draft and revise their full letter to a publisher.• Students are also asked to accurately incorporate key vocabulary terms from Lessons 3, 5, and 7 in their revised opinion, reasons, and evidence.• As students complete their assessment, make sure they have access to all their resources: their three texts (from Lessons 2, 4, and 6), their journal (specifically the graphic organizer they created in Lesson 2 and continue to add to/revise), Chalk Talk charts (Lessons 2, 4, 6), and the “Words about Barriers” and “Words about Legacy” charts (from Lessons 3, 5, 7).• Be extra sure that students understand that for this assessment, they are only creating their best new graphic organizer. Later in the unit (after some shared writing as a full class), they will come back to these graphic organizers and use them to help them write their actual letter.• During Opening A, students participate in a Milling to Music activity in which they are asked to think about then discuss how their quote describes the barriers and/or legacy of Roberto Clemente or Althea Gibson. This activity serves as both review of key information and “Engaging the Writer” before students take the mid-unit assessment. Some students will have the same quote. Be sure that as students mingle, they meet with students studying the same athlete but who have a different quote.• In Advance: Prepare the quotes for the Milling to Music (Opening Part A). Copy the two different sets of quotes onto two different colored sheets of paper (so students who studied the same athlete can quickly find one another). Cut the quotes into strips.• Review: Milling to Music strategy (Appendix).



Lesson Vocabulary	Materials
revise, opinion, barriers, legacy, choose, reasons, evidence, support, logically group, related, accurately, reflect	<ul style="list-style-type: none">• Althea Gibson quote strips (one per student researching Althea Gibson)• Roberto Clemente quote strips (one per student researching Roberto Clemente)• Mid-unit 3 Assessment: Notes for a Letter to a Publisher (one per student)• Mid-unit 3 Assessment rubric (one per student)• Lined paper (for mid-unit assessment; one per student)• Student Journals• Althea Gibson Texts 1, 2, 3 (from Lessons 2, 4, 6)• Roberto Clemente Texts 1, 2, 3 (from Lessons 2, 4, 6)• Althea Gibson Chalk Talk charts (displayed, from Lessons 2, 4, 6)• Roberto Clemente Chalk Talk charts (displayed, from Lessons 2, 4, 6)• Words about Barriers chart (displayed, from Lessons 3, 5, 7)• Words about Legacy chart (from Lessons 3, 5, 7)• Tracking My Progress, Mid-Unit 3 recording form (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Milling to Music (10 minutes)</p> <ul style="list-style-type: none">• Review the Milling to Music protocol with students.• Distribute Althea Gibson quote strips to students who have been researching Althea Gibson (some students will have the same quote).• Distribute the Roberto Clemente quote strips to students who have been researching Roberto Clemente (some students will have the same quote).• Allow students 6 to 7 minutes to complete the following:<ol style="list-style-type: none">1. Read your quote.2. Think about how the quote describes the barriers and/or legacy of your athlete.3. Meet with at least two other students studying the same athlete, who have a different quote, to discuss how the quote describes your athlete's barriers and/or legacy.• Circulate to support as needed.• Focus students whole group. Invite several students to share their thinking aloud. Listen for: "Althea Gibson always wanted to 'be somebody,' and the Althea Gibson Excellence Act recognizes her achievements and commitment to ending racial discrimination and prejudice in professional athletics," "With her aggressive style, she 'chipped away' at racial bias," "Roberto Clemente dealt with racism and hurtful comments from fans and opposing players," "His commitment to charity and his great skill in baseball earned him the name 'The Great One,'" "There is a bridge in Pittsburgh named after him to serve as a reminder of his contributions to society," "There is a Roberto Clemente Day to honor his legacy," and similar ideas.• Tell students that they will now take the mid-unit assessment. For this assessment they will have the opportunity to revise their opinion about the athlete they researched, and they will choose the reasons and evidence that best support their opinion. Explain to students that they will use their work from this mid-unit assessment as a support for writing their letter to an editor during the next several lessons of this unit.	<ul style="list-style-type: none">• For the Milling to Music strategy, encourage ELL students who speak the same L1 to find one another.• 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.



Work Time	Meeting Students' Needs
<p>A. Mid-Unit Assessment (35 minutes)</p> <ul style="list-style-type: none">• Review the learning targets: “I can revise my opinion then choose the reasons and evidence from my notes that best support my opinion about my athlete,” “I can logically group together related reasons and evidence that support my opinion about my athlete on a graphic organizer I create,” and “I can accurately use key vocabulary about barriers and legacy in my opinion, reasons, and evidence.”• Ask students to recall and share out the meaning of the words: revise – change; correct; improve<ul style="list-style-type: none">– <i>opinion</i> – WHAT I think; point of view; judgment– <i>barriers</i> – difficulties; challenges– <i>legacy</i> – a person’s reputation; what people think of someone after they are no longer living; when a person has influence on a society after he or she is no longer alive– <i>choose</i> – pick; decide; want– <i>reasons</i> – WHY I believe the opinion– <i>evidence</i> – facts; specific details; information– <i>support</i> – prove; confirm; strengthen– <i>logically group</i> – use chronological order or order of importance related – linked; connected– <i>accurately</i> – correctly; precisely• Be sure students have the following resources:<ul style="list-style-type: none">– Expert Text Articles 1, 2, and 3– Journals (with graphic organizers created and revised during Lessons 2–7)– Chalk Talk Charts– Words about Barriers chart– Words about Legacy chart	<ul style="list-style-type: none">• Provide extended time to complete the mid-unit assessment for identified ELL or IEP students who struggle with language.• Consider allowing students who struggle with writing the opportunity to dictate the opinion, reasons, and evidence they choose to create a new graphic organizer to the teacher or record it into a recording



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Distribute the Mid-Unit 3 Assessment: Notes for a Letter to a Publisher and Mid-Unit Assessment Rubric to students. Read the directions and the rubric criteria aloud to students. Clarify as necessary. Be extra sure that students understand that for this assessment, they are JUST creating their best new graphic organizer. In future lessons (after more guided practice), they will actually write their full letter.• Distribute lined paper for students to use during the mid-unit assessment to create their new graphic organizers with a revised opinion and their best supporting reasons and evidence.• Give students 20 to 25 minutes to complete the assessment.• Circulate to supervise and to remind students to use their resources. Since this is a formal on-demand assessment, do not provide support other than formally approved accommodations.• If students finish early, they may begin to fill out their Mid-Unit Tracking My Progress forms.	
<p>B. Mid-Unit Assessment: Tracking My Progress (10 minutes)</p> <ul style="list-style-type: none">• Introduce the learning target: "I can reflect on my learning about opinions in informational text and how authors use reasons and evidence to support an opinion." Focus on the word <i>reflect</i>, and ask students for suggestions about what this means. Listen for students to share ideas like: "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.• 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.• Distribute the Tracking My Progress, Mid-Unit 3 recording form to students. Read through the tracker and provide clarification as necessary. Ask students to independently complete their Mid-Unit Tracking My Progress forms. Ask them to hold on to this sheet to refer to during the Debrief.• Collect students' mid-unit assessments.	<ul style="list-style-type: none">• Consider allowing students who struggle with language to dictate their Tracking My Progress form to a partner or the teacher.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief: Sharing Reflections on and Review of Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Pair students up. Ask them to share the reflections on their Mid-Unit Tracking My Progress forms.• Invite several students to share out with the whole group.• Collect students' Mid-Unit Tracking My Progress forms to review.	<ul style="list-style-type: none">• Intentionally partner students so that ELL students are partnered with a student who speaks their same L1 language during the Debrief.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home. <p><i>Note: Review students' mid-unit assessments to assess their current level of mastery toward standards W.5.1, W.5.7, RI.5.9, and L.5.6. Be prepared to return students' assessments to them by Lesson 12, when they use these graphic organizers to begin to draft their letter to a publisher.</i></p> <p><i>Review students' Mid-Unit Tracking My Progress forms to gauge how accurately students are self-assessing.</i></p>	<ul style="list-style-type: none">• Provide prerecorded audio independent reading books for those students that struggle with reading independently.



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Grade 5: Module 3A: Unit 3: Lesson 8

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Althea Gibson Quotes

Teacher Directions: Copy the quotes below onto one color of paper, and then cut into strips. Create enough copies so each student who studied Althea Gibson can have one strip.

“I hope that I have accomplished just one thing: that I have been a credit to tennis and my country.” — **Althea Gibson**



“I always wanted to be somebody. If I made it, it’s half because I was game enough to take a lot of punishment along the way and half because there were a lot of people who cared enough to help me.” — **Althea Gibson**



“I don’t want to be put on a pedestal. I just want to be reasonably successful and live a normal life with all the conveniences to make it so. I think I’ve already got the main thing I’ve always wanted, which is to be somebody, to have identity. I’m Althea Gibson, the tennis champion. I hope it makes me happy.” — **Althea Gibson**



“A Bill: To Award posthumously a Congressional Gold Medal to **Althea Gibson**, in recognition of her groundbreaking achievements in athletics and her commitment to ending racial discrimination and prejudice within the world of athletics.” — **The Althea Gibson Excellence Act**



“With her aggressive style, [Althea Gibson] attacked the ball as well as racial barriers...With every stroke, she chipped away at racial bias.” — from *Notable Southerners*



Althea Gibson Quotes

“Ain’t that a blip, that a Harlem street rebel would go on to become a world tennis champion?” —
Althea Gibson



“Shaking hands with the Queen of England was a long way from being forced to sit in the colored section of the bus going into downtown Wilmington, North Carolina.” —**Althea Gibson**



Roberto Clemente Quotes

Teacher Directions: Copy the quotes below onto one color of paper, and then cut into strips. Create enough copies so each student who studied Roberto Clemente can have one strip.

“Any time you have the opportunity to make a difference in this world, and you don’t do it, you are wasting your time on this earth.” — **Roberto Clemente**



“To the people here, we are outsiders. Foreigners.” — **Roberto Clemente**



“**[Roberto] Clemente** began his career at a time when many Hispanic athletes had to deal with racism. Fans sometimes yelled hurtful words at him because they did not like the color of his skin. But he brushed it off. ‘I don’t believe in color,’ Clemente once told reporters.” — from *Roberto Clemente’s Gifts from the Heart*



“**Roberto [Clemente]** barely spoke English, and Pittsburgh did not have a Hispanic community. When the rookie heard racial slurs against opposing players, he knew that similar comments also were being directed at him. Roberto combated such attitudes throughout his career.” — from *Roberto Clemente*



“**[Roberto] Clemente** is a great hero for all Latin players especially Puerto Ricans. Not only was he one of the best baseball players ever, but he was a great human being as well.” — Juan Gonzales, Texas Rangers

Roberto Clemente Quotes

“**[Roberto Clemente]** was so very great a man, as a leader and humanitarian, so very great an inspiration to the young and to all in baseball, especially to the proud people of his homeland, Puerto Rico.” — Commissioner Bowie Kuhn



“I can think of no better tribute to the memory of **Roberto Clemente** and the pride that he brought to Pittsburgh than renaming the Sixth Street Bridge, the Roberto Clemente Bridge. The Great One exemplified Pirate baseball at its finest. PNC Park and Roberto Clemente Bridge will serve as a constant reminder to all generations that Clemente and Pirate baseball will forever be an important part of Pittsburgh.” — Commissioner Bob Cranmer



“It has been almost thirty years since **Roberto Clemente’s** untimely death. He will be remembered as a great baseball player and humanitarian. To honor his legacy we have designated [Roberto Clemente Day] to not only remember Roberto, but to honor those players who have contributed so much to their communities.”
— Commissioner Allan H. (Bud) Selig



Mid Unit 3 Assessment:
Notes for a Letter to a Publisher

Prompt: After researching three informational texts on Althea Gibson or Roberto Clemente, create a graphic organizer that states an opinion about how your athlete broke barriers and created a legacy. Support your opinion with reasons and evidence from your research.

Directions:

Look in your journal. Review all the reasons and evidence you recorded during previous lessons.

- a. Choose the three reasons that BEST support your opinion.
- b. Choose the best evidence for each of the three reasons.

On a new sheet of lined paper, complete the following:

1. Create a fresh graphic organizer that includes:
 - A clear opinion that contains a “judgment” word about how your athlete broke barriers and created a legacy.
 - Three supporting reasons for the opinion, organized in “Chronological Order” or “Order of Importance.”
 - Three pieces of related evidence for EACH reason (total of 9 pieces of evidence.)
 - Key vocabulary about the topic.
2. Evaluate your work using the Mid-Unit Assessment Rubric. Revise your work to meet the criteria.



Mid-Unit 3 Assessment Rubric

3	2	1
Independently creates a graphic organizer to record opinion, reasons, and evidence.	Creates a graphic organizer to record opinion, reasons, and evidence. Student needs some support.	Creates a graphic organizer to record opinion, reasons, and evidence. Student needs significant support.
Opinion about how the athlete <i>broke barriers and created a legacy</i> is stated clearly and includes a judgment word (e.g., best, most, worst, etc.)	Opinion about how the athlete <i>broke barriers and created legacy</i> is unclear but includes a judgment word.	Opinion about how the athlete <i>broke barriers and created legacy</i> is unclear and does not include a judgment word.
Provides 3 reasons to support the opinion; reasons are logically ordered either chronologically or by importance.	Provides 2 reasons to support the opinion; reasons are logically ordered either chronologically or by importance.	Provides 1 or 2 reasons to support the opinion; or reason(s) are not logically ordered.
Supports each reason with 3 pieces of <i>related</i> and paraphrased evidence; and paraphrases evidence from all three of the articles read.	Supports each reason with 2 pieces of <i>related</i> and paraphrased evidence; and paraphrases evidence from at least two of the articles read.	Supports each reason with 1 piece of related and paraphrased evidence; or paraphrases evidence from only <i>one</i> of the articles read.
Incorporates at least 5 key vocabulary terms related to barriers and legacy, accurately.	Incorporates at least 5 key vocabulary terms related to barriers and legacy, but some words are used inaccurately.	Incorporates fewer than 5 key vocabulary terms related to barriers and legacy; some or all of key words are used inaccurately.



Tracking My Progress

Mid-Unit 3

Name: _____

Date: _____

Learning Target: I can revise my opinion then choose the reasons and evidence from my notes that best support my opinion about my athlete.

1. Target in my own words is:

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 is:



Tracking My Progress

Mid-Unit 3

Learning Target: I can logically group together related reasons and evidence that support my opinion about my athlete on a graphic organizer I create.

1. Target in my own words is:

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 is:



Tracking My Progress

Mid-Unit 3

Learning Target: I can accurately use key vocabulary about barriers and legacy in my opinion, reasons and evidence.

1. Target in my own words is:

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 is:



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Grade 5: Module 3A: Unit 3: Lesson 9

Whole Class Model Letter Writing, Introduction: Opinion, Reasons, and Evidence about Jackie Robinson's Legacy



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

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

- a. I can introduce the topic of my opinion piece.
- a. I can create an organizational structure in which I group together related ideas.
- b. I can identify reasons that support my opinion.

With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5)

Supporting Learning Targets

- I can develop an opinion (with my peers) based on multiple pieces of evidence from *Promises to Keep* about Jackie Robinson's legacy.
- I can identify reasons and evidence (with my peers) to support our opinion about Jackie Robinson's legacy.
- I can write a paragraph (with my peers) to introduce the topic and our opinion in a letter to a publisher.

Ongoing Assessment

- Journal (Group Opinion, Reasons, and Evidence graphic organizer)



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Model Letters and Creating a Rubric for an Opinion Letter: The Introduction (13 minutes)Review Learning Targets (2 minutes)Work Time<ol style="list-style-type: none">Forming an Opinion as a Class: Jackie Robinson's Legacy (10 minutes)Identifying Reasons and Evidence as a Class to Support Our Opinion (20 minutes)Write an Introduction as a Class (10 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief and Review of Learning Targets (5 minutes)Homework<ol style="list-style-type: none">Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">This lesson is the first in a series of three in which the teacher guides students through a shared writing process to model the opinion letter students will write for the Performance Task. As a class, students revisit the topic of Jackie Robinson and his legacy.In shared writing, the teacher and students compose text together, with both contributing their thoughts and ideas, while the teacher acts as scribe, writing the text as it is composed. Shared writing lets teachers make the writing process concrete and visible to students. This allows students to focus on the thinking involved in writing, not the process.Shared writing also is a powerful way to model and guide key skills and concepts related to the writing process (e.g., revision, mechanics, and conventions). Students gain competence and confidence in their writing skills as the teacher models and guides the thinking process writers go through.Students did write opinions in Unit 2, but still need practice thinking deeply about the intricate and multifaceted evidence they gathered that is necessary to support their opinion. These lessons also serve as a scaffold to the work students will do in Module 4, when they work more independently to write a more complex opinion piece.Doing shared writing allows the teacher to scaffold for students who are still struggling to meet this complex task of supporting an opinion with reasons and evidence, as well as model language skills such as how the connotations of words affect meaning. The class takes on the perspective of Sharon Robinson, author of <i>Promises to Keep</i>, and crafts a letter to a publisher giving her opinion about why Jackie Robinson's legacy is worthy of a biography for elementary students. The opinion, reasons, and evidence are based on the notes in their journals, taken during the reading of <i>Promises to Keep</i>, as well as the essays students wrote during their End of Unit 2 Assessment.In the Opening, students examine a Model Business Letter for text features. This is a fictitious letter, written from the perspective of Kathryn Lasky to a publisher before she wrote the book <i>The Most Beautiful Roof in the World</i> (the central text of Module 2A). It is important, when showing students models for their own writing, that they already have context and background knowledge about the topic, so they can focus on the author's craft (in this case, the format of a business letter).



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• In Work Time Part B, students participate in a class consensus-building activity in which they will vote on the opinion they feel is best for the class opinion letter. Students will each have a sticker and will place that sticker next to their choice on the list of options generated by groups. This allows students to be an active part of the decision-making process, and this also turns what could be a long and drawn-out process into a fun physical activity. In addition, it becomes very visual for those students who need that type of support.• In advance: Be prepared to return students' essays on Jackie Robinson's legacy (from their end of unit assessment).• In advance: Prepare the Class Opinion, Reasons, and Evidence graphic organizer anchor chart so that it can be filled in quickly during the lesson (see example in supporting materials).• In advance: Prepare the Opinion Letter Rubric anchor chart so that it can be filled in quickly during the lesson (see example in supporting materials). Students begin to create this rubric in this lesson, based on more general criteria they developed during Unit 2.• Review: Fist to Five strategy (Appendix).



Lesson Vocabulary	Materials
opinion, reasons, evidence, multiple, support, topic, publisher (all from previous lessons), personal (letter), business (letter)	<ul style="list-style-type: none">• <i>Promises to Keep</i> (one to display; focus on page 39)• Document camera• Model Business Letter (one to display)• Criteria for Writing Opinion Essays anchor chart (one to display, from Unit 2)• Opinion Letter Rubric anchor chart (new, co-created with students during Opening A)• Journals• Students' End of Unit 2 Assessments (from Lesson 17, Unit 2)• Deciding on an Opinion as a Group task card (one per group)• Class Opinion, Reasons, and Evidence graphic organizer (new, co-created during Work Time A)• Markers (two colors per group)• Chart paper (3–5 pieces)• Class Opinion letter (new, created during Work Time C)• Stickers (four per student)• Deciding on Reasons and Evidence to Support the Class Opinion task card (one per group)• Highlighters (one per group)• Criteria for Writing Opinion Essays anchor chart (Unit 2)• Opinion Letter Rubric anchor chart (sample, for teacher reference)• Sample Class Opinion Letter to a Publisher (Introduction Paragraph) (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Model Letters and Creating a Rubric for an Opinion Letter: The Introduction (13 minutes)</p> <ul style="list-style-type: none"> • Say to the class: "You have just finished researching about either Althea Gibson's or Roberto Clemente's legacy. For your Performance Task, you will be writing a letter to a publisher about your opinion of that athlete's legacy. Your goal is to convince that publisher that they should publish a biography to showcase the legacy of your athlete." • Connect this back to their study of Jackie Robinson: "To prepare for your own writing, we will begin a series of lessons in which we return to thinking about what Sharon Robinson must have done to get a publisher to publish <i>Promises to Keep</i>. We are going to do some shared writing based on what we know about Jackie Robinson, since we all researched him together and have the same information. Imagine that you are Sharon Robinson before she wrote <i>Promises to Keep</i>. You have the opinion that your father was the most important person in breaking the color barrier in Major League Baseball. You also had all of these stories and facts about his life, the reasons and evidence, to prove it." • Invite students to turn and talk: <ul style="list-style-type: none"> * "If you were Sharon Robinson, how might you convince someone to publish a book about your father?" • Call on several partners to share their ideas. Listen for: "I would write a letter to tell them why they should publish my idea," etc. • Tell students that over the next three lessons, they will work as a class to write that letter from the perspective of Sharon Robinson. Their goal is to state their point of view and convince a publisher about why there should be a book published about Jackie Robinson for elementary students. Point out that this is the actual task Sharon Robinson would have had to do, as an author, to get a publisher to give her a book contract. • Tell students that in order to write a high-quality letter to a publisher, they will need to review the features they must include in their letter. Remind students of letters that they read in <i>Promises to Keep</i>. Display page 39 on the document camera. Invite students to turn and talk with a partner about features they notice in this letter. • Ask a few students to share out. Listen for: "A greeting (salutation)," "Paragraphs," "A closing," and similar. Ask students to recall the person for whom this letter was written. Invite a student to share out. Listen for: "It was written by Jackie Robinson to his wife." • Say to students: "This type of letter is a <i>personal</i> letter. There are also <i>business</i> letters that people write in professional situations." 	<ul style="list-style-type: none"> • Provide access to <i>Promises to Keep</i> for each student. Some students may need to refer to page 39 on their own. • Write all questions asked to students and the answers they provide on the board or a piece of chart paper for students to access throughout the lesson. • Consider asking students to copy the rubric as the class creates it into their journals for individual reference.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Display the Model Business Letter. Tell them that this is not a real letter, but is the kind of letter that Kathryn Lasky might have written to a publisher when she wanted to get them to publish a book about her rainforest research. (Students do not need to read the whole letter word-for-word. Consider reading just the first paragraph aloud.) Ask the class to notice the features of this model business letter:<ul style="list-style-type: none">* “What features are the same as those of a personal letter?”* “What features are different from those of a personal letter?”* “How do these features help the reader of a business letter?”• Ask students to share with a partner what they notice.• Invite a few students to share aloud their notices. Be sure students share:<ul style="list-style-type: none">– Features that are the same: salutation (greeting), paragraphs, closing– Things that are different: a date, an address, formal salutation.• Invite a few partners to share aloud. Listen for: “The date gives a timeframe so the reader knows when it was written,” “The address lets the reader know which business it is to,” “The formal salutation helps the reader know if the person is a man or woman they are writing to,” etc. Write these thoughts under the heading: How This Helps Readers.• Display the Criteria for Writing Opinion Essays anchor chart (from Unit 2). Focus students on the “Introduction Paragraph” criteria. Remind students: “In Unit 2 we created criteria for writing an opinion essay. Now we are going to build on that criteria and create a rubric, like we did in Module 2 for our Field Journal Page. This rubric will be for an opinion letter.”• Ask students to silently read the criteria listed and then turn and talk to a partner about what each criterion means. Invite a few students to share out their discussions. Listen for: “The first sentence should state the topic and opinion,” “An opinion should have a judgment word,” “The introduction paragraph should tell what the rest of the essay will be about (the reasons).”• Ask students to discuss with a partner:<ul style="list-style-type: none">* “How do these criteria apply to an introduction paragraph for a letter to a publisher?”	



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Invite a few students to share their thoughts. Listen for: "They are the same," "You might want to say who you are," "You would need to say why you are writing to them," etc.• Display and draw students' attention to the Opinion Letter Rubric anchor chart. Ask students to help define each score point, referring to the criteria they have already identified. Invite several students to share their thoughts and write their suggestions in the appropriate boxes (see suggestions in the supporting materials).	
<p>B. Review Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Ask a few students, one at a time, to read aloud the learning targets. Focus students on the words <i>opinion</i>, <i>reasons</i>, and <i>evidence</i>. Ask students to share in their groups what they know about the meaning of these words from previous lessons. Students should share: "Opinion is the what," "Reasons are the why," and "Evidence is the facts and details."• Focus students on the words <i>multiple</i>, <i>support</i>, <i>topic</i>, and <i>publisher</i> in each learning target. Ask a different student to share out the meaning of each of these words in these learning targets one at a time. Listen for definitions such as:<ul style="list-style-type: none">– <i>multiple</i> – many– <i>support</i> – make stronger or prove– <i>topic</i> – what it is about– <i>publisher</i> – who prints and makes the book ready to sell	<ul style="list-style-type: none">• Provide nonlinguistic symbols for <i>opinion</i> (an exclamation point), <i>reasons</i> (a question mark), and <i>evidence</i> (a check mark).



Work Time	Meeting Students' Needs
<p>A. Forming an Opinion as a Class: Jackie Robinson's Legacy (10 minutes)</p> <ul style="list-style-type: none">• Ask students to get in their groups of four and have them discuss in their groups what an <i>opinion</i> is. Ask a student to share out. Listen for: "What someone believes," "Someone's judgment about something," etc.• Return students' End of Unit 2 Assessments. Ask them to reread them as a reminder of their opinion, reasons, and evidence from <i>Promises to Keep</i> about Jackie Robinson's legacy.• Distribute the Deciding on an Opinion as a Group Task Card to each group. Read the instructions aloud and clarify any step for students. Give students about 5 minutes to work and then write their opinion on the board.• Read aloud each group's opinion and ask students to notice the similarities and differences in how the opinions are phrased, or written. Invite students to share out their notices. As students share similarities, circle or underline them in the posted opinions with one color marker. Do the same with the other color marker for the differences.• Ask students to work in their group to think of a statement that would combine the ideas of most of the opinions into a class opinion. After about 3 minutes, invite each group to share their version of the class opinion aloud. Write each one on a piece of chart paper in a list as the groups share.• Say to students: "We will now vote as a class for our opinion for our letter from Sharon Robinson to a publisher. Remember, it should be an opinion that has strong reasons and evidence to support it. Think back to the reasons and evidence that you gathered while reading <i>Promises to Keep</i>."<ul style="list-style-type: none">* "Which of these opinions is the strongest and phrased, or written, well?"• Give all students a sticker and invite each group to come up to the chart paper and vote for the one they think should be the class opinion.• Once all students have voted, ask them to notice which opinion got the most votes and declare that one the class opinion. If there is a tie, make the decision for the class. Tell students that this is the opinion that the class will use when writing their letter to Scholastic Publishing as Sharon Robinson and write it on the "Class Opinion" line in the Class Opinion, Reasons and Evidence Graphic Organizer anchor chart.	<ul style="list-style-type: none">• List instructions for students to refer to on the board or a piece of chart paper when reviewing the End-of-Unit 2 Assessments.• Display and refer students to the Judgment Words anchor chart (Unit 2) to use when writing their group opinion statement.



Work Time (continued)	Meeting Students' Needs
<p>B. Identifying Reasons and Evidence as a Class to Support Our Opinion (20 minutes)</p> <ul style="list-style-type: none">• Ask students:<ul style="list-style-type: none">* “Now that we have our opinion, what would we need to do now to be able to write a high-quality opinion letter?”• Prompt students’ thinking by reminding them of the opinion essays they wrote during Unit 2. Let students talk in their groups for a minute. Invite a few students to share out. Listen for: “We must identify the reasons—why—we have the opinion we have and support them with evidence, facts, and details.”• Remind students that they have already identified evidence for many opinions from Promises to Keep. Say:<ul style="list-style-type: none">* “Where might you find the best reasons to support the class opinion?”• Ask students to share, and listen for: “The essays from the End of Unit 2 Assessment, our journals.”• Tell students they will work with their group members to identify reasons and evidence for their class opinion from their essays and journals.• Distribute the Deciding on Reasons and Evidence to Support the Class Opinion Task Card and a highlighter to each group. Read the instructions aloud and clarify any steps for students.• Circulate to give support to each group to clarify, redirect, and make sure that the reasons and evidence they choose support the class opinion.• Tell students that they will be joining another group now to further build consensus (agree) on the reasons and evidence for the class opinion for the letter to a publisher.	<ul style="list-style-type: none">• List the instructions for building consensus with another group on the board or a piece of chart paper for students to refer to as they work.• Consider pacing the students through the group building consensus by giving them one to two minutes per step, announcing when students should be moving to each next step.• Consider giving students only 1 or 2 stickers instead of 3 if students struggle with identifying reasons and evidence to support opinions.• Ask students that struggle with referring to text posted for the whole class to copy the Class Opinion, Reasons and Evidence anchor chart into their journal or provide individual copies.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask each group to join another group and give them about 5 minutes to do the following:<ol style="list-style-type: none">1. In your new combined groups (of about eight students), each small group of four share with the other small group of four:<ul style="list-style-type: none">• “What are two reasons and supporting evidence that your small group of four chose?”2. Find a partner in your new group of eight students. Discuss:<ul style="list-style-type: none">• “What are the similarities and differences between our two small groups’ reasons and evidence?”3. As a combined group of eight students, choose just two of the four reasons you discussed:<ul style="list-style-type: none">• “Which two reasons you think will be the best to support the class’ opinion? Why?”4. Choose one person from your new group of eight to write these on a piece of chart paper posted at the front of the room.• Circulate to give support to each group to clarify, redirect, and make sure that the reasons and evidence they choose support the class opinion.• Post the empty chart paper at the front of the classroom on which one person from each group can write their reasons and evidence.• Read aloud to the class the reasons and supporting evidence that the groups posted on the board. Pause after each one and invite students to share aloud their thoughts about how the reason and evidence would support the class opinion. Be sure that students point out specific evidence from the text as they share aloud.• Ask students to point out similarities and differences in the reasons and supporting evidence chosen by each group.• Tell students: “We need to decide which of these reasons and evidence will be the three that we will use in our letter from Sharon Robinson to a publisher to support our class opinion on Jackie Robinson’s legacy.” Give each student three stickers and invite each group, one at a time, to come up to the board and place a sticker next to the reasons and supporting evidence they feel are the strongest to support the class opinion. Explain that they can vote for only three and that they must vote for three different ones.• Once all students have voted, ask them to notice which three reasons and evidence got the most votes and declare those the reasons and supporting evidence that they will use in their letter to support the class opinion. Write them on the “Reasons and Evidence 1, 2, and 3” lines in the Class Opinion, Reasons, and Evidence graphic organizer.	



Work Time (continued)	Meeting Students' Needs
<p>C. Write an Introduction as a Class (10 minutes)</p> <ul style="list-style-type: none">• Begin a shared writing experience to model writing by gathering students so they can all see a piece of posted chart paper or a piece of paper projected through a document camera for the Class Opinion Letter. Be sure that the Class Opinion, Reasons, and Evidence graphic organizer is visible to students.• Say to students: "We will now begin writing the letter to a publisher as if we were Sharon Robinson sharing our opinion about Jackie Robinson's legacy and why there is a need to publish a book for elementary students about his life."• Ask students to help you begin the class opinion letter by choosing a student to come up to the paper and write the date on the top left-hand line and another student to write the name and address of the (fictitious) publishing company on the line underneath it (see example in supporting materials).• Invite students to turn and talk to a partner about the salutation (greeting). Ask a student to share what she or he talked about with a partner and have her or him write it on the letter on the next line. Listen for the student to share: "Dear [Name]" or "To Whom It May Concern."• Ask students to turn and talk to their partners again about what the introduction of the letter should begin with. Invite a student to share aloud. Listen for: "Stating the topic." Tell students to turn to their partners again and share a sentence that states the topic. Call on a few partners to share their ideas. Listen for: "Jackie Robinson," "Breaking barriers," "Major League Baseball," "Civil rights era," etc.• Drawing from the ideas the students shared, craft and write a sentence that introduces the topic (see the example in supporting materials). Continue this process to write the rest of the introduction paragraph, being sure to include the opinion (with a justification word) and the reasons. Keep this shared writing posted and visible as you will be adding to it over the next few lessons.• Focus students back on the Opinion Letter Rubric anchor chart. Invite students to share with a partner the score point they would give the paragraph and why. Call on a few partners to share aloud their discussions. Listen for the students to share specific evidence from the paragraph that would justify the score point they would assign. Note any areas that could be improved and take suggestions from students of how to do so. Make revisions to the paragraph if necessary.	<ul style="list-style-type: none">• Ask students to indicate with sticky notes on the class shared opinion letter where each indicator for the rubric is evidenced to give students a visual check for each one.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review of Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Say to students: "Today we began writing an opinion letter together about Jackie Robinson's legacy. In a few days, you'll be doing the same thing for the athlete you chose to research, either Roberto Clemente or Althea Gibson. What is important for us to notice about the thinking and writing we did today? Turn to a partner and share at least two things."• Invite a few partners to share their thoughts with the whole class. Listen for comments such as: "You have to be sure that your reasons and evidence support your opinion," "You have to be sure to introduce your letter by stating the topic and opinion," "Your opinion must have a judgment word," etc.• Read aloud each learning target. Pause after each one and, using the Fist to Five checking for understanding strategy, ask students to indicate with their fingers how they feel they did toward mastering each one. Note any students who show a fist, one, or two fingers. Check in with these students individually.	<ul style="list-style-type: none">• Intentionally partner students so that ELL students are partnered with a student who speaks their same L1 language.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home. <p><i>Note: In the Opening of Lesson 10, students will be physically placing their reasons and evidence (written on index cards) in a logical order based on the two types of order learned in Lesson 3. In advance, decide whether students will be given the index cards already prepared with the reasons and evidence written on them, or they will be doing that themselves in the lesson.</i></p>	



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 3: Lesson 9

Supporting Materials



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Model Business Letter

January 1, 1996
Sandpiper Press LLC
P.O. Box 2877
San Anselmo, CA 94979

To Whom it May Concern:

Did you know that Meg Lowman, the director of research and conservation at a center in Florida, has one of the world's most exciting jobs? She is a scientist who studies insects and conducts experiments in the rainforest canopy. Elementary students need a book that teaches them the scientific method as it tells the story of a real scientist's work.

I would like to tell the story of Meg Lowman's adventures in the rainforest with her graduate assistants and sons. The joy of science comes alive for children in the elementary grades when it is presented through real-life scenes and relates facts in ways that are very vivid.

Meg Lowman will be very interesting to many students. Students will identify with Meg Lowman, who became obsessed by science when she was a girl. She also does amazing experiments about insects in Belize. She inspects leaves eaten by insects, looks at "ant gardens" in the treetops, and observes the activities of various insects and animals and their effects on plant life. Students will also find it very interesting how Meg takes her sons on their first trip to the canopy and then for an evening nature walk on the forest floor.

Elementary students will be captivated by the colorful photographs that make them feel like they are actually in the rainforest. The photos show long-range views of the forest, close-ups of individual species, and many pictures of Lowman and her sons.

Thank you for considering publishing this very important book about how a real scientist uses the scientific method every day. I look forward to hearing from you.

Sincerely,

Kathryn Lasky



Deciding on an Opinion as a Group Task Card

As a group, take approximately 5 minutes to:

1. Take turns telling your opinion from your essay to your peers.
2. Notice the similarities and differences in each of your opinions.
3. Work together to create ONE opinion for your group to share with the class. It may be a combination of your opinions or you may decide to use one of your group members' opinions. Remember that an opinion statement must have a judgment word in it.
4. Have one person from your group come up to the board and write the opinion you decided on so everyone in the class can see it.



Class Opinion, Reasons, and
Evidence Graphic Organizer Anchor Chart

Class Opinion:

Reason #1:

Evidence:

Evidence:

Reason #2:

Evidence:

Evidence:



Class Opinion, Reasons, and
Evidence Graphic Organizer Anchor Chart

Reason #3:
Evidence:
Evidence:

**Deciding on Reasons and Evidence to
Support the Class Opinion Task Card**

As a group, take approximately 10 minutes to do the following:

1. On your own, review your End of Unit 2 Assessment essay to determine which of your reasons supports the class opinion.
2. Take turns: If you think that some of your reasons support the class opinion, tell your group one of those reasons and the related evidence.
3. As a group, decide if you agree that those reasons/evidence support the class opinion.
4. On your own: If the group agrees that your reason(s) supports the class opinion, highlight those parts of your individual essay.
5. On your own: Look through your journals—at the Opinion, Reasons, and Evidence graphic organizers created for opinions about Jackie Robinson’s legacy—for reasons and evidence that would also support the class opinion.
6. If any more reasons and evidence are identified, take turns sharing those with the group and if all agree that they should also be included as a reason, highlight them with a highlighter.
7. Decide together which two reasons and supporting evidence you feel will be the best to support the class opinion. Put a star next to those two reasons and evidence.
8. Be ready to share them with the whole class.



Opinion Letter Rubric Anchor Chart
(For Teacher Reference)

	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Topic and Opinion	The topic and opinion are clearly stated in the introduction, are related to one another, and come from the text read. The opinion has a judgment word.	The topic and opinion are stated in the introduction and are related to one another. The opinion has a judgment word.	The topic and opinion are stated in the introduction; however, they do not relate to one another and the opinion does not have a judgment word.	The topic and opinion are not stated in the introduction or they are not about an athlete's legacy.
Reasons	The introduction states reasons that support the opinion from the text read and are logically ordered.	The introduction states reasons that support the opinion and are from the text read.	The introduction states reasons; however, they do not support the opinion or do not come from the text read.	The introduction does not state the reasons.



Sample Class Opinion Letter to a Publisher (Introduction Paragraph)
(For Teacher Reference)

June 1, 2013

Big Ideas Publishing Co.
1234 Spring Road
Suite 200
Farmers Branch, TX 75234

To Whom it May Concern,

Did you know that Jackie Robinson was very important in breaking the color barrier in Major League Baseball during the civil rights era? He left an important legacy that influenced all of American society and should be shared with children through a book about his life. As his daughter, I witnessed the challenges he faced during the civil rights era myself. Jackie Robinson was the right man to help break down racial segregation in Major League Baseball, inspired millions of Americans, and left a significant legacy through the Jackie Robinson Foundation.



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 3: Lesson 10

Whole Class Model Letter Writing: Organizing Reasons and Evidence and Using Transition Words



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

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

- a. I can create an organizational structure in which I group together related ideas.
- b. I can use linking words to connect my opinion and reasons.

With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5)

I can summarize or paraphrase information in my notes and in finished work. (W.5.8)

Supporting Learning Targets

- I can organize reasons and evidence logically (with my peers) to support our opinion about Jackie Robinson's legacy.
- I can use linking words (with my peers) to connect our opinion and reasons in our letter to a publisher.
- I can write reason body paragraphs (with my peers) to support our opinion in a letter to a publisher.

Ongoing Assessment

- Group reason body paragraph



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer: Review Learning Targets and Logically Ordered Reasons (10 minutes)2. Work Time<ol style="list-style-type: none">A. Whole Class: Reviewing Criteria and Creating Rubric for Reason Body Paragraphs (10 minutes)B. Whole Class Review: Using Linking Words to Connect Our Opinion and Reasons (10 minutes)C. Group Work: Writing a Reason Body Paragraph and Building Consensus through a Gallery Walk (25 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief and Review of Learning Targets (5 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">• This lesson is the second in a series of three in which students experience shared writing. They work with their small groups of four, as well as a larger group, to collaboratively write a reason body paragraph. Planning and writing with peers helps students build on knowledge and skills from their classmates, which strengthens their ability to write high-quality reason body paragraphs.• During Opening Part A, students review and get further practice with previously taught and practiced skills of ordering reasons and evidence logically (Lesson 3).• The students will continue to build on the Opinion Letter Rubric, adding criteria for reasons and evidence within body paragraphs. This rubric will be used to assess their Final Performance Task.• In this lesson, students work with the reasons and evidence written on individual index cards to practice logically ordering them in preparation for writing the reason body paragraphs. In advance: Prepare Reasons and Evidence Cards for students to use during Opening Part A. On a separate index card, copy each reason and evidence from the Class Opinion, Reasons, and Evidence graphic organizer anchor chart. Make one set for each group.• In advance: Locate and post the Linking Words anchor chart (Unit 2).• Review: Gallery Walk protocol and Fist to Five strategy (Appendix).



Lesson Vocabulary	Materials
opinion, reasons, evidence, logically, linking, connect, support (all from previous lessons)	<ul style="list-style-type: none">• Document camera• Class Opinion Letter (Lesson 9)• Reasons and Evidence Cards (one set per group) OR index cards (12 per group)• Class Opinion, Reasons, and Evidence graphic organizer anchor chart (from Lesson 9)• Criteria for Writing Opinion Essays anchor chart (from Unit 2)• Opinion Letter Rubric anchor chart (from Lesson 9)• Students' completed End of Unit 2 Assessment essays• Linking Words anchor chart (from Unit 2)• Writing a Reason Body Paragraph Task Card (one per group)• Chart paper (one piece per group and three extra pieces)• Marker (one per group)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Review Learning Targets and Logically Ordered Reasons (10 minutes)</p> <ul style="list-style-type: none">• Ask students to get into their groups of four.• Remind them of the work they began in the previous lesson writing (from the point of view of Sharon Robinson) an opinion letter to a publisher. Invite a student to read aloud the introduction paragraph of the Class Opinion Letter that the class wrote yesterday.• Invite volunteers to read aloud the learning targets, one at a time.• Focus students on the words <i>logically</i>, <i>support</i>, <i>linking</i>, and <i>connect</i> in each learning target. Ask a different student to share out the meaning of each of these words in these learning targets one at a time. Listen for definitions such as:<ul style="list-style-type: none">– <i>logically</i> – so it makes sense– <i>support</i> – make stronger or prove– <i>linking</i> – connect– <i>connect</i> – show how they go together• Call on another group to remind the class of the two ways in which they could put their reasons and evidence in an order that makes sense (from Lesson 3). Listen for students to share:<ul style="list-style-type: none">– “Chronological order, by dates or times”– “Order of importance, from most important to least important.”• Say to students: “You will now get to practice logically ordering the reasons and evidence for our class opinion letter by physically sorting them.”• Distribute the Reasons and Evidence Cards (if they are already created) or index cards (if groups are making the reasons and evidence cards themselves).• If groups are making the cards themselves, give them about 3 minutes to copy each reason and evidence onto a separate index card from the Class Opinion, Reasons, and Evidence graphic organizer anchor chart. Encourage groups to divide the responsibility in order to save time.	<ul style="list-style-type: none">• List and post the directions to Logically Order Reasons and Evidence with their groups so that the students may refer to them as they work.• Intentionally assign spokesperson roles (that can rotate for each discussion) in each group so that students all have an opportunity to take the lead.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Give groups about 5 minutes to do the following:<ol style="list-style-type: none">1. Decide as a group which way you will logically order your reasons and evidence—either chronologically or by importance, or a combination of both.2. Physically place the cards in order on your tables or desk to refer to throughout the lesson.3. Be prepared to share with another group why your group decided to order them the way you did.• Circulate to provide clarification or redirect as necessary.• Tell students: “You will now have an opportunity to share with another group the way you ordered your reasons and evidence and why.” Partner each group with another one and give them 3 or 4 minutes to share their thinking.• Refocus the students whole group and call on a few to share any similarities or differences they heard or observed between groups.	
Work Time	Meeting Students' Needs
<p>A. Whole Class: Reviewing Criteria and Creating Rubric for Reason Body Paragraphs (10 minutes)</p> <ul style="list-style-type: none">• Display the Criteria for Writing Opinion Essays anchor chart (from Unit 2 and Lesson 9). Focus students on the “Reason Body Paragraphs” criteria. Remind students that in this unit, they are turning this general criteria list into a more complete rubric that will be used to assess their Final Performance Task.• Ask students to silently read the criteria listed and then turn and talk to a partner about what each criterion means. Invite a few students to share out their discussions. Listen for: “Each paragraph should be about one reason,” “You should use linking words to show how the reasons connect to the opinion and the evidence connects to the reasons,” and “The reasons and evidence should be logically ordered.”• Ask students to discuss with a partner:<ul style="list-style-type: none">* “How do these criteria apply to the reason paragraphs we will be writing today for the letter to a publisher?”• Invite a few students to share their thoughts. Listen for: “They are the same.”• Display and draw students’ attention to the Opinion Letter Rubric anchor chart. Ask students to refer to the criteria they already identified and now help define each “score point” for this row of the rubric. Invite several students to share their thoughts and write their suggestions in the appropriate boxes (see suggestions in the supporting materials).	<ul style="list-style-type: none">• Consider asking students to copy the rubric as the class creates it into their journals for individual reference.



Work Time (continued)	Meeting Students' Needs
<p>B. Whole Class Review: Using Linking Words to Connect Our Opinion and Reasons (10 minutes)</p> <ul style="list-style-type: none">• Tell students that later in this lesson, they will work in groups to write a body paragraph for one of the reasons listed on the anchor chart for their class letter. Assign each group a different reason. (Two or three groups will write for the same reason.)• Tell them that before they begin their group writing, they will review linking words and how to use them to write high-quality paragraphs. Remind students that they will be using the linking words to show connections between the reasons, evidence, and opinions, specifically how they are logically ordered.• Remind students of the work they did in Unit 2 (leading up to their End of Unit Assessment essays on Jackie Robinson's legacy). Ask students to take that essay out:<ul style="list-style-type: none">* "What transition words did you use? Circle them."• Invite students to share with a partner the linking words they used, noting similarities and differences.• Call on a few partners to share out their words. Listen for, and point out, words that are listed on the Linking Words anchor chart (from Unit 2). Add any new words students share that are not listed on the anchor chart.• Ask students to discuss and identify words with their group members that they may use in their reason paragraph writing. Invite one group member to put a star next to those words.	<ul style="list-style-type: none">• Consider pre-assigning, or choosing, linking words for students to use in their writing if they may struggle with making that decision on their own.



Work Time (continued)	Meeting Students' Needs
<p>C. Group Work: Writing a Reason Body Paragraph and Building Consensus through a Gallery Walk (25 minutes)</p> <ul style="list-style-type: none">• Distribute and read to each group the Writing a Reason Body Paragraph Task Card. Clarify any instructions for students.• Distribute the chart paper and marker to each group.• Give students 8 minutes to work. Circulate to offer support and redirection to groups when necessary, checking to make sure that all group members are participating and that the evidence is logically ordered.• Then refocus students whole group. Tell them that in a moment, they will use the Gallery Walk protocol to read the paragraphs that other groups (that were assigned the same reason) wrote. Give directions:<ol style="list-style-type: none">1. There are three areas in the classroom. Move so that all the groups who wrote about the same reason are together in one area.2. In your area, hang up your paragraphs side by side, so everyone in your big group can see all the paragraphs.3. Silently read the paragraphs, noticing similarities and differences.4. Assign two recorders for your larger group. Give each recorder a marker. As a group, discuss the similarities and differences you notice. Recorder 1: underline the similarities. Recorder 2: circle the differences.• Give students 8 minutes to do the steps above. Circulate to listen in and support as needed.• Then distribute a new piece of chart paper to each group. Be sure each group has a recorder and a facilitator. Direct groups to now do a shared writing for their body paragraph. They can choose to either use one of the paragraphs already written or to combine sentences from all of them in order to write a new one.• Give students about 5 more minutes to work. Circulate to each group to provide support and redirection, listening specifically for logically ordered evidence and linking words. Ensure that all group members have a voice and are participating.• Then direct each group to send one person up to the front of the room to hang their paragraph where the class can see it.	<ul style="list-style-type: none">• Consider having a strong reader in each group read aloud the paragraphs written by the different groups so that all students are able to participate in the activity equally.• Students may need the teacher to pace the shared writing by indicating when they should be on each sentence in order to move through the process efficiently.• Ask students to indicate with sticky notes on the class shared opinion letter where each indicator for the rubric is evidenced to give students a visual check for each one.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Focus students back as a whole class on the paragraphs. Tell students they will hear one another's paragraphs read aloud. They should focus on how the evidence is logically ordered and how the group used linking words. Ask a student from each group to read their paragraph aloud. Invite students from other groups to share what they noticed. Listen for: "The evidence was clearly ordered chronologically because they were written in order of the dates from the text," "The word 'most' was used to show which piece of evidence is most important," etc.• Tell students that they now need to work together to determine a logical order for their three reason body paragraphs.• Ask students to turn to a partner and discuss:<ul style="list-style-type: none">* "Do you think that the class should order the reasons chronologically or in order of importance? Why?"• Invite students to vote by holding up their fingers:<ul style="list-style-type: none">– 1 finger = chronological order– 2 fingers = order of importance• Call on a few students to share aloud their reason for their decision on order. Based on majority rule, declare which way the three body paragraphs will be ordered.• Ask students to discuss with a partner:<ul style="list-style-type: none">* "Given the organizational structure we just chose, which paragraph do you think should go first, second, and third? Why?"• Invite a few partners to share their thinking. Listen for comments that indicate they are ordering the paragraphs based on either chronology or importance, depending on which one the class chose.• Move the chart paper so that the reason body paragraphs are in the order that makes most logical sense.• Then ask students to go back to their larger reason groups:<ol style="list-style-type: none">1. Talk together to decide how to rewrite their first sentence to include a linking word that would connect it to the opinion now that they know which logical way they are ordering their reasons.2. Recorder, write the revised first sentence on the chart paper.• Refocus students whole group. Read aloud the entire class opinion letter (now across four pieces of chart paper).• Draw students' attention back to the Opinion Letter Rubric anchor chart. Ask students to share with a partner the score point they would give the reason body paragraphs and why. Call on a few partners to share aloud their discussions. Listen for the students to share specific evidence from the paragraphs that would justify the score point they would assign. Take suggestions from students of what could still be improved.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review of Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Say to students: “Today each group wrote one reason body paragraph for our shared opinion letter about Jackie Robinson’s legacy. In a few days, you’ll be doing the same thing for the athlete you chose to research, either Roberto Clemente or Althea Gibson.”• Read aloud each learning target and ask students to turn and talk to a partner:<ul style="list-style-type: none">* “What is important for us to notice about the thinking and writing we did today?”• Invite a few partners to share their thoughts with the whole class. Listen for comments such as: “You have to be sure that your reasons and evidence support your opinion,” “You have to be sure that you order your reasons and evidence so that it makes sense (logically),” “You must use linking words to connect the opinion, reasons, and evidence,” etc.	<ul style="list-style-type: none">• Intentionally partner students so that ELL students are partnered with a student who speaks their same L1 language.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">• Provide audio version of independent reading books for students that struggle reading independently.



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 3: Lesson 10

Supporting Materials



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Opinion Letter Rubric anchor chart
(For Teacher Reference)

	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Topic and Opinion	The topic and opinion are clearly stated in the introduction, are related to one another, and come from the text read. The opinion has a judgment word.	The topic and opinion are stated in the introduction and are related to one another. The opinion has a judgment word.	The topic and opinion are stated in the introduction; however, they do not relate to one another and the opinion does not have a judgment word.	The topic and opinion are not stated in the introduction or they are not about an athlete's legacy.
Reasons (in the Introduction)	The introduction states reasons that support the opinion from the text read and are logically ordered.	The introduction states reasons that support the opinion and are from the text read.	The introduction states reasons; however, they do not support the opinion or do not come from the text read.	The introduction does not state the reasons.
Reasons (Body Paragraphs)	There are three reason body paragraphs, clearly supported by three pieces of evidence from the text that are logically ordered to support the opinion and correct use of linking words.	There are three body paragraphs, clearly supported by three pieces of evidence from the text; however, there is no logical reason to their order and no use of linking words.	There are three reason body paragraphs; however, they are not each supported with three pieces of evidence from the text.	There are not three reason body paragraphs, each supported with three pieces of evidence.



Writing a Reason Body Paragraph Task Card

1. Read aloud the reason your group was assigned.
2. Review the evidence. What type of logical ordering did you use?
3. Check your ordering:
 - If you used chronological order, the earliest date is the one on the first card after the reason card.
 - If you used order of importance, the evidence you think is MOST important is the first card after the reason card.
 - Check your other two evidence cards to be sure they are in the right order as well.
4. As a group, choose a recorder: one person who will write down your group's paragraph.
5. As a group, decide what the first sentence should be.
 - Remember, the first sentence should state the reason. Have your recorder write that sentence on the chart paper.
6. As a group, decide on and write a sentence for each piece of evidence.
 - Remember to paraphrase (put into your own words) the evidence AND use linking words in these sentences to show the connection to the reason. Use the words you put a star next to earlier or any of the words from the Linking Words anchor chart that makes sense.
7. As a group, decide on and write the last sentence of your paragraph. Remember, it should restate the reason but NOT in the same way as the first sentence.
8. Be ready to share your paragraph with the other groups that have your same reason.



EXPEDITIONARY
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Grade 5: Module 3A: Unit 3: Lesson 11

Whole Class Model Letter Writing (Concluding Statement) and Preparing for End of Unit Assessment



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

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

d. I can construct a concluding statement or section for my opinion piece.

With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5)

I can provide a list of sources I used to gather information. (W.5.8)

Supporting Learning Targets

- I can write a conclusion statement (with my peers) for our opinion letter to a publisher.
- I can create a list of sources used in gathering evidence for writing an opinion letter.

Ongoing Assessment

- Individual and group concluding statements



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer: Partner Read (5 minutes)B. Review Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Whole Class: Revising Opinion Letter Rubric, Concluding Statements (10 minutes)B. Individual, Partner, and Group Work: Drafting Conclusion Statements (20 minutes)C. Preparing for the End of Unit Assessment: Reviewing Notes and Creating a List of Sources (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief and Review Learning Targets (5 minutes)4. Homework<ol style="list-style-type: none">A. Continue to review the articles you read about your athlete, and your graphic organizer. Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">• This lesson is the last in the series of shared writing lessons. Students again work with their small groups of four, this time to collaboratively write a concluding statement. The shared writing provides further scaffolding for those students who need the support of their peers to strengthen their ability to write high-quality concluding statements (which they practiced before in Unit 2).• Students finalize the Opinion Letter Rubric, adding criteria for a concluding paragraph as well as for language and conventions. This rubric will be used to assess their Final Performance Task.• Near the end of this lesson, students share their opinion, reasons, and evidence with a peer who researched the other athlete. This serves as oral rehearsal for the end of unit assessment.



Lesson Vocabulary	Materials
conclusion statement (from previous lesson), sources	<ul style="list-style-type: none">• Class Opinion Letter (Lessons 9–10)• Criteria for Writing Opinion Essays anchor chart (Unit 2 and Lessons 9–10)• Opinion Letter Rubric anchor chart (Lessons 9–10)• Writing a Group Conclusion Statement task card (one per group)• Markers (two different colors per group)• Chart paper (two pieces)• Stickers (one per student)• Students' completed Mid-Unit 3 Assessments (from Lesson 8)• Expert Group Texts 1, 2 and 3 (used for research in Lessons 2–7)• Highlighters (one per student)• Document camera• Opinion Letter Rubric anchor chart (for teacher reference)• List of Sources (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Partner Read (5 minutes)</p> <ul style="list-style-type: none">• Focus students' attention on the posted Class Opinion Letter. Invite students to remind themselves of the writing they have done so far together by reading the letter silently to themselves.• Invite students to take turns with a partner reading the class opinion letter, each partner reading one paragraph at a time. Ask partners to discuss:<ul style="list-style-type: none">* We've been writing a letter from the perspective of Sharon Robinson. How does our class letter communicate to the publisher our opinion about the importance of Jackie Robinson's legacy?"• Call on a few partners to share their discussion with the class. Listen for comments such as: "The reasons and evidence clearly support the opinion, so it will make the publisher understand that Jackie Robinson's legacy is an important one."	<ul style="list-style-type: none">• Intentionally partner students so that stronger readers and writers are with those who struggle during the Partner Reading.
<p>B. Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Say: "Today we will focus on these learning targets: 'I can write a conclusion statement (with my peers) for our opinion letter to a publisher.' 'I can create a list of sources used in gathering evidence for writing an opinion letter.'"• Ask students to think about then discuss with a partner:<ul style="list-style-type: none">* "What is a conclusion statement?"• Invite several students to share their thinking aloud. Listen for ideas such as: "A sentence that ties all the ideas together at the end of an essay," "Restates the main opinion," etc.• Focus students on the word sources. Ask students to share with their partner what they think that word means in this learning target. Invite a few students to share aloud their meaning. Listen for: "Where something comes from," "The texts we used," etc.	<ul style="list-style-type: none">• Provide a nonlinguistic visual for sources (small pictures of texts or books).



Work Time	Meeting Students' Needs
<p>A. Whole Class: Revising Opinion Letter Rubric, Concluding Statements (10 minutes)</p> <ul style="list-style-type: none"> • Display the Criteria for Writing Opinion Essays anchor chart from Unit 2 and focus students on the conclusion statement criteria. • Ask students to silently read the criteria listed and then turn and talk to a partner about what the criteria mean. Invite a few students to share out their discussions. Listen for: "It should restate the opinion." • Ask students to discuss with a partner: <ul style="list-style-type: none"> * "How does this criteria apply to the conclusion statement we will be writing today for the letter to a publisher?" • Invite a few students to share their thoughts. Listen for: "It should be the same," "Maybe we should add a thank-you for considering publishing the book," etc. • Display and draw students' attention to the Opinion Letter Rubric anchor chart. Ask students to help define each score point referring to the criteria that they have already identified. Invite several students to share their thoughts and write their suggestions in the appropriate boxes (see suggestions in the supporting materials). 	<ul style="list-style-type: none"> • Consider asking students to copy the rubric into their journals as the class creates it for individual reference.
<p>B. Individual, Partner, and Group Work: Drafting Conclusion Statements (20 minutes)</p> <ul style="list-style-type: none"> • Ask students to think about then discuss with a partner: <ul style="list-style-type: none"> * "How could I restate the class opinion as a conclusion statement?" * "How can I tie the ideas in the letter together in one sentence?" • Give students 2 to 3 minutes to work on their own to draft a conclusion statement for the class opinion letter. • Ask students to share their draft conclusion statement with a partner and give each other feedback: <ul style="list-style-type: none"> * "How does this draft conclusion meet the criteria on our rubric?" • Then give students a few minutes again, on their own, to revise their conclusion statement. • Tell students they will now work with their group to write a single conclusion statement. Distribute the Writing a Group Conclusion Statement Task Card to each group. Read the instructions aloud and clarify as needed. 	<ul style="list-style-type: none"> • Post all questions asked to the class and the answers they provide for students to refer to throughout the lesson. • Consider allowing students who struggle with writing the opportunity to dictate their conclusion statement to a partner or the teacher.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Give students about 5 minutes to work. Circulate as groups are working to clarify and redirect as necessary. Listen to be sure the groups' conclusion statements are a restating of the opinion, but in a different way from the introduction. As students finish, encourage them to send their recorder to write their group's conclusion on the board where the whole class can see it.• Refocus students whole group. Read aloud each group's conclusion statement and ask students to notice:<ul style="list-style-type: none">* "What are the similarities? What are the differences?"• Invite students to share out. As they share similarities, circle or underline them in the posted statements with one color marker. Do the same with the other color marker for the differences.• Ask students to take another 2 to 3 minutes with their group to think of a statement that would combine the ideas of most of the conclusions statements into a class conclusion statement.• Invite each group to share their class conclusion statement aloud. Write each one on a piece of chart paper in a list as the groups share.• Say to students: "We will now vote as a class for our conclusion statement for our letter from Sharon Robinson to a publisher. Remember, it should be a conclusion that restates the opinion in a different way from the introduction paragraph." Give each student a sticker and invite each group to come up to the chart paper and vote for the one they think should be the class conclusion statement.• Once all students have voted, ask students to notice which statement got the most votes and declare the one that will be used in the class opinion letter. If there is a tie, make the decision for the class. Write the class conclusion statement on a piece of chart paper and hang it next to the last reason body paragraph.	



Work Time (continued)	Meeting Students' Needs
<p>C. Preparing for the End of Unit Assessment: Reviewing Notes and Creating a List of Sources (15 minutes)</p> <ul style="list-style-type: none">• Say to students: “Tomorrow you will write your first full draft of your own opinion letter to a publishing company about either Althea Gibson’s or Roberto Clemente’s legacy and the need to have a biography published for elementary students. Today you will prepare for that task by gathering, reviewing, and organizing the notes you took from the texts you read.”• Return the completed Mid-Unit 3 Assessment to the students and ask them to reread their notes as they organized them on the graphic organizer they chose.• Invite students to choose a partner who researched a different athlete from theirs. Tell students to take about 5 minutes each to explain to their partner their opinion, the reasons for their opinion, the evidence for each reason, and the reason they chose to order their reasons and evidence chronologically or by importance. Let students know they do not have to read from their graphic organizer; they can just talk through their research.• Circulate among the partners to clarify instructions and redirect if necessary.• Say to students: “Any time we do research, we must keep track of where we get information that informs our writing so that we can give credit to the people from whom we learned the information, since it does not come from our brains originally. These are the sources we will list. When we list the source, we must list the title of the article or website and the name of the author.”• Instruct students to take out the three texts they used for research in their expert groups (from Lessons 2, 4, and 6). Distribute one highlighter to each student.• Give students 3 or 4 minutes to locate and highlight the title and author of each text. Ask students to join other students who researched the same athlete they did, to form a triad. Ask them to take turns sharing the author and title of each text, checking to ensure they have the same ones highlighted.• For each text, invite a student to come to the front of the room to display the highlighted text on the document camera. As she or he shows the name of the author and title of the text, write these in a list on the board (see example in supporting materials).• Tell the students that they will need to copy the list of sources from the board tomorrow during the end of unit assessment. Leave the list posted (or be prepared to recopy it to post at the start of Lesson 12).	<ul style="list-style-type: none">• Intentionally partner students who struggle with writing with students who are stronger writers in order to review their notes.• List instructions for partners when reviewing notes from research on the board, or keep them someplace visible for students to refer to as they are working.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Tell students that for the past few days, they have been working together to write an opinion about Jackie Robinson's legacy. Tomorrow they will do the same, on their own, for the athlete they researched (either Roberto Clemente or Althea Gibson). Ask:<ul style="list-style-type: none">* "What is important for us to notice about the thinking and writing we did today? Turn to a partner and share at least two things."• Invite a few partners to share their thoughts with the whole class. Listen for comments such as: "You have to be sure that your conclusion restates your opinion," "You have to be sure that the conclusion is not exactly the same as the introduction," etc.• Focus students' attention on the Opinion Letter Rubric anchor chart, which is now complete. Ask students to think about then share with their partner:<ul style="list-style-type: none">* "What criteria will you need to pay attention to when you write your draft letter tomorrow?"• Invite a few partners to share aloud their discussion. Listen for any comments that are directly related to the criteria on the rubric.	<ul style="list-style-type: none">• Intentionally partner students so that ELL students are partnered with a student who speaks their same L1 language.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue to review the articles you read about your athlete, and your graphic organizer.• Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">• Provide prerecorded audio independent reading books for those students that struggle with reading independently.



EXPEDITIONARY
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Grade 5: Module 3A: Unit 3: Lesson 11

Supporting Materials



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Opinion Letter Rubric anchor chart
(For Teacher Reference)

	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Topic and Opinion	The topic and opinion are clearly stated in the introduction, are related to one another, and come from the text read. The opinion has a judgment word.	The topic and opinion are stated in the introduction and are related to one another. The opinion has a judgment word.	The topic and opinion are stated in the introduction; however, they do not relate to one another and the opinion does not have a judgment word.	The topic and opinion are not stated in the introduction or they are not about an athlete's legacy.
Reasons (in the Introduction)	The introduction states reasons that support the opinion from the text read and are logically ordered.	The introduction states reasons that support the opinion and are from the text read.	The introduction states reasons; however, they do not support the opinion or do not come from the text read.	The introduction does not state the reasons.
Reasons (Body Paragraphs)	There are three reason body paragraphs, clearly supported by three pieces of evidence from the text that are logically ordered to support the opinion and correct use of linking words.	There are three body paragraphs, clearly supported by three pieces of evidence from the text; however, there is no logical reason to their order and no use of linking words.	There are three reason body paragraphs; however, they are not each supported with three pieces of evidence from the text.	There are not three reason body paragraphs, each supported with three pieces of evidence.



Opinion Letter Rubric anchor chart
(For Teacher Reference)

	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Conclusion Statement	There is a conclusion statement that clearly restates the opinion in a different way from the introduction paragraph.	There is a conclusion statement that restates the opinion, but it is the same as or very similar to the introduction paragraph.	There is a conclusion statement but it does not restate the opinion.	There is not a conclusion statement.



Writing a Group Conclusion Statement Task Card

As a group, take approximately 5 minutes to do the following:

1. Take turns reading your conclusion statement to your group.
2. Notice the similarities and differences in each of your conclusion statements.
3. Work together to create ONE conclusion statement for your group to share with the class. You can combine your statements or you can choose one of your group members' statements.
 - Remember that a conclusion statement **MUST** restate the opinion but in a different way than the introduction paragraph.
4. Choose one person from your group to come up to the board and write your group's conclusion statement so other groups can see it.



List of Sources
(For Teacher Reference)

For Althea Gibson:

1. “Althea Gibson (1927-2003),” from The New Book of Knowledge. Grolier Online, 2013.
2. “Notable Southerners: Althea Gibson.”
3. “H.R. 4130: The Althea Gibson Excellence Act,” U.S. Congress.

For Roberto Clemente:

1. “Roberto Clemente’s Gifts From the Heart,” in *Scholastic News*.
2. Lynn C. Kronzek, “Roberto Clemente,” in *Great Athletes*.
3. Ozzie Gonzales “The Great Roberto Clemente,” in *Latino Legends in Sports*.



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 3: Lesson 12

End-of-Unit Assessment: Writing a Draft Letter to A Publisher about an Athlete's Legacy



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

- I can accurately synthesize information from multiple texts on the same topic. (RI.5.9)
- I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)
- I can introduce the topic of my opinion piece.
 - I can create an organizational structure in which I group together related ideas.
 - I can identify reasons that support my opinion.
 - I can use linking words to connect my opinion and reasons.
 - I can construct a concluding statement or section for my opinion piece.

Supporting Learning Targets

- I can write a paragraph to introduce the topic and my opinion about the athlete I researched in a letter to a publisher.
- I can organize reasons and evidence logically to support my opinion about the athlete I researched.
- I can write reason body paragraphs to support my opinion about the athlete I researched in a letter to a publisher.
- I can use linking words to connect my opinion, reasons, and evidence about the athlete I researched in a letter to a publisher.
- I can write a conclusion statement for my opinion about the athlete I researched in a letter to a publisher.

Ongoing Assessment

- End of Unit 3 Assessment
- Tracking My Progress, End of Unit 3 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engage the Writer: Vocabulary Card Concept Map (10 minutes)B. Review Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. End of Unit Assessment (30 minutes)B. Tracking My Progress (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief: Sharing Reflections on Learning Targets (5 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">• For the On Demand: End of Unit Assessment, students create their best independent draft letter to a publisher. During Lessons 13 and 14 they then will work in triads to revise their draft letters, before sharing their final and best version of the letter aloud for the Performance Task in Lesson 15.• See teaching note at the end of this lesson regarding what feedback students will need before Lesson 13.• In advance: Prepare the Arrow Cards for students to use in creating the Vocabulary Card Concept Map during the Opening.• Based on the needs of your class, consider prioritizing which targets for students to focus on for their Tracking My Progress.

Lesson Vocabulary	Materials
justify, topic, opinion, reasons, evidence, linking words, connect, support, conclusion (all from previous lessons)	<ul style="list-style-type: none">• Vocabulary Cards• Arrow Cards (three of each per group)• End of Unit 3 Assessment: Writing a Letter to a Publisher about an Athlete's Legacy (one per student)• Lined paper (two pieces per student)• Student's individual Mid-Unit 3 Assessments (from Lesson 11)• Opinion Letter Rubric anchor chart (Lessons 9–11)• End of Unit 3 Assessment: Opinion Letter Rubric (for teacher reference; use this to score students' assessments)• Tracking My Progress, End of Unit 3 recording form (one per student)



Opening	Meeting Students' Needs
<p>A. Engage the Writer: Vocabulary Card Concept Map (10 minutes)</p> <ul style="list-style-type: none">• Ask students to get into their group of four and have with them their Vocabulary Cards, especially those created during their research about either Althea Gibson or Roberto Clemente.• Explain to students that they will be reviewing the vocabulary they have been working with during this module by creating a concept map about the athlete whose legacy they researched. Remind students of the work they did with vocabulary words about biodiversity in Module 2. Invite students to talk in their groups for a few minutes about the concept maps they created about biodiversity in Module 2.• Ask a few groups to share what they remember. Listen for: "We connected vocabulary words together using arrows and then explained how they were connected to another group."• Distribute three of each Arrow Cards to each group and direct students to choose four cards from their collection of vocabulary cards that they feel have something to do with their athlete's legacy.• Direct students to work together to create a concept map using the arrow cards and at least two of the vocabulary cards from each group member they chose by connecting the words in some way. Explain that they will have to be able to <i>justify</i> the connection, to tell how the words go together, and what the words have to do with their athlete's legacy.• Allow students about 5 minutes to create the concept map and discuss their justification. Circulate to support as needed.• Ask each group to join another group and invite them to share their concept maps, making sure to justify the connection between the words and their athlete's legacy.• If time permits, ask a few groups to share out their work with the whole class.	<ul style="list-style-type: none">• Consider pre-selecting vocabulary cards for students who may have difficulty determining the best ones to use.



Opening	Meeting Students' Needs
<p>B. Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Say: "Today you will take the end of unit assessment. Remember, during the previous lesson you had the opportunity to prepare for this assessment by gathering, reviewing, and organizing the notes you took about either Roberto Clemente or Althea Gibson in the first half of this unit."• Ask a few students, one at a time, to read aloud the learning targets.• Focus students on the words <i>topic</i>, <i>opinion</i>, <i>reasons</i>, <i>evidence</i>, <i>linking words</i>, <i>connect</i>, <i>support</i>, and <i>conclusion</i> as they are read in each learning target. Ask students to share in their groups what they know about the meaning of these words from previous lessons. Students should share:<ul style="list-style-type: none">– <i>topic</i> = what it is about– <i>opinion</i> = what someone believes– <i>reasons</i> = why someone believes what they believe– <i>evidence</i> = the facts and details that prove the opinion– <i>linking words</i> = words that show how opinions, reasons, and evidence are connected– <i>connect</i> = go together– <i>support</i> = make stronger or prove– <i>conclusion</i> = the end, where you restate the opinion	<ul style="list-style-type: none">• Provide nonlinguistic symbols for <i>opinion</i> (an exclamation point), <i>reasons</i> (a question mark), and <i>evidence</i> (a check mark).



Work Time	Meeting Students' Needs
<p>A. End-of-Unit Assessment (30 minutes)</p> <ul style="list-style-type: none"> Ask students to take out their Mid-Unit 3 Assessment and distribute the End of Unit Assessment: Writing a Letter to a Publisher about an Athlete's Legacy and two pieces of lined paper. Invite students to quickly skim the assessment. Point out to students that they are going to write a business letter to a publisher about their athlete's legacy. Tell students they should refer to the following resources as they write their draft letters today: <ol style="list-style-type: none"> Opinion, Reasons, and Evidence graphic organizer from the Mid-Unit 3 Assessment Their expert group texts (if necessary; they should mostly be working from their notes by this point) Vocabulary cards Anchor charts the class created Direct students to focus on the Opinion Letter Rubric at the bottom of the assessment. Point out that this is the same rubric they created together; however, criteria for grammar, spelling, and punctuation have now been added. Review with students the criteria for a high-quality opinion letter on the Opinion Letter Rubric anchor chart. Address any clarifying questions. Circulate to supervise; because this is a formal on-demand assessment, do not provide support other than formally approved accommodations. If students finish the assessment early, they may read independently or begin work on the End of Unit Tracking My Progress recording form. 	<ul style="list-style-type: none"> Provide extra time for completing the assessment for students who struggle with language. Consider allowing students that struggle with writing the opportunity to dictate their letter to the teacher or record it into a recording device.
<p>B. Tracking My Progress (10 minutes)</p> <ul style="list-style-type: none"> Distribute the End of Unit 3: Tracking My Progress 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. 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. 	<ul style="list-style-type: none"> Consider allowing students who struggle with language to dictate their Tracking My Progress form to a partner or the teacher.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief: Sharing Reflections on Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Congratulate students on how much they have learned about writing opinions and supporting them with reasons and evidence.• Partner students. Ask them to share the reflections on their Tracking My Progress recording forms.• Invite several students to share out with the whole group.• Pique students' interest for the upcoming lessons. Tell students that over the next few days they will be able to have critique and revision sessions with their peers in order to improve their letters. Then they will read their letters in small groups during an Author's Read celebration.• Collect students' End of Unit 3 Assessments, Mid-Unit 3 assessments, and their Tracking My Progress recording forms.	<ul style="list-style-type: none">• Intentionally partner students so that ELL students are partnered with a student who speaks their same L1 language for the debrief.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home. <p><i>Note: Review the students' End of Unit 3 Assessments, Mid-Unit 3 assessments, and their Tracking My Progress recording forms.</i></p> <p><i>Ideally, before Lesson 13, you will grade all students' letters based on all the rubric criteria included with this assessment. If that is not feasible, there are several options:</i></p> <p><i>A. Consider photocopying students' letters, so you can return their originals at the start of Lesson 13, and score the photocopied version as time permits.</i></p> <p><i>B. Skim students' draft letters to provide one piece of specific positive feedback (for one focus area of the rubric) and one specific suggestion they should focus on when getting help from their peers to revise.</i></p>	<ul style="list-style-type: none">• Provide prerecorded audio independent reading books for those students that struggle with reading independently.



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Grade 5: Module 3A: Unit 3: Lesson 12

Supporting Materials



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Arrow Cards





End of Unit 3 Assessment:

Writing a Draft Letter to A Publisher about an Athlete's Legacy

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.

Your biography will include:

- Business letter format
- This address:
 - 2270 Springlake Road
 - Suite 600
 - Farmers Branch, TX 75234
- 5 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 about the athlete you researched
- Logically organized reasons and evidence
- Linking words and phrases to connect the opinion, reasons and evidence
- Grade-level appropriate conventions (spelling, grammar, punctuation)
- Appropriate vocabulary learned throughout the module (from your cards)

For details, see the full rubric.



End of Unit 3 Assessment:
Opinion Letter Rubric

	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Topic and Opinion	The topic and opinion are clearly stated in the introduction, are related to one another, and come from the text read. The opinion has a judgment word.	The topic and opinion are stated in the introduction and are related to one another. The opinion has a judgment word.	The topic and opinion are stated in the introduction; however, they do not relate to one another and the opinion does not have a judgment word.	The topic and opinion are not stated in the introduction or they are not about an athlete's legacy.
Reasons (in the Introduction)	The introduction states reasons that support the opinion from the text read and are logically ordered.	The introduction states reasons that support the opinion and are from the text read.	The introduction states reasons; however, they do not support the opinion or do not come from the text read.	The introduction does not state the reasons.
Reasons (Body Paragraphs)	There are three reason body paragraphs, clearly supported by three pieces of evidence from the text that are logically ordered to support the opinion and correct use of linking words.	There are three body paragraphs, clearly supported by three pieces of evidence from the text; however, there is no logical reason to their order and no use of linking words.	There are three reason body paragraphs; however, they are not each supported with three pieces of evidence from the text.	There are not three reason body paragraphs, each supported with three pieces of evidence.



End of Unit 3 Assessment:
Opinion Letter Rubric (continued)

	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Conclusion Statement	There is a conclusion statement that clearly restates the opinion in a different way from the introduction paragraph.	There is a conclusion statement that restates the opinion, but it is the same or very similar to the introduction paragraph.	There is a conclusion statement but it does not restate the opinion.	There is not a conclusion statement.
Language Conventions and Mechanics (Spelling, Grammar and Punctuation)	There are almost no errors in grammar, spelling, and punctuation, and the meaning is clear throughout the letter.	There are a few errors in grammar, spelling, and punctuation, but the meaning is generally clear.	There are errors in grammar, spelling, and punctuation, demonstrating minimal control over language. The errors sometimes distract the reader and cause misunderstanding.	There are many errors in grammar, spelling, and punctuation, demonstrating little or no control over language. The errors often distract the reader and cause misunderstanding.



Tracking My Progress:
End of Unit 3

Name:

Date:

Learning Target: I can write a paragraph to introduce the topic and my opinion about the athlete I researched in a letter to a publisher.

1. Target in my own words is:

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:



Tracking My Progress:
End of Unit 3

Learning Target: I can organize reasons and evidence logically to support my opinion about the athlete I researched.

1. Target in my own words is:

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:



Tracking My Progress:
End of Unit 3

Learning Target: I can write a conclusion statement for my opinion about the athlete I researched in a letter to a publisher.

1. Target in my own words is:

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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Grade 5: Module 3A: Unit 3: Lesson 13

Revising Draft Letters to a Publisher about an Athlete's Legacy: Critique and Feedback, Part I



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

With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5)

I can effectively engage in discussions with diverse partners about fifth-grade topics and texts. (SL.5.1)

- b. I can follow our class norms when I participate in a conversation.
- c. I can ask questions that are on the topic being discussed.
- c. I can connect my questions and responses to what others say.

Supporting Learning Targets

- I can provide and receive feedback about my letter to a publisher by following class norms.
- I can focus on revising specific elements of my letter, based on given criteria.
- I can revise my letter to a publisher to better meet the criteria, based on feedback from a peer.

Ongoing Assessment

- Opinion Letter Rubric (with peer feedback)
- Revised letter
- Group Norms and Critique Criteria evaluation form (teacher resource)



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Writer (10 minutes)Work Time<ol style="list-style-type: none">Review Opinion Letter Rubric and Group Norms (10 minutes)Peer Critique and Feedback Session (20 minutes)Revise Using Critique and Feedback (15 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief (5 minutes)Homework<ol style="list-style-type: none">Revise your opinion letter, based on peer feedback from today. Bring your revised letter as an Admit Ticket for the next lesson.	<ul style="list-style-type: none">In Lessons 13 and 14, students critique and revise their draft letters (from their end of unit assessment Opinion Letter Rubric done in Lesson 12).For this lesson, students need their draft letters. See teaching note at the end of Lesson 12. Ideally, in advance of this lesson, score students' draft letters based on the rubric criteria included in Lesson 12. If that is not feasible, be sure to either have photocopied students' draft letters (to score later) or just score the drafts quickly and give a few pieces of specific feedback to inform students' revisions.Do not make extensive feedback notes or corrections on students' draft letters; the purpose of peer critique is for students to give each other authentic and original feedback (not paraphrased teacher feedback) about their peer's work.In the current lesson, students review their Letter to a Publisher about an Athlete's Legacy then focus on specific criteria from the "Opinion Letter Rubric," "Topic and Opinion," "Reasons (in the Introduction)," and "Reasons in the <i>first</i> body paragraph." Then in Lesson 14, students will focus on revising the "Reasons in the <i>second</i> and <i>third</i> body paragraphs," "Conclusion Statement," and "Language Conventions and Mechanics." Finally, during Lesson 15, students will share their revised letters aloud in their triads.Throughout much of Lessons 13–15, students work in triads. During Work Time A, the class reviews several anchor charts and criteria for effective collaboration. Students will use the Expert Group Norms (from Lessons 2–7) for their triad discussions. Tell students that as they work in triads, you will move throughout the room not only to support, but also to evaluate their ability to follow these norms during group discussions. (To evaluate students' speaking and listening skills as they work in their groups, see supporting materials, Teacher Resource: Groups Norms and Critique Criteria.)Determine triad groups. Group students with peers they did not work with during the majority of this unit, so they have the opportunity to listen to and share their ideas with new classmates. This helps to support students' mastery toward Long-Term Target SL.5.1: "I can effectively engage in discussions with diverse partners about fifth-grade topics and texts."



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none">• Review: Peer Critique protocol, as well as Four Corners and Glass, Bugs, Mud strategies. (Appendix)• In advance: Post the Four Corners sheets in different areas of the room.• During other parts of the day, arrange for students to “polish” their revised letters to a publisher (e.g., type on a computer or other word processor, write in neat print, etc.) before the Final Performance Task (Lesson 15).• In Lesson 15, students will read their letter aloud in triads. To help ELLs and other struggling writers prepare, find opportunities during class or during other times of the day for ELL students read the revised portions of their letter aloud. This is important practice so they can become more comfortable with reading their written work aloud.

Lesson Vocabulary	Materials
provide, receive, feedback, norms, focus revising, elements, criteria, revise	<ul style="list-style-type: none">• Four Corners sheets (to post at the start of class)• Opinion Letter Rubric (one for display and one per student)• Expert Group Norms anchor chart (from Lesson 2)• Students' End of Unit Assessment: Draft Letter to a Publisher about an Athlete's Legacy (from Lesson 12)• Document camera or projector• Peer Critique task card, Part 1 (one per student)• Group Norms and Critique Criteria evaluation form (Teacher Resource)• Letter Revision task card (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer (10 minutes)</p> <ul style="list-style-type: none">• Tell students specific ways that they have grown significantly as writers over the course of the school year, through their creation of Readers' Theater scripts during Module 1, the field guides they created in Module 2, and within this module by writing a multi-paragraph letter to a publisher to express an opinion, supported by reasons and evidence, about their athlete's legacy. Say: "As you continue to grow as writers, it is important to evaluate your areas of strength and areas of challenge. This will help you to build upon what you already do well and help you determine what skills you still need to work on."• Review the Four Corners strategy with students and point out the four corners sheets posted in different areas of the room:<ul style="list-style-type: none">– Topic and Opinion– Supporting Reasons– Related Evidence– Use of Key Vocabulary• Point out to students that each sheet describes a different element (or piece) that they needed to include in their letter to a publisher.• Ask students to quickly move to the one sheet they think describes the strongest element of the letter they wrote for the end of unit assessment during the previous lesson.• Give students 3 minutes to discuss with other students who chose to move to the same sheet:<ul style="list-style-type: none">* "In what way(s) is this a strong element of the letter you wrote? What is your evidence?"• Cold call students from each four corners sheet to share whole group. Listen for students to share ideas like: "My topic and opinion were strong because I used a good judgment word and stated my athlete's name right away so the publisher would know the topic of my letter," "My reasons were strongest because I included the same reasons in my introduction and my body paragraphs," "My evidence was strongly related to my reasons," "I accurately used several key vocabulary terms in my writing," etc.	<ul style="list-style-type: none">• Post, or write, the Four Corners steps on the white board for students to reference as they work with their groups.• If you intend to call on a student who struggles with language to share out, consider letting the student know beforehand so s/he has time to prepare.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Next, direct students to quickly move to the one sheet they think describes the element that is their greatest area of challenge.• Give students 3 minutes to discuss with other students who chose to stand at the same sheet:<ul style="list-style-type: none">* "In what way(s) was this element a challenge for you as you wrote your letter to a publisher?"• Cold call students from each four corners sheet to share whole group. Listen for students to share ideas like: "I don't think I clearly stated the topic in my introduction," "My reasons were not in a logical order," "My evidence was not well related to my reasons," "I think I may have used some key vocabulary terms inaccurately," etc.• Remind students that revision is an ongoing process, and that we refine our skills as writers by receiving feedback from others and revising based on given criteria. Tell students that during this and the next two lessons they will participate in peer critique sessions about their letter to a publisher, take time to revise, and then have the opportunity to share the final version of their letter aloud in a small group.	



Work Time	Meeting Students' Needs
<p>A. Review Opinion Letter Rubric and Group Norms (10 minutes)</p> <ul style="list-style-type: none"> Place students in triads. Review the learning target: <ul style="list-style-type: none"> “I can provide and receive feedback about my letter to a publisher by following class norms.” Ask students to consider then share out what they think the word <i>provide</i> means. Listen for: “Give; offer.” Ask students to recall and share out the meaning of <i>receive</i> (get; accept), <i>feedback</i> (critique; advice; comments), and norms (rules; standards; expectations for participation). Display and distribute the Opinion Letter Rubric (one per student.) Briefly review the strategy of noticing and wondering with students. Give students 2 minutes in their triads to discuss: <ul style="list-style-type: none"> * “What do you notice about this rubric?” * “What do you wonder about this rubric?” Cold call several students to share their notices and wonders whole group. Listen for ideas such as: <ul style="list-style-type: none"> “I notice it has the same criteria we used for the end of unit assessment letter to a publisher.” “I notice ‘Name of Writer’ and ‘Name of Reviewer 1, 2.’” “I notice a ‘Score’ and ‘Comments’ section next to each element.” “I wonder who or what a ‘Reviewer’ is?” “I wonder how we will use this rubric for peer critique?” If students do not mention this rubric has five elements, bring their attention to these areas: <ul style="list-style-type: none"> Topic and Opinion Reasons (in the Introduction) Reasons (Body Paragraph) Conclusion Statement Language Conventions and Mechanics 	<ul style="list-style-type: none"> Provide sentence stems (e.g., I noticed that the rubric has _____. I wonder what _____ is on the rubric.) for students who may have difficulty with language. List for students the three elements for focused revision of their letter so that they can refer to them as they work.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Tell students these are the five elements they will focus their revisions on today and in the next lesson. Explain that the descriptions for a “Score Point of 3, 2, 1, or 0” are the criteria for each element.• Explain to students that during the next part of Work Time they will exchange their letters to a publisher. A peer in their triad will review, critique, and offer feedback about the:<ul style="list-style-type: none">– Topic and Opinion– Reasons (in the Introduction)– Reasons: Body Paragraph 1• Students will then use peer feedback to revise their letters during the last part of Work Time.• Post and remind students of the Expert Group Norms anchor chart they created during Lesson 2 of this unit.• Ask students to briefly review and discuss which criteria were most useful as they worked with their expert groups.• Cold call several students to share out. Listen for comments such as: “Each person had to contribute to the discussion,” “We took turns talking so everyone’s ideas could be heard,” “We asked each other follow-up questions like, ‘Would you like to add to my idea?’ or ‘Can you tell us what you’re thinking?’,” “We asked questions to understand each other’s ideas,” etc.• Tell students that even though they are working in triads for peer critique rather than their previous expert groups, these criteria still apply. Tell students that as they work in their triads, you will be circulating not just to support, but also to evaluate their ability to follow group norms and offer effective feedback during discussions.	
<p>B. Peer Critique and Feedback Session (20 minutes)</p> <ul style="list-style-type: none">• Review the Peer Critique protocol with students.• Remind students that as they work in their triads to offer critique, it is important to remember to:<ul style="list-style-type: none">– Be specific– Be kind– Stay on topic (talk about the criteria)– Thank your partner• Tell students they will continue to focus on the first learning target, but now they will also focus on the second learning target: “I can focus on revising specific elements of my letter, based on given criteria.”	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students to think about and share their understanding of <i>focus</i>. Listen for: "Zooming in on specific parts of my letter to revise," "Not revising the whole letter, just specific parts that I think need work," or similar ideas. Next, ask students to consider and share out what they recall about the meaning of the word <i>revising</i> (changing; improving; correcting). Finally, ask students to think about and share out what they think <i>elements</i> means in the context of this target. Listen for: "Specific parts; pieces of my letter."• Cold call several students to share out what they recall about the meaning of the word <i>criteria</i> (a measure; standard used for making a decision or used for critique).• Return students' Draft Letter to a Publisher about an Athlete's Legacy from Lesson 12, End-of-Unit Assessment.• Remind students that during this part of Work Time they will exchange their letters for a peer in their triad to review, critique, and offer feedback about the:<ul style="list-style-type: none">– Topic and Opinion– Reasons (in the Introduction)– Reasons: Body Paragraph 1• Students will then use peer feedback to revise their letters during the final part of Work Time.• Distribute and read aloud the Peer Critique task card, Part 1. Clarify any directions as needed.• Give students 12 to 15 minutes to complete the steps on their task card.• Circulate to support as needed. As you move throughout the room, use the Group Norms and Critique Criteria form to evaluate students' use of group norms and their ability to offer effective feedback.	<ul style="list-style-type: none">• Post, or write, the Peer Critique protocol steps for group work on the white board for students to reference as they work with their groups.• Consider allowing students who struggle with writing the opportunity to dictate their comments to a partner or the teacher.• Intentionally partner students who struggle with writing with students who are stronger writers in order to review and critique their letters.



Work Time (continued)	Meeting Students' Needs
<p>C. Revise Using Critique and Feedback (15 minutes)</p> <ul style="list-style-type: none"> Review the learning target: "I can revise my letter to a publisher to better meet the criteria, based on feedback from a peer." Cold call students to share out what they recall about the meaning of the word <i>revise</i> (change; correct; improve). Direct student reviewers to return both the letter and the rubric with reviewer comments to student writers. Distribute and read aloud the Letter Revision task card. Clarify any directions as needed. Allow students 8 to 10 minutes to complete the steps on their task card. As time permits, invite several students to share out what elements of their letters they revised and why. Ask students to hold on to their Letter Revision task card. They will use it again in the next lesson. 	<ul style="list-style-type: none"> Consider allowing students who struggle with writing the opportunity to dictate their revisions to a partner or the teacher.
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> Bring students together whole group. Ask students to consider: <ul style="list-style-type: none"> * "How did peer critique, based on the Opinion Letter Rubric, help me to improve my letter to a publisher?" Invite several students to share their thinking. Read each learning target aloud and ask students to think about how they have progressed in meeting each one. Ask students to use the Glass, Bugs, Mud checking for understanding strategy to demonstrate their mastery toward each target. Note students who show Bugs or Mud as they may need more support with revision of specific elements of their letters. Students will need their letters and rubrics from today's lesson to complete the homework assignment. Reinforce to students that they will need their letters and rubrics for the next two lessons as well. 	<ul style="list-style-type: none"> Provide a sentence stem or starter (e.g., "The ways peer critique helped me improve my letter are _____.") for students who may struggle with language for the Debrief.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> Revise your opinion letter, based on peer feedback from today. Bring your revised letter as an Admit Ticket for the next lesson. 	<ul style="list-style-type: none"> Students who struggle with language may need to dictate their revisions to someone at home.



EXPEDITIONARY
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Grade 5: Module 3A: Unit 3: Lesson 13

Supporting Materials



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Four Corners sheets

Topic and Opinion



Related Evidence



Supporting Reasons



Use of Key Vocabulary



Opinion Letter Rubric

Writer: _____

Reviewer #1	
Date	

Reviewer #2	
Date	

	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Topic and Opinion	The topic and opinion are clearly stated in the introduction, are related to one another, and come from the text read. The opinion has a judgment word.	The topic and opinion are stated in the introduction and are related to one another. The opinion has a judgment word.	The topic and opinion are stated in the introduction; however, they do not relate to one another and the opinion does not have a judgment word.	The topic and opinion are not stated in the introduction or they are not about an athlete's legacy.
Reviewer's Score and Comments	Score:			
	Comments:			



Opinion Letter Rubric

	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reasons (in the Introduction)	The introduction states reasons that support the opinion from the text read and are logically ordered.	The introduction states reasons that support the opinion and are from the text read.	The introduction states reasons; however, they do not support the opinion or do not come from the text read.	The introduction does not state the reasons.
Reviewer's Score and Comments	Score:			
	Comments:			



Opinion Letter Rubric

	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reasons (Body Paragraphs)	There are three reason body paragraphs, clearly supported by three pieces of evidence from the text, that are logically ordered to support the opinion and correct use of linking words.	There are three body paragraphs, clearly supported by three pieces of evidence from the text; however, there is no logical reason to their order and no use of linking words.	There are three reason body paragraphs; however, they are not each supported with three pieces of evidence from the text.	There are not three reason body paragraphs, each supported with three pieces of evidence.
Reviewer's Score and Comments				
Body Paragraph #1	Score:			
	Comments:			
Body Paragraph #2	Score:			
	Comments:			



Opinion Letter Rubric

Body Paragraph #3	Score:
	Comments:



Opinion Letter Rubric

	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Conclusion Statement	There is a conclusion statement that clearly restates the opinion in a different way from the introduction paragraph.	There is a conclusion statement that restates the opinion, but it is the same or very similar to the introduction paragraph.	There is a conclusion statement but it does not restate the opinion.	There is not a conclusion statement.
Reviewer's Score and Comments	Score:			
	Comments:			
Language Conventions and Mechanics (Spelling, Grammar and Punctuation)	There are almost no errors in grammar, spelling, and punctuation, and the meaning is clear throughout the letter.	There are a few errors in grammar, spelling, and punctuation, but the meaning is generally clear.	There are errors in grammar, spelling, and punctuation, demonstrating minimal control over language. The errors sometimes distract the reader and cause misunderstanding.	There are many errors in grammar, spelling, and punctuation, demonstrating little or no control over language. The errors often distract the reader and cause misunderstanding.



Opinion Letter Rubric

Reviewer's Score and Comments	Score:
	Comments:

Peer Critique Task Card, Part 1

Complete the following:

PART I: “Writer”

1. Write your name on the line next to “Writer,” on the “Opinion Letter Rubric.”
2. Pass your letter and rubric to one member of your triad. Ask her or him to write his or her name on the line next to “Reviewer 1” and today’s date.

PART II: Offering critique—Reviewer 1

1. Review the rubric criteria for:
 - a. Topic and Opinion
 - b. Reasons (in the Introduction)
 - c. Reasons (Body Paragraphs)
2. Read the introduction and first paragraph of the “Writer’s” letter to provide feedback about the:
 - a. Topic and Opinion
 - b. Reasons (in the Introduction)
 - c. Reasons: Body Paragraph 1
3. After reviewing these three areas of the writer’s letter, determine a score (3, 2, 1 or 0) based on the criteria. Write a brief comment below the score so the writer will understand your thinking about why you gave the score you did. Be specific and use language directly from the criteria in your comments (e.g., “I gave you a 2 because there are a few errors in grammar or spelling”).
4. Return the writer’s letter and rubric to him or her, with scores and comments.
5. Answer any clarifying questions the writer has about the scores or comments. Make sure you can justify your thinking so the writer will know specifically how to refine her or his letter.



Group Norms and Critique Criteria

Teacher Directions: Record each student's name and the date of evaluation. Mark the criteria you are able to evaluate with a check (meeting criteria) or a minus (not meeting criteria.) Use the "Notes/Comments" area to record any additional observations.

Name:	
Date:	
Criteria:	
	Contributes to discussion.
	Takes turns speaking.
	Gives full attention to speaker.
	Asks follow-up or clarifying questions.
	Provides specific feedback based on rubric criteria.
	Offers kind feedback.
	Stays on topic (refers to rubric elements and criteria)
	Thanks the "Reviewer" for feedback.



Group Norms and Critique Criteria

Notes/Comments:



Letter Revision Task Card

Complete the following:

- 1. Review the scores and read the comments your “Reviewer 1” made.**
- 2. Ask your reviewer any clarifying questions about the scores or comments.**
- 3. Based on the feedback from Reviewer #1, revise the introduction and first body paragraph of your letter.**
- 4. Share your revisions with Reviewer #1, to see if you addressed his or her feedback. If necessary, ask follow up questions.**



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 3: Lesson 14

Revising Draft Letters to a Publisher about an Athlete's Legacy: Using Critique and Feedback, Part II



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

With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5)

I can effectively engage in discussions with diverse partners about fifth-grade topics and texts. (SL.5.1)

- b. I can follow our class norms when I participate in a conversation.
- c. I can ask questions that are on the topic being discussed.
- c. I can connect my questions and responses to what others say.

Supporting Learning Targets

- I can provide and receive feedback about my letter to a publisher by following class norms.
- I can focus on revising specific elements of my letter, based on given criteria.
- I can revise my letter to a publisher to better meet the criteria, based on feedback from a peer.

Ongoing Assessment

- Opinion Letter Rubric (with peer feedback)
- Revised letter
- Group Norms and Critique Criteria evaluation form (teacher resource)



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Review (5 minutes)Engaging the Writer (5 minutes)Work Time<ol style="list-style-type: none">Review Peer Critique Process and Rubric (10 minutes)Peer Critique and Feedback Session (20 minutes)Revise Using Critique and Feedback (15 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief (5 minutes)Homework<ol style="list-style-type: none">Revise your opinion letter, based on peer feedback from today. Bring your revised letter as an Admit Ticket for the next lesson. You will need this letter for the Final Performance Task in the next lesson.	<ul style="list-style-type: none">This lesson follows a similar format as Lesson 13. Students continue to work in the same triads. They rotate roles, so each student is giving feedback to a new member of the triad, and receiving feedback from a new member.In this lesson, the focus for revision is on the following: "Reasons in Body Paragraph 2," "Reasons in Body Paragraph 3," "Conclusion Statement," and "Language Conventions and Mechanics."Continue to evaluate students' ability to use the Group Norms and Critique Criteria (see Lesson 13 teacher resource).In advance: Post the new Four Corners sheets in different areas of the room.Review: Peer Critique protocol and Four Corners strategy (Appendix).Time is not allocated during this lesson for students to "polish" their revised letters to a publisher (e.g., type on computer or word processor, write in neat print, etc.). Set aside time (during another part of the school day, between Lessons 14 and 15, or for homework) for students to polish their work to submit as the Final Performance Task in Lesson 15.Depending on students' native language and the alphabet within their native language, consider having them dictate their letter and having a peer or teacher type for them.Allow ELL students to read aloud the revised portions of their letters to you or another adult as time allows or during other times of the day. This will give ELL students a chance to practice and become more comfortable with reading their written work aloud before they read their letter aloud in triads during Lesson 15.



Lesson Vocabulary	Materials
provide, receive, feedback, norms, revising, elements, revise	<ul style="list-style-type: none">• Four Corners sheets (to post at the start of class)• Expert Group Norms anchor chart (from Lesson 2)• Document camera or projector• Students' End of Unit Assessment: Letter to a Publisher about an Athlete's Legacy (from Lessons 12 and 13)• Opinion Letter Rubric (from Lesson 13)• Peer Critique task card, Part 2 (one per student)• Group Norms and Critique Criteria evaluation form (from Lesson 13; for teacher reference)• Letter Revision task card (from Lesson 13; one per student)

Opening	Meeting Students' Needs
<p>A. Homework Review (5 minutes)</p> <ul style="list-style-type: none">• Tell students that they are very close to completing their final draft of their letter. Give students specific positive praise for behaviors you have observed over the past few lessons: evidence of perseverance, effective collaboration, or their growing skills as writers. For example: "I overheard Anna giving a very specific suggestion to Nita to add more details to her second body paragraph. She even helped her go back to one of the articles they had read to find the evidence."• Ask students to share with a partner:<ul style="list-style-type: none">* "How did you revise your letter, based on feedback from a peer?"• Tell students to hold onto their letters and rubrics for Work Time.	<ul style="list-style-type: none">• For homework review, intentionally partner ELL students with other students who speak the same L1 language.



Opening (continued)	Meeting Students' Needs
<p>B. Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none">• Remind students that as they develop their writing skills it is important to continuously evaluate how they grow as writers, so they can think about what they are doing well and what they need to continue to work on.• Review the Four Corners strategy with students and point out the four corners sheets posted in different areas of the room:<ul style="list-style-type: none">– Topic and Opinion– Reasons: Introduction Paragraph– Reasons: Body Paragraph 1– Related Evidence• Point out that these are the elements students received feedback about and revised in Lesson 13. Ask the class to think about the following question:<ul style="list-style-type: none">* Which of these elements is the strongest piece of my letter now?• Direct students to quickly move to the one sheet that describes the strongest element of their letter.• Give students 3 minutes to discuss with other students who chose to move to the same sheet:<ul style="list-style-type: none">* "In what way(s) is this a strong element of the letter you wrote? What is your evidence?"• Cold call students from each four corners sheet to share whole group.• Reiterate to students that revision is an ongoing process, and that we refine our skills as writers by receiving feedback from others and revising based on given criteria. Tell students that today they will continue to participate in peer critique and revision sessions of their letter to a publisher. Tell them they will share the final, best version of their letter with their small group as the Final Performance Task for this module, during the next lesson.	<ul style="list-style-type: none">• Post, or write, the Four Corners protocol steps on the white board for students to reference as they work with their groups.• If you intend to call on a student who struggles with language to share out, consider letting the student know beforehand so s/he has time to prepare.



Work Time	Meeting Students' Needs
<p>A. Review Peer Critique Process and Rubric (10 minutes)</p> <ul style="list-style-type: none">• Ask students to join their same triads from Lesson 13.• Review the learning target: "I can provide and receive feedback about my letter to a publisher by following class norms." Cold call several students to share out what they recall about the meaning of the words <i>provide</i> (give; offer), <i>receive</i> (get; accept), <i>feedback</i> (critique; advice; comments), and <i>norms</i> (rules; standards; expectations for participation).• Ask students to think about then discuss in their triads:<ul style="list-style-type: none">* What about the peer critique process went well during the previous lesson?* What about the peer critique process was a challenge during the previous lesson?• Cold call several students to share their thinking whole group.• Post and remind students of the Expert Group Norms anchor chart (from Lesson 2 of this unit) and the Peer Critique protocol. Ask students to briefly review and discuss which norms and areas of the protocol they most want to focus on as a group and why.• Cold call several students to share out. Listen for comments such as: "Taking turns talking so everyone's feedback can be heard," "Asking each other follow-up questions like, 'Can you explain your thinking?'" "Asking questions to better understand scores and comments," "Providing specific feedback based on the rubric criteria so the writer will understand exactly what he or she needs to revise," "Being kind with feedback so the writer will listen to my ideas," "Staying on topic so the writer gets feedback about the rest of her or his letter," etc.• Make students aware that as they work in their triads you will move throughout the room not only to support, but also to evaluate their ability to follow group norms and offer effective feedback during discussions.	<ul style="list-style-type: none">• Intentionally partner students who struggle with writing with students who are stronger writers in order to review and critique their letters.• Post, or write, the Peer Critique protocol steps for group work on the white board for students to reference as they work with their groups.



Work Time (continued)	Meeting Students' Needs
<p>B. Peer Critique and Feedback Session (20 minutes)</p> <ul style="list-style-type: none">• Tell students they are still working on the first learning target.• Ask students to take out their Letter to a Publisher about an Athlete's Legacy (from Lessons 12 and 13) and their Opinion Letter Rubric (from Lesson 13). Remind the class that the Opinion Letter Rubric has five elements:<ul style="list-style-type: none">– Topic and Opinion– Reasons (in the Introduction)– Reasons (Body Paragraph)– Conclusion Statement– Language Conventions and Mechanics• Remind students that they focused their revisions on the elements of "Topic and Opinion," "Reasons (in the Introduction)," and "Reasons: Body Paragraph 1" during Lesson 13. Explain that today they will focus on:<ul style="list-style-type: none">– Reasons: Body Paragraph 2– Reasons: Body Paragraph 3– Conclusion Statement– Language Conventions and Mechanics• Explain to students that during this part of Work Time they will once again exchange their letter to a publisher. A different peer in their triad will use the criteria for each element to review, critique, and offer feedback about each of these four remaining elements. Students will once again use peer feedback to revise their letters during Work Time C.• Distribute and read aloud the Peer Critique task card, Part 2. Clarify any directions as needed.• Give students 13 to 15 minutes to complete the steps on their task card.• Circulate to support as needed. As you move throughout the room, use the Group Norms and Critique Criteria form again to evaluate students' use of group norms and their ability to offer effective feedback.	<ul style="list-style-type: none">• List for students the four elements for focused revision of their letter so that they can refer to them as they work.• Consider allowing students who struggle with writing the opportunity to dictate their comments to a partner or the teacher.



Work Time (continued)	Meeting Students' Needs
<p>C. Revise Using Critique and Feedback (15 minutes)</p> <ul style="list-style-type: none">• Review the learning target: "I can revise my letter to a publisher to better meet the criteria, based on feedback from a peer."• Cold call students to share out what they recall about the meaning of the word <i>revise</i> (change; correct; improve).• Direct student reviewers to return both the letter and the rubric with reviewer comments to student writers.• Ask students to locate their Letter Revision task card (from Lesson 13). Reinforce or clarify any directions as needed.• Give students 8 to 10 minutes to complete the steps on their task card.• As time permits, invite several students to share out what elements of their letters they revised and why.	<ul style="list-style-type: none">• Consider allowing students who struggle with writing the opportunity to dictate their revisions to a partner or the teacher.
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Bring students together whole group. Ask students to consider:<ul style="list-style-type: none">* How did peer critique, based on the Opinion Letter Rubric, help me to improve the remaining elements of my letter to a publisher?• Invite several students to share their thinking.• Read each of the learning targets aloud and ask students to think about how they have progressed in meeting each one. Ask students to use the Fist to Five checking for understanding technique to demonstrate their mastery toward each target.• Students will need their letters and rubrics from today's lesson to complete the homework assignment. Reinforce to students that they will need their letters and rubrics for the next lesson to use for the Final Performance Task.	<ul style="list-style-type: none">• Provide a sentence stem or starter (e.g., "The ways peer critique helped me continue to improve my letter are _____.") for students who may struggle with language for the Debrief.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Revise your opinion letter, based on peer feedback from today. Bring your revised letter as an Admit Ticket for the next lesson. You will need this letter for the Final Performance Task in the next lesson. <p><i>Note: Students will participate in the Final Performance Task for this module during the next lesson. Review Lesson 15 in advance.</i></p>	<ul style="list-style-type: none">• Students who struggle with language may need to dictate their revisions to someone at home.



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 3: Lesson 14

Supporting Materials



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Topic and Opinion



Reasons: Introduction Paragraph



Reasons: Body Paragraph 1



Four Corners sheets

Related Evidence

Peer Critique Task Card, Part 2

Complete the following:

PART I: “Writer”

1. Write your name on the line next to “Writer,” on the “Opinion Letter Rubric.”
2. Pass your letter and rubric to one member of your triad. Ask her or him to write his or her name on the line next to “Reviewer 1” and today’s date.

PART II: Offering critique—Reviewer 2

1. Review the rubric criteria for:
 - a. Reasons (Body Paragraphs)
 - b. Conclusion Statement
 - c. Language Conventions and Mechanics
2. Read the introduction and first paragraph of the writer’s letter to provide feedback about the:
 - a. Reasons: Body Paragraph 2
 - b. Reasons: Body Paragraph 3
 - c. Conclusion Statement
 - d. Language Conventions and Mechanics (whole letter)
3. After reviewing these areas of the writer’s letter, determine a score (3, 2, 1, or 0) based on the criteria. Write a brief comment below the score so the writer will understand your thinking and why you gave the score you did. Be specific and use language directly from the criteria in your comments (e.g., “I gave you a 2 because there are a few errors in grammar or spelling”).
4. Return the writer’s letter and rubric to him or her, with scores and comments.
5. Answer any clarifying questions the writer has about the scores or comments. Make sure you can justify your thinking so the writer will know specifically how to refine her or his letter.



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 3: Lesson 15

Author's Read: Final Performance Task



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

With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5)

I can effectively engage in discussions with diverse partners about fifth-grade topics and texts. (SL.5.1)

b. I can follow our class norms when I participate in a conversation.

c. I can ask questions that are on the topic being discussed.

c. I can connect my questions and responses to what others say.

I can report on a topic or text using organized facts and details. (SL.5.4)

I can speak clearly and at an understandable pace. (SL.5.4)

Supporting Learning Targets

- I can read my revised letter to a publisher aloud clearly and at an understandable pace.
- I can give feedback to my peers about how clearly they read their writing aloud.

Ongoing Assessment

- Performance Task
- Guiding Question Statement



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Homework Review and Engaging the Speaker (10 minutes)Work Time<ol style="list-style-type: none">Review Group Norms and Speaking Criteria (10 minutes)Final Performance Task: Group Author Readings (35 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief and Review of Learning Targets (5 minutes)Homework<ol style="list-style-type: none">Share with someone at home some of the most valuable or interesting pieces of information you learned about your athlete. Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">In this lesson, students submit their writing as their Final Performance Task for this module. They first read their letters out loud to their triads. The formal assessment is of students' written work (based on the same rubric students have helped co-construct throughout the module). The Speaking Criteria form is used to help students give and receive feedback on their ability to report on a topic by speaking clearly and at an understandable pace (SL.5.4).As students share their letters in triads, move throughout the room to listen in on students' Author Readings. Use the Speaking Criteria to informally evaluate students' current ability to speak clearly and at an understandable pace (SL.5.4 and SL.5.6).Review: Milling to Music strategy (Appendix).



Lesson Vocabulary	Materials
revised, pace, feedback	<ul style="list-style-type: none">• Student's individual Letter to a Publisher about an Athlete's Legacy• Expert Group Norms anchor chart (from Lesson 2)• Speaking Criteria (one per student)• Author Readings task card (one per triad)

Opening	Meeting Students' Needs
<p>A. Homework Review and Engaging the Speaker (10 minutes)</p> <ul style="list-style-type: none">• Congratulate students on all their hard work during this module as they learned about the value of sports in American culture; Jackie Robinson's role in changing Americans' beliefs; and their research about how either Roberto Clemente or Althea Gibson faced and overcame challenges, ultimately helping to shape the society we live in today.• Ask students to take out the Letter to a Publisher about an Athlete's Legacy, which they revised for homework.• Review the Milling to Music protocol with students.• Give students 6 to 7 minutes to complete the following:<ol style="list-style-type: none">1. Choose the strongest paragraph of your letter to read aloud to a peer (Introduction; Body Paragraph 1, 2, or 3; or Conclusion Statement).2. Meet with at least two other peers to read your strongest paragraph aloud.3. Thank the speaker for sharing his or her work aloud with you.• After 6 or 7 minutes, focus students whole group. Tell students that today they will have the opportunity to share their letters aloud in small groups, as the Final Performance Task for this module.	<ul style="list-style-type: none">• Intentionally partner ELL students with other students who speak the same L1 language for the Milling to Music protocol.



Work Time	Meeting Students' Needs
<p>A. Review Group Norms and Speaking Criteria (10 minutes)</p> <ul style="list-style-type: none">Review the learning targets:<ul style="list-style-type: none">– “I can read my revised letter to a publisher aloud clearly and at an understandable pace.”– “I can give feedback to my peers about how clearly they read their writing aloud.”Cold call several students to share out what they recall about the meaning of the words revised (changed; corrected; improved), pace (speed, rate), feedback (critique; advice; comments).Post and remind students of the Expert Group Norms anchor chart (from Lesson 2 of this unit).Ask students to briefly review and discuss:<ul style="list-style-type: none">* How can you apply these norms as you listen to and share your letters in triads today?Cold call several students to share out. Listen for comments such as: “Taking turns will allow everyone in the group to share their letter,” “Focusing my attention on the speaker will avoid distractions and help me listen to the speaker’s ideas,” “Providing specific and kind feedback will help the speaker refine his or her speaking skills,” etc.Display and distribute the Speaking Criteria (one per student). Read the criteria aloud to students. Clarify anything as necessary.Explain to students that during the remainder of Work Time they will each share their letters aloud with the members of their triad. The peers who are listening to a letter being read aloud will use the criteria to offer feedback to the speaker about her or his speaking skills.Make students aware that you will move throughout the room as triads share their letters to listen in on students’ readings and informally evaluate speakers’ skills by using the same criteria.	<ul style="list-style-type: none">Provide sentence stems (e.g., “I can use the norms _____ to listen and share my letter with my group.) for students who may have difficulty with language.



Work Time (continued)	Meeting Students' Needs
<p>B. Final Performance Task: Group Author Readings (35 minutes)</p> <ul style="list-style-type: none">• Tell students they are still working on the same learning targets.• Ask students to take 2 minutes to discuss and determine who will read first, second, and third.• Distribute and display the Author Readings task card. Read the directions aloud. Clarify instructions as needed.• Ask students to begin. As students share their letters aloud, circulate to support and evaluate students' speaking skills based on the criteria. (This serves as a formative assessment to help prepare for Module 4, when speaking is assessed more formally.)• Collect students' Letter to a Publisher about an Athlete and the Speaking Criteria forms that students filled out for the two authors they listened to.• As time permits, cold call some students to share out things they learned from their partners' writing.	<ul style="list-style-type: none">• Allow students who struggle with language or reading aloud the opportunity to practice and become more comfortable with reading their letters aloud.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Focus students whole group and once again congratulate them on their work during this module. Say: “You have done a lot of great work to learn more about how athletes have broken barriers during the historical era in which they lived, how these individuals have been shaped by and shaped our society, as well as the bigger story we can learn from biographical texts.”• Ask students to think then turn and talk with a partner:<ul style="list-style-type: none">* “What is the most valuable or interesting piece of information you learned about the athlete that you studied during this module?”• Invite several students to share their ideas whole group.• Review the learning targets. Ask students to demonstrate their level of mastery toward each target by showing a thumbs-up or thumbs-down. Note students who show a thumbs-down; they may need more support developing their speaking skills.	<ul style="list-style-type: none">• Provide a sentence stem or starter (e.g., “The most valuable or interesting piece of information I learned about my athlete is _____.”) for students who may struggle with language for the Debrief.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Share with someone at home some of the most valuable or interesting pieces of information you learned about your athlete.• Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">• Provide prerecorded audio independent reading books for those students that struggle with reading independently.



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 3: Lesson 15

Supporting Materials



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Speaking Criteria

Date:	
Listener/Reviewer's Name:	

Author #1 Name:	
-----------------	--

Criteria:	Yes	No
1. The author tells the listeners what the topic of the letter is <i>before</i> reading the letter aloud.		
2. The author speaks clearly.		
3. The author speaks at an understandable pace.		
Additional Comments: Be specific, Be kind...		



Speaking Criteria

Author #2 Name:	
-----------------	--

Criteria:	Yes	No
1. The author tells the listeners what the topic of the letter is <i>before</i> reading the letter aloud.		
2. The author speaks clearly.		
3. The author speaks at an understandable pace.		
Additional Comments: Be specific, Be kind...		



Author Readings Task Card

Complete the following in your triads:

- The first student gets 4-5 minutes to read her or his letter aloud to the group. Group members should not interrupt the speaker.
- After the reader is done, the listeners take 2 to 3 minutes to fill in the Speaking Criteria form and give feedback to Author 1.
- Listeners share feedback with the author, based on the criteria. Be kind and specific with your feedback.
- Repeat above steps for Authors 2 and 3.