



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Overview



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

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

Guiding Questions and Big Ideas

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

Performance Task

Letter to a Publisher

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



Content Connections

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

Content Connections

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



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



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



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



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



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



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



Central Texts

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

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

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

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



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



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



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



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



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Grade 5: Module 3A: Assessment Overview



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



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



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Grade 5: Module 3A: Performance Task



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Summary of Task

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

Format

Business letter



Standards Assessed through This Task

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



Student-Friendly Writing Invitation/Task Description

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

Key Criteria for Success (Aligned with Nysp12 ELA CCLS)

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

Your letter will include:

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



Options for Students

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

Options for Teachers

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

Resources and Links

- (See Unit 3)



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Grade 5: Module 3A: Unit 1: Overview



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

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

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

Guiding Questions and Big Ideas

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

Mid-Unit 1 Assessment

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

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

End of Unit 1 Assessment

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

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



Content Connections

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

NYS Social Studies Core Curriculum

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

Central Texts

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



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

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



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



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



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



Optional: Experts, Fieldwork, and Service

Experts:

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

In Physical Education:

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

Preparation and Materials

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

Graphic Organizers in Unit 1

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



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Grade 5: Module 3A: Unit 1:

Recommended Texts



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

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

Common Core Band Level Text Difficulty Ranges:

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

Grades 2–3: 420–820L

Grades 4–5: 740–1010L

Grades 6–8: 925–1185L

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

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

*Lexile based on a conversion from Accelerated Reading level.



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

*Lexile based on a conversion from Accelerated Reading level.



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

*Lexile based on a conversion from Accelerated Reading level.

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

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



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

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

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

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

Supporting Learning Targets

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

Ongoing Assessment

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



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

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



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



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



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



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



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



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Images and Text for Gallery Walk

"Casey at the Bat"

Casey at the Bat

By Ernest Lawrence Thayer

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

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

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

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

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

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

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

Images and Text for Gallery Walk

“Casey at the Bat”

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

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

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

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

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

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

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



Images and Text for Gallery Walk
1869 Cincinnati Red Stockings

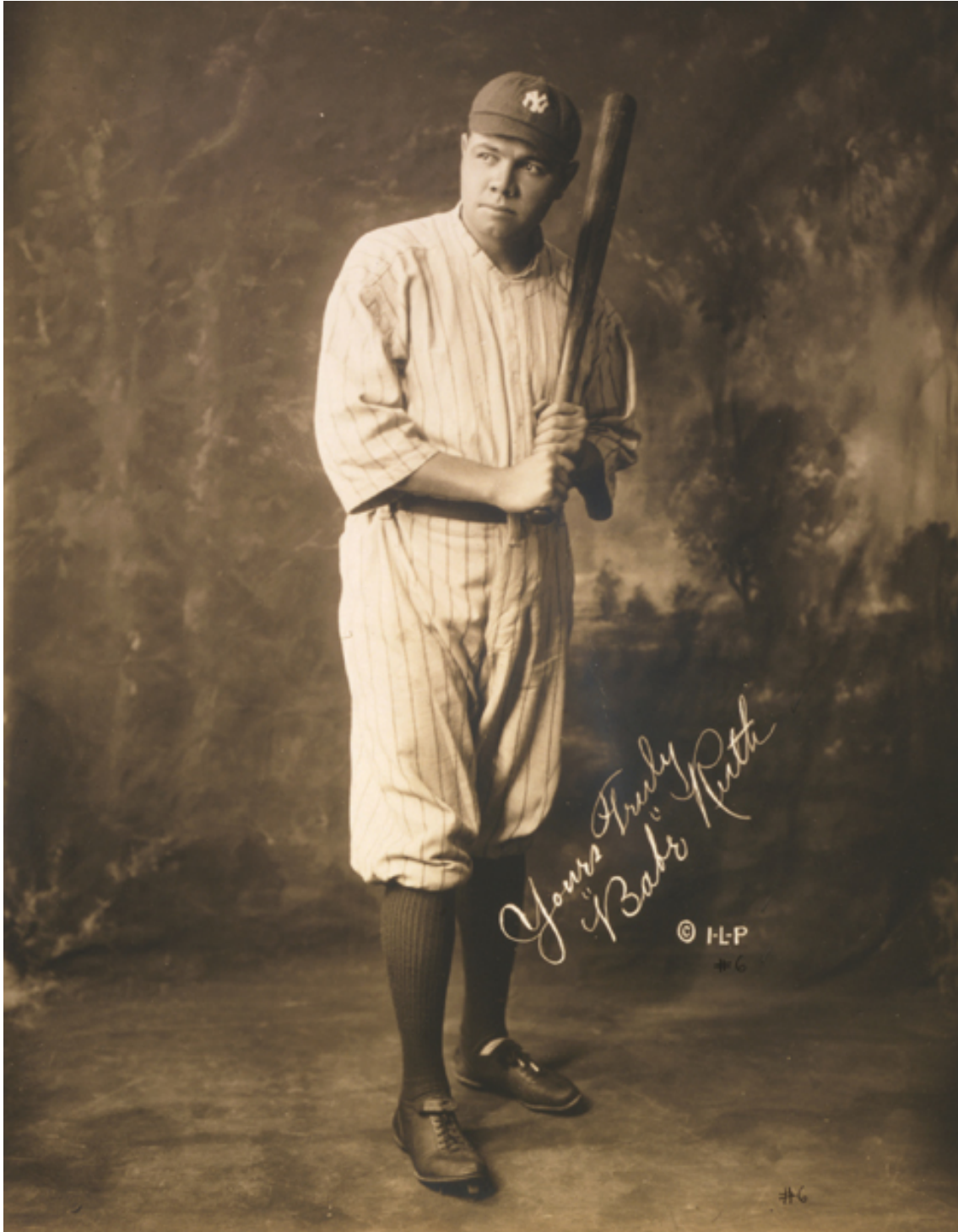


Tuchfarber, Walkley & Moellmann. "First Nine of the Cincinnati (Red Stockings) Base Ball Club. Prints and Photographs Division, Library of Congress.
<http://www.loc.gov/pictures/item/97519104/>.



Images and Text for Gallery Walk

Babe Ruth



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



Images and Text for Gallery Walk

Dorothea Douglass



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



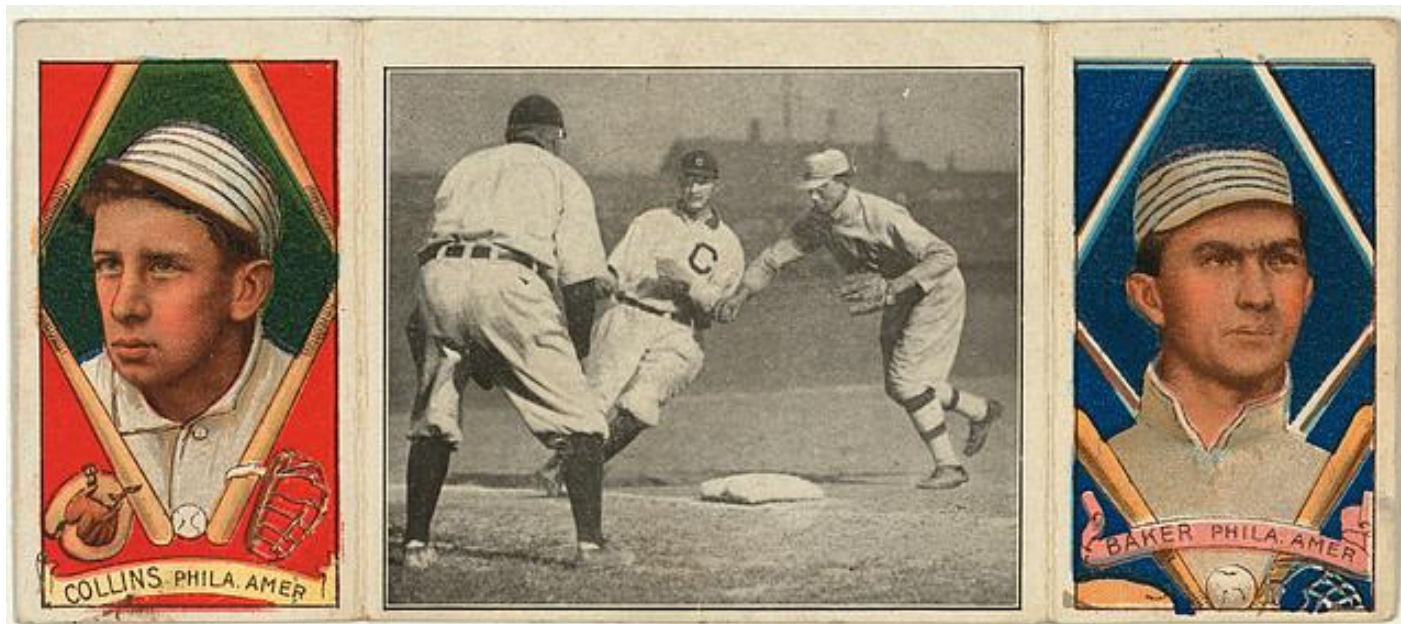
Images and Text for Gallery Walk
Athletics Poster



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



Images and Text for Gallery Walk
Baker of the Philadelphia Athletics



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



Images and Text for Gallery Walk
Women Hurdlers



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



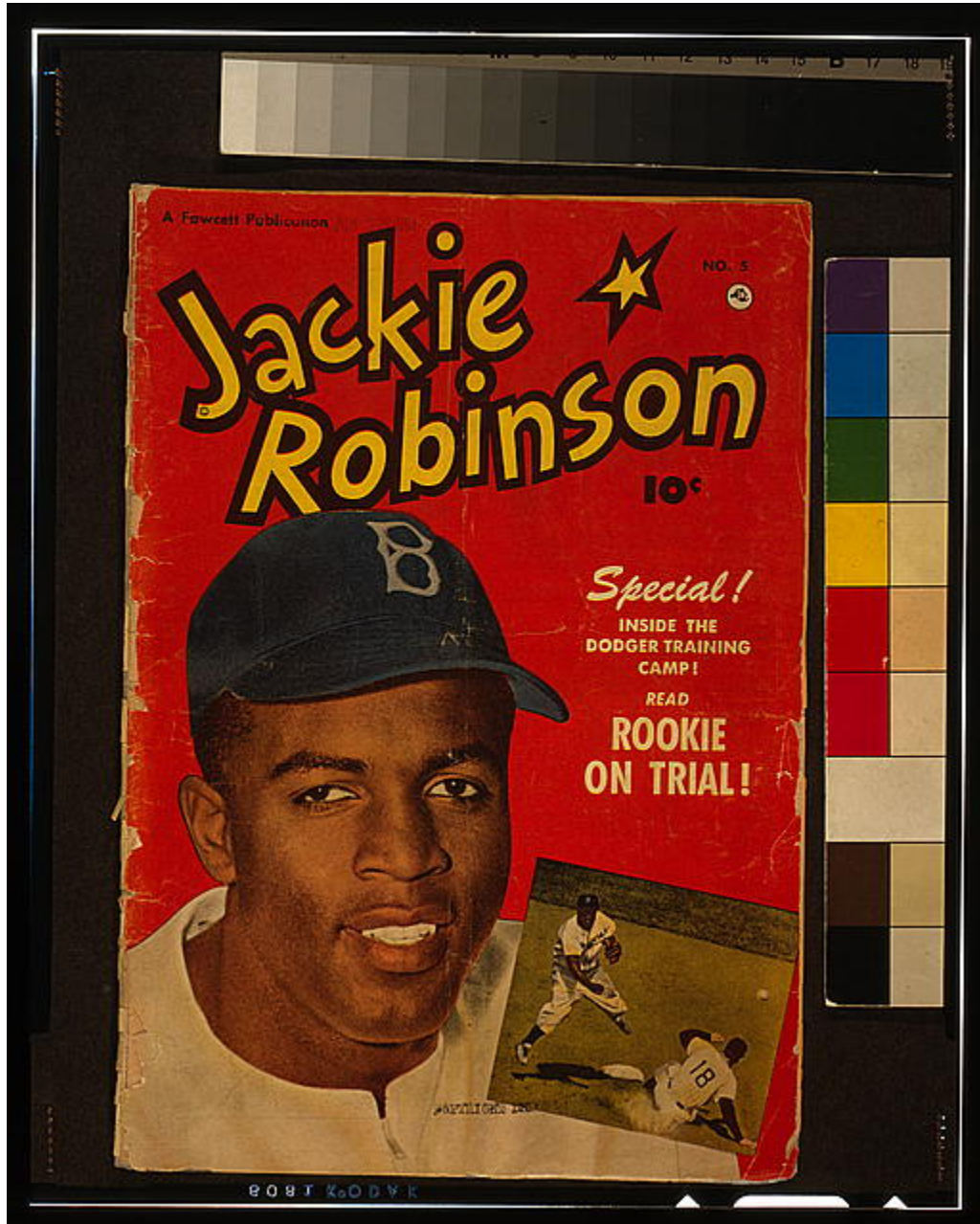
Images and Text for Gallery Walk
Wheaties Cheerleaders



Manske, Mangus. "Wheaties Cheerleaders." April 15, 2008. Online image http://commons.wikimedia.org/wiki/File:Wheaties_cheerleaders.jpg



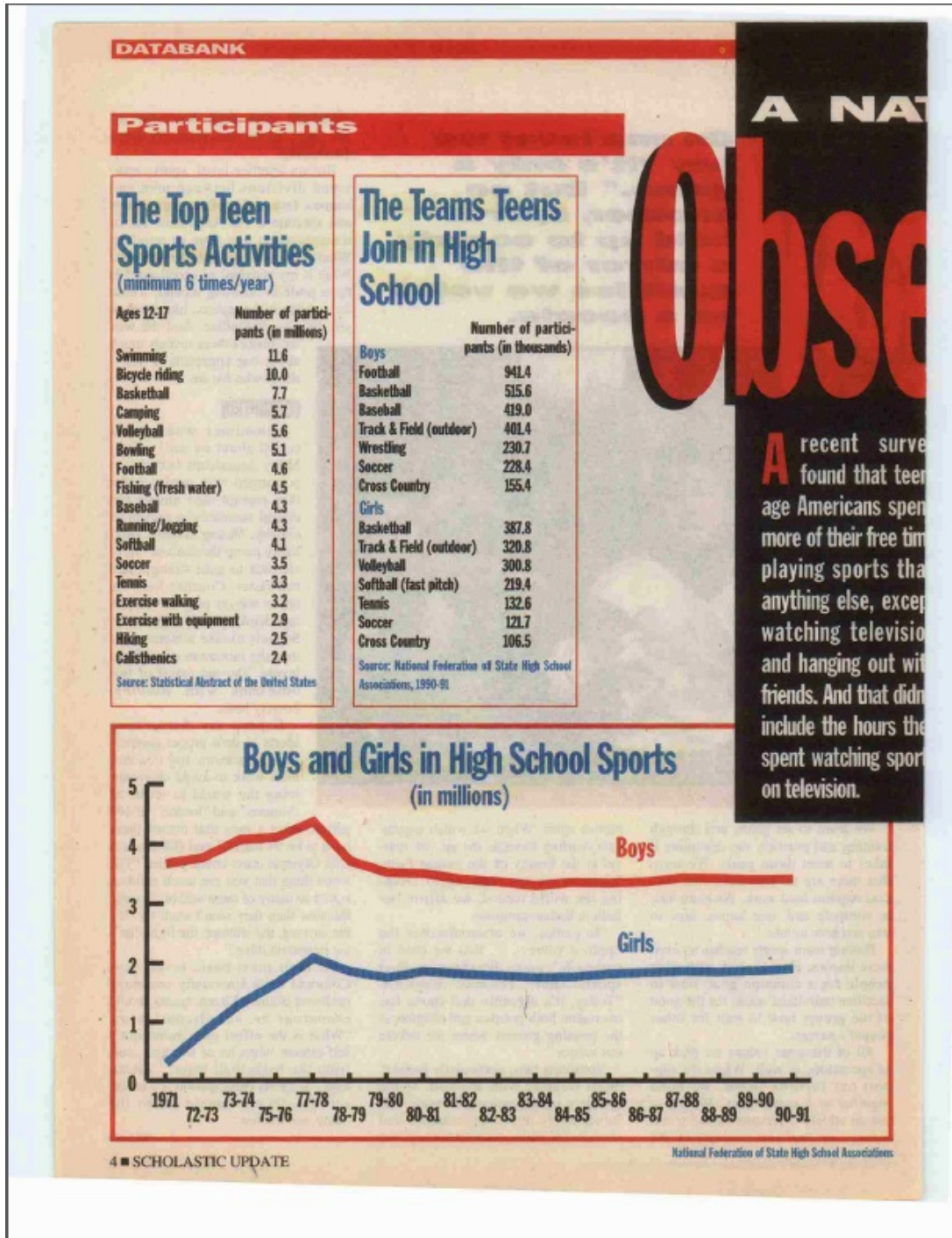
Images and Text for Gallery Walk
Jackie Robinson Comic Book Cover



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



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



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

Tea Party Protocol Cards

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

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

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

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

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

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

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

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





Tea Party Protocol Cards

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

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

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

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

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

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

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



Sources:

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

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



EXPEDITIONARY
LEARNING

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

Identifying Author's Opinion and Evidence:

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



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

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

Supporting Learning Targets

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

Ongoing Assessment

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



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



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

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



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



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



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



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



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



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



EXPEDITIONARY
LEARNING

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

Supporting Materials



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It's Not Just a Game!

By Lori Calabrese

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

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

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

Different Sports for Different Folks

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



It's Not Just a Game!

The Ultimate Value of Sports

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

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

It's Not Just a Game!

Forgetting the Fun

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

Making Sports Work for Us

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

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

Keep Your Eye on the Ball

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



It's Not Just a Game!

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

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

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

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

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

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

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

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

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



Opinion and Evidence Graphic Organizer

Name:

Date:

Author's Opinion:

Supporting Evidence (paraphrased):



Opinion and Evidence Graphic Organizer

Supporting Evidence (paraphrased):



EXPEDITIONARY
LEARNING

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

Identifying Author's Opinion and Evidence:

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



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

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

Supporting Learning Targets

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

Ongoing Assessment

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

Agenda

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

Teaching Notes

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



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

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



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



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



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



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



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



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



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

There are no new supporting materials for this lesson.



EXPEDITIONARY
LEARNING

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

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



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

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

Supporting Learning Targets

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

Ongoing Assessment

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

Agenda

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

Teaching Notes

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



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



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



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



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



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



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



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

Supporting Materials



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Two Opinions Word Sort cards

People learn valuable skills from sports.

Sports entertain people.



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

Name:

Date:

Directions:

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

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

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

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

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

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

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

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

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

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

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

Has an affect on; changes; inspires.

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

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

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

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



Roots of American Sports

Roots of American Sports

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

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

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

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

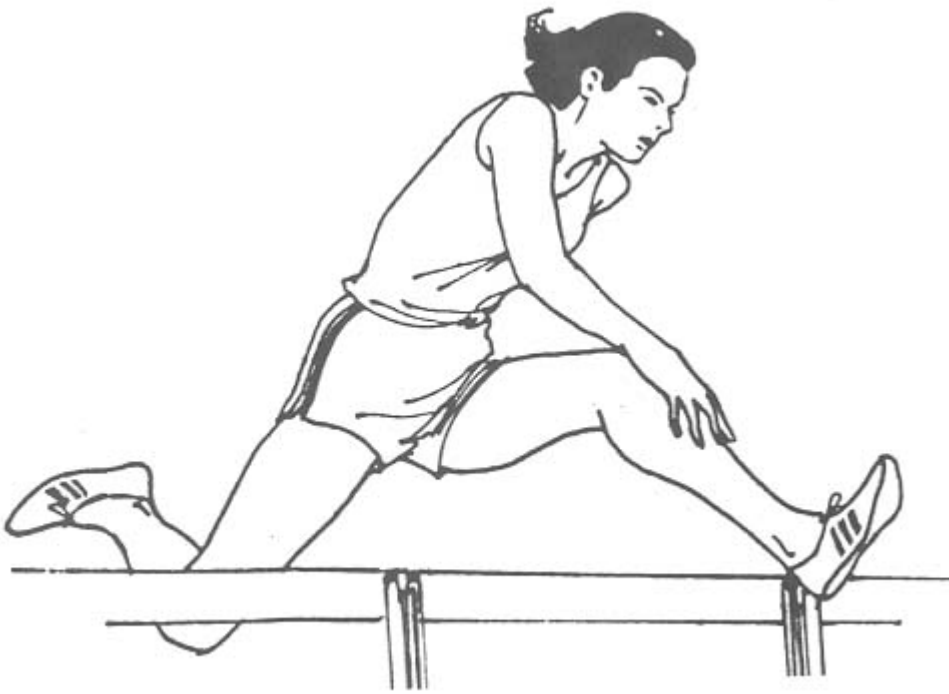
Sporting events provide a sense of community for many **American**. More time has been made for leisure activities like **sports** due to a decrease in work hours. **American** share the same sporting events with other countries such as soccer, gymnastics, and swimming.



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



Roots of American Sports



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

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



Tracking My Progress
Mid-Unit 1

Name: _____

Date: _____

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

1. Target in my own words:

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
Mid-Unit 1

Name: _____

Date: _____

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

1. Target in my own words:

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:



EXPEDITIONARY
LEARNING

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

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



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

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

Supporting Learning Targets

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

Ongoing Assessment

- Gist statement
- Text-coded article
- Vocabulary cards

Agenda

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

Teaching Notes

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



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



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



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



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



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



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



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



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



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



EXPEDITIONARY
LEARNING

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

Supporting Materials



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“Sports in America”

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

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



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

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

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

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

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

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SPORTS IN AMERICA

CHUNK 1:

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

CHUNK 2

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

CHUNK 3

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

CHUNK 4

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



CHUNK 5

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

CHUNK 6

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

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EXPEDITIONARY
LEARNING

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

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



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

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

Supporting Learning Targets

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

Ongoing Assessment

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



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



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

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



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



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



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



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



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



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



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

Supporting Materials



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Opinions from “Sports in America” Sheet

Sports bring American communities together.

Sports play a valuable role in Americans’ lives.

Evidence Strips

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

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

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

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

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

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

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





Evidence Strips

Various social rituals have grown up around athletic contests.

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

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

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





Accordion Graphic Organizer (Example)

Opinion

Evidence

Evidence

Evidence



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

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



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

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

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

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

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

Supporting Learning Targets

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

Ongoing Assessment

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



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



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



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



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



Work Time (continued)	Meeting Students' Needs
<p>B. End of Unit Assessment (25 minutes)</p> <ul style="list-style-type: none"> Distribute the End of Unit 1 Assessment: Writing an Opinion with Supporting Evidence about the Importance of Sports in American Culture. Invite students to quickly skim the assessment. Point out to students that they are going to write a one-paragraph article. Tell students they should refer to all their annotated articles from this unit and graphic organizers where they recorded opinions and evidence, for the assessment. Direct students to focus on the Criteria for Success listed at the bottom of the assessment. Ask students to pay particular attention to the fact that they will need to organize their opinions and evidence prior to writing their paragraphs. Review with students the criteria for a good paragraph (opinion, paraphrased evidence, correct punctuation and grammar, complete sentences that stay on topic, and key vocabulary from the reading). Address any clarifying questions. 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 1 Tracking My Progress recording form. 	<ul style="list-style-type: none"> Provide extra time for completing the assessment for students who struggle with language.
<p>C. End of Unit Assessment: Tracking My Progress (10 minutes)</p> <ul style="list-style-type: none"> Introduce the learning target: <ul style="list-style-type: none"> * “I can reflect on my learning about how evidence is used to support an opinion.” Ask students to recall the meaning of the word <i>reflect</i>. Listen for responses such as: “Look back at my work to think about what I did; how I did; what I am having trouble with; what I am doing well.” Distribute the Tracking My Progress, End of Unit 1 recording form to students. Explain that this is a self-assessment, exactly like the Tracking My Progress forms they completed for previous assessments. They will reflect on their progress toward the learning targets. Read through the tracker and provide clarification as necessary for students. 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"> Provide a nonlinguistic symbol for <i>reflect</i> (a person with a bubble thought above the head). Consider allowing students who struggle with language to dictate their Tracking My Progress forms 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 the importance of sports in American culture through their close reads and discussions.• Pair up 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 unit. Say:<ul style="list-style-type: none">* "In Unit 2 you will apply what you have learned about sports in our culture to help you understand how athletes have broken barriers throughout America's history, and how they have helped to shape the society we live in today."• Collect students' End of Unit 1 Assessments and Tracking My Progress recording forms to review (use the 2-point Rubric Writing from Sources/Short Response, for teacher reference to score students' work.)	<ul style="list-style-type: none">• Consider partnering ELL students with other students that speak the same home language for the debrief.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Share with someone at home what you have been learning. What is your opinion about the importance of sports in American culture?• Continue reading your independent reading book for this unit at home. <p><i>Note: Each student will need his or her own text—Promises to Keep by Sharon Robinson—during Unit 2.</i></p>	



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

Supporting Materials



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End of Unit 1 Assessment:

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

Name:

Date:

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

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

Directions:

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



End of Unit 1 Assessment:

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

Criteria for Success:

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

Criteria for Self-Assessment:

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



Opinion and Evidence Paragraph Sample
(For Teacher Reference)

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

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



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

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

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

¹From New York State Department of Education, October 6, 2012.



Tracking My Progress
End of Unit 1

Name:

Date:

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

1. Target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this.



I understand some of this.



I am on my way!



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



Tracking My Progress
End of Unit 1

Name: _____

Date: _____

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

1. Target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this.



I understand some of this.



I am on my way!



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



Tracking My Progress
End of Unit 1

Name: _____

Date: _____

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

1. Target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this.



I understand some of this.



I am on my way!



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



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Grade 5: Module 3A: Unit 2: Overview



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Unit 2: Case Study: *Promises to Keep: How Jackie Robinson Changed America*

In the second unit of this module, students will complete a close read of the book *Promises to Keep: How Jackie Robinson Changed America*, by Sharon Robinson. As the author (Jackie Robinson's daughter) states in the book's introduction, this photographic biography is about "a man who was shaped by American history and who had an impact on American history." While reading the book, students will focus on the craft of writing opinion pieces, and specifically, how writers use

evidence and logically ordered reasons to support their points of view. The mid-unit assessment will gauge students' proficiency at explaining how authors support their opinions with reasons and evidence. Their reading and analysis will prepare students for writing their own opinion piece, an essay about Jackie Robinson's legacy. The end of unit assessment will test students on their ability to state a opinion and support that opinion with strong evidence from the text.

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 2 Assessment

Identifying Author's Opinion, Reasons, and Supporting Evidence: "Courage on the Field"

This assessment centers on standards NYSP12 ELA CCLS RI.5.2, RI.5.4, and RI.5.8. Students will read a new informational text about Jackie Robinson breaking barriers in the sport of baseball and then answer evidence-based constructed response (multiple choice) and short-answer questions to indicate their ability to summarize the main ideas of the text, determine the meaning of vocabulary, and explain how the author uses reasons and evidence to support his opinion.

End of Unit 2 Assessment

Opinion Essay on Jackie Robinson's Legacy

This assessment centers on standards NYSP12 ELA CCLS W.5.1, W.5.4, and W.5.9. Based on their prior reading (both for homework and then more in-depth during classwork) of pages 58–63 of *Promises to Keep: How Jackie Robinson Changed America*, students will write an on-demand essay in which they state an opinion about Jackie Robinson's legacy. The assessment includes a graphic organizer students use to plan their writing: a strong introduction including a clear opinion, and two body paragraphs that state two reasons and supporting evidence. (Note: Students are not required to write a full conclusion, as this will be taught as the bridge to Unit 3.) They must be sure to support their position with evidence from the text.



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.”

Central Texts

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



This unit is approximately 3.5 weeks or 17 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
Lesson 1	Introducing <i>Promises to Keep</i> and Drawing Inferences: Who Is Jackie Robinson and Why Is He Important? (<i>Promises to Keep</i> , Pages 6–7)	<ul style="list-style-type: none"> I can explain what a text says using quotes from the text. (RI.5.1) I can make inferences using quotes from the text. (RI.5.1) I can determine the main idea(s) of an informational text based on key details. (RI.5.2) I can determine the meaning of academic words or phrases in an informational text. (RI.5.4) I can determine the meaning of content words or phrases in an informational text. (RI.5.4) I can summarize text that is read aloud to me. (SL.5.2) 	<ul style="list-style-type: none"> I can describe the features of a biographical text. I can draw inferences about Jackie Robinson from the photographs in and the Introduction to <i>Promises to Keep</i>. I can determine the meaning of new words and phrases from context in <i>Promises to Keep</i>. 	<ul style="list-style-type: none"> Notice/Wonder/Inference note-catcher Gist statement Vocabulary cards Sticky note evidence flags 	<ul style="list-style-type: none"> Vocabulary Strategies (Unit 1, Lesson 1) Notice/Wonder/Inference
Lesson 2	Synthesizing from Informational Texts: Main Idea and Key Details from <i>Promises to Keep</i> (Pages 8–10)	<ul style="list-style-type: none"> I can explain what a text says using quotes from the text. (RI.5.1) I can determine the main idea(s) of an informational text based on key details. (RI.5.2) I can summarize informational text. (RI.5.2) I can determine the meaning of academic words or phrases in an informational text. (RI.5.4) I can determine the meaning of content words or phrases in an informational text. (RI.5.4) 	<ul style="list-style-type: none"> I can determine the main idea of a timeline and explain how the main idea is supported by key details. I can determine the main idea of a passage of text from <i>Promises to Keep</i> and explain how the main idea is supported by key details. I can synthesize information from a timeline and passage of text to write a summary statement. I can quote accurately from the text to explain segregation laws in America. 	<ul style="list-style-type: none"> Homework card Vocabulary cards Journal (Main Idea and Details note-catcher, Text-Dependent Question answer) 	<ul style="list-style-type: none"> Jackie Robinson and Life in America Features of Informational Text (from Lesson 1) Vocabulary Strategies (from Unit 1) Quiz-Quiz-Trade protocol Jigsaw protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
Lesson 3	Comparing Multiple Accounts of the Same Topic: Learning about the Great Migration (<i>Promises to Keep</i> , Pages 10–13)	<ul style="list-style-type: none"> I can determine the main idea(s) of an informational text based on key details. (RI.5.2) I can explain important relationships between people, events, and ideas in a historical, scientific, or technical text using specific details in the text. (RI.5.3) I can determine the meaning of content words or phrases in an informational text. (RI.5.4) I can compare and contrast multiple accounts of the same event or topic. (RI.5.6) 	<ul style="list-style-type: none"> I can find main ideas and key details in a Readers Theater script about the Great Migration. I can compare and contrast the different peoples' experiences of the Great Migration. I can determine the meaning of new words and phrases about the Great Migration from context. 	<ul style="list-style-type: none"> Great Migration Venn diagram 	<ul style="list-style-type: none"> Jackie Robinson and Life in America
Lesson 4	Determining Author's Opinions, Reasons, and Evidence: Signs of Hope and Progress for African Americans in the 1920s (<i>Promises to Keep</i> , Pages 14–15)	<ul style="list-style-type: none"> I can explain what a text says using quotes from the text. (RI.5.1) I can determine the main idea(s) of an informational text based on key details. (RI.5.2) I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8) 	<ul style="list-style-type: none"> I can summarize the information in <i>Promises to Keep</i> about life for African Americans in the 1920s. I can identify the reasons and evidence Sharon Robinson uses to support an opinion about life for African Americans in the 1920s. I can explain how the reasons I identify support Sharon Robinson's opinion. 	<ul style="list-style-type: none"> Great Migration Venn diagram Vocabulary cards Journal (Author's Opinion, Reasons, and Evidence graphic organizer) Evidence flags 	<ul style="list-style-type: none"> Jackie Robinson and Life in America Features of Informational Text (from Lesson 1) Vocabulary Strategies (from Unit 1) Tea Party protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
Lesson 5	Reading to Determine Important Relationships between People and Events: The Importance of the 1936 Olympics for African Americans (<i>Promises to Keep</i> , Pages 16–19)	<ul style="list-style-type: none"> I can explain what a text says using quotes from the text. (RI.5.1) I can determine the main idea(s) of an informational text based on key details. (RI.5.2) I can explain important relationships between people, events, and ideas in a historical, scientific, or technical text using specific details in the text. (RI.5.3) I can determine the meaning of content words or phrases in an informational text. (RI.5.4) I can draw on information to explore ideas in the discussion. (SL.5.1a) 	<ul style="list-style-type: none"> I can describe the influences on Jackie Robinson's life in the 1930s. I can explain what caused Americans to believe that there was "victory over racism" during the 1930s. I can use information shared by my group members to help deepen my understanding of the main ideas in <i>Promises to Keep</i>. I can determine the meaning of new words and phrases from context in the book <i>Promises to Keep</i>. 	<ul style="list-style-type: none"> Homework Gist card Vocabulary cards Journal (Effects and Causes note-catcher) 	<ul style="list-style-type: none"> Causes and Effects Jackie Robinson and Life in America Close Readers Do These Things (from Unit 1) Vocabulary Strategies (from Unit 1) Give One, Get One protocol
Lesson 6	Comparing Multiple Accounts of the Same Topic: The Story of Bus Desegregation (<i>Promises to Keep</i> , Page 21)	<ul style="list-style-type: none"> I can determine the main idea(s) of an informational text based on key details. (RI.5.2) I can explain important relationships between people, events, and ideas in a historical, scientific, or technical text using specific details in the text. (RI.5.3) I can compare and contrast multiple accounts of the same event or topic. (RI.5.6) I can use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means. (L.5.4) 	<ul style="list-style-type: none"> I can make connections between Jackie Robinson's personal history and the desegregation movement in America. I can determine the meaning of new words and phrases about Jackie Robinson and the desegregation movement from context. 	<ul style="list-style-type: none"> Bus Desegregation Venn diagram Journal (response to prompt) 	<ul style="list-style-type: none"> Jackie Robinson and Life in America



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
Lesson 7	Inferring Author's Opinions and Writing Opinion Statements: Journalists' Opinions about Segregation Post–World War II (<i>Promises to Keep</i> , Pages 22–25)	<ul style="list-style-type: none"> I can make inferences using quotes from the text. (RI.5.1) I can summarize an informational text. (RI.5.2) I can determine the meaning of academic and content words or phrases in an informational text. (RI.5.4) I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8) I can introduce the topic of my opinion piece. (W.5.1a) 	<ul style="list-style-type: none"> I can summarize the information in <i>Promises to Keep</i> about segregation in professional baseball after World War II. I can infer journalists' opinions about segregation in professional baseball after World War II. I can write a sentence that states an opinion about segregation in professional baseball after World War II. 	<ul style="list-style-type: none"> Journals (author's opinion, topic sentence) 	<ul style="list-style-type: none"> Jackie Robinson and Life in America Features of Informational Text (from Lesson 1) Vocabulary Strategies (from Unit 1)
Lesson 8	Explaining the Relationships between Events in a Historical Text: Contextualizing the History of Baseball (<i>Promises to Keep</i> , Pages 8–9, 25)	<ul style="list-style-type: none"> I can explain what a text says using quotes from the text. (RI.5.1) I can determine the main idea(s) of an informational text based on key details. (RI.5.2) I can summarize an informational text. (RI.5.2) I can explain important relationships between people, events, and ideas in a historical, scientific, or technical text using specific details in the text. (RI.5.3) 	<ul style="list-style-type: none"> I can paraphrase key details from a text about the history of baseball and African American history. I can merge two timelines to create a chronology that connects baseball and African American history. I can summarize information in order to connect key events in the history of baseball and African American history. 	<ul style="list-style-type: none"> Vocabulary cards Similarity and Difference index card Merged timelines Journal (summary statement) 	<ul style="list-style-type: none"> Jackie Robinson and Life in America Features of Informational Text (from Lesson 1) Vocabulary Strategies (from Unit 1)



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
Lesson 9	Identifying Supporting Reasons and Evidence for an Opinion: Exploring Why Jackie Robinson Was the Right Man to Break the Color Barrier (<i>Promises to Keep</i> , Pages 26–29)	<ul style="list-style-type: none"> I can explain what a text says using quotes from the text. (RI.5.1) I can determine the main idea(s) of an informational text based on key details. (RI.5.2) I can determine the meaning of academic words or phrases in an informational text. (RI.5.4) I can determine the meaning of content words or phrases in an informational text. (RI.5.4) I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8) 	<ul style="list-style-type: none"> I can summarize the information in <i>Promises to Keep</i> about why Jackie Robinson was chosen to break the color barrier in baseball. I can identify the reasons and evidence Sharon Robinson uses to support an opinion in <i>Promises to Keep</i>. I can explain how the reasons and evidence that I identify support Sharon Robinson's opinion. I can determine the meaning of new words and phrases from context in the book <i>Promises to Keep</i>. 	<ul style="list-style-type: none"> Journals Vocabulary index cards Author's Opinion, Reasons, and Evidence graphic organizer Evidence flags 	<ul style="list-style-type: none"> Jackie Robinson and Life in America Features of Informational Text Close Readers Do These Things (from Unit 1) Vocabulary Strategies (from Unit 1)
Lesson 10	Mid-Unit Assessment: Identifying Author's Opinion, Reasons, and Supporting Evidence: "Courage on the Field"	<ul style="list-style-type: none"> I can determine the main idea(s) of an informational text based on key details. (RI.5.2) I can determine the meaning of academic words or phrases in an informational text. (RI.5.4) I can determine the meaning of content words or phrases in an informational text. (RI.5.4) I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8) 	<ul style="list-style-type: none"> I can identify the reasons and evidence the author uses to support an opinion in "Courage on the Field." I can determine the meaning of new words and phrases from context in an article. 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 2: Identifying Author's Opinion, Reasons, and Supporting Evidence: "Courage on the Field" Tracking My Progress, Mid-Unit 2 recording form 	<ul style="list-style-type: none"> Jackie Robinson and Life in America Close Readers Do These Things (from Unit 1) Vocabulary Strategies (from Lesson 1)



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
Lesson 11	Letters as Informational Text: Comparing and Contrasting Three Accounts about Segregation (<i>Promises to Keep</i> , Pages 38–39)	<ul style="list-style-type: none"> I can determine the main idea(s) of an informational text based on key details. (RI.5.2) I can determine the meaning of academic words or phrases in an informational text. (RI.5.4) I can determine the meaning of content words or phrases in an informational text. (RI.5.4) I can compare and contrast multiple accounts of the same event or topic. (RI.5.6) 	<ul style="list-style-type: none"> I can describe how the text features of a letter help readers. I can compare and contrast three different points of view (Jackie Robinson's, his wife's, and his daughter's) of the same event. I can determine the meaning of new words and phrases from context in the book <i>Promises to Keep</i>. 	<ul style="list-style-type: none"> Three Perspectives Venn diagram Journals (synthesis writing) 	<ul style="list-style-type: none"> Jackie Robinson and Life in America Informational Text (Unit 1) Features of Informational Text (Unit 1) Vocabulary Strategies (from Lesson 1)
Lesson 12	Identifying Supporting Reasons and Evidence for an Opinion: Exploring Jackie Robinson's Promise (<i>Promises to Keep</i> , Pages 38–45)	<ul style="list-style-type: none"> I can explain what a text says using quotes from the text. (RI.5.1) I can determine the main idea(s) of an informational text based on key details. (RI.5.2) I can determine the meaning of academic words or phrases in an informational text. (RI.5.4) I can determine the meaning of content words or phrases in an informational text. (RI.5.4) I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8) 	<ul style="list-style-type: none"> I can summarize the information in <i>Promises to Keep</i> about how Jackie Robinson was treated after joining the Brooklyn Dodgers. I can identify the reasons and evidence Sharon Robinson uses to support an opinion in <i>Promises to Keep</i>. I can explain how the reasons and evidence I identify support Sharon Robinson's opinion. I can determine the meaning of new words and phrases from context in the book <i>Promises to Keep</i>. 	<ul style="list-style-type: none"> Journals (Author's Opinion, Reasons, and Evidence graphic organizer) Vocabulary cards Evidence flags 	<ul style="list-style-type: none"> Jackie Robinson and Life in America Features of Informational Text Close Readers Do These Things (from Unit 1) Vocabulary Strategies (from Unit 1) Jigsaw protocol



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
Lesson 13	Developing an Opinion Based on the Textual Evidence: Jackie Robinson's Role in the Civil Rights Movement (<i>Promises to Keep</i> , Pages 50–57)	<ul style="list-style-type: none"> I can explain what a text says using quotes from the text. (RI.5.1) I can determine the main idea(s) of an informational text based on key details. (RI.5.2) I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8) 	<ul style="list-style-type: none"> I can summarize the information in <i>Promises to Keep</i> about Jackie Robinson's role in the civil rights movement. I can explain Jackie Robinson's impact on civil rights, using quotes from the text in <i>Promises to Keep</i>. I can develop an opinion based on multiple pieces of evidence from the text. I can support my opinion with reasons and evidence from the text. 	<ul style="list-style-type: none"> Vocabulary cards Journals (Opinion, Reasons, and Evidence graphic organizer) Evidence flags 	<ul style="list-style-type: none"> Jackie Robinson and Life in America Features of Informational Text Jigsaw protocol
Lesson 14	Writing an Introduction and Body Paragraph That Support an Opinion: Jackie Robinson's Role in the Civil Rights Movement	<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) <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. With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5) I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9) 	<ul style="list-style-type: none"> I can write a topic sentence that states an opinion. I can write a paragraph to introduce a topic and my opinion. I can write a body paragraph that groups evidence together to support a reason. 	<ul style="list-style-type: none"> Index cards (from homework) Journals (Opinion, Reasons, and Evidence graphic organizer; introduction paragraph; Reason 1 body paragraph) 	<ul style="list-style-type: none"> Jackie Robinson and Life in America Criteria for Writing Opinion Essays



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
Lesson 15	Writing a Second Body Paragraph and Conclusion for an Opinion Essay: Jackie Robinson's Role in the Civil Rights Movement (<i>Promises to Keep</i> , Pages 50–57)	<ul style="list-style-type: none"> I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8) 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 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. With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5) I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9) 	<ul style="list-style-type: none"> I can write a body paragraph that groups evidence together to support a reason. I can use linking words to connect my reasons and evidence to my opinion. I can write a conclusion statement for my opinion essay. I can use feedback from a peer to revise my opinion essay to better meet the criteria. 	<ul style="list-style-type: none"> Vocabulary cards Journals (Opinion, Reasons, and Evidence graphic organizer; two body paragraphs; conclusion statement) 	<ul style="list-style-type: none"> Jackie Robinson and Life in America Linking Words Criteria for Writing Opinion Essays (Lesson 14)



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
Lesson 16	Developing an Opinion Based on the Textual Evidence: Jackie Robinson's Legacy (<i>Promises to Keep</i> , Pages 58–63)	<ul style="list-style-type: none"> I can explain what a text says using quotes from the text. (RI.5.1) I can determine the main idea(s) of an informational text based on key details. (RI.5.2) I can determine the meaning of academic words or phrases in an informational text. (RI.5.4) I can determine the meaning of content words or phrases in an informational text. (RI.5.4) I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8) 	<ul style="list-style-type: none"> I can summarize the information in <i>Promises to Keep</i> about Jackie Robinson's legacy. I can explain Jackie Robinson's legacy, using quotes from the text in <i>Promises to Keep</i>. I can develop an opinion based on multiple pieces of evidence from the text. I can determine the meaning of new words and phrases from context in the book <i>Promises to Keep</i>. 	<ul style="list-style-type: none"> Evidence flags Vocabulary cards 	<ul style="list-style-type: none"> Jackie Robinson and Life in America Features of Informational Text



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
Lesson 17	End of Unit Assessment: Writing an Opinion Essay with Supporting 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. I can use linking words to connect my opinion and reasons. I can construct a concluding statement or section for my opinion piece. I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4) I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9) 	<ul style="list-style-type: none"> I can write a paragraph to introduce the topic and my opinion. I can write reason body paragraphs that group evidence together to support a reason. I can use linking words to connect my reasons and evidence to my opinion. I can reflect on my learning about how evidence is used to support an opinion. I can write a conclusion statement for my opinion essay. 	<ul style="list-style-type: none"> End of Unit 2: Writing an Opinion Essay with Supporting Evidence about Jackie Robinson's Legacy Tracking My Progress, End of Unit 2 recording form 	<ul style="list-style-type: none"> Criteria for Writing Opinion Essays



Optional: Experts, Fieldwork, and Service

Experts:

- Invite a civil rights expert, people who have lived through the civil rights era, a professional athlete, or a children's book author to share their expertise with the students.

Fieldwork:

- Visit a civil rights museum or professional athletic facility and team.

Service:

- N/A

Optional: Extensions

- Divide the class into two groups in order to stage an oral debate, with one group arguing that Jackie Robinson had the greatest impact on breaking the color barrier for professional athletes and the other group arguing for another professional athlete of that era.
- During Social Studies, conduct an in-depth study (either in expert groups or whole class) of key events during the civil rights era.
- In mathematics, study baseball statistics and data (from the 1940s to the present) as an engaging way to build students' mathematical skills and conceptual understanding.



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 2:

Recommended Texts



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Unit 2 builds students' background about the history of baseball and the role of Jackie Robinson specifically in breaking the color barrier in baseball. The list below includes texts with a range of Lexile text measures on this topic. This provides appropriate independent reading for each student to help build content knowledge.

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

Common Core Band Level Text Difficulty Ranges:

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

- Grades 2–3: 420–820L
- Grades 4–5: 740–1010L
- Grades 6–8: 925–1185L

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

Title	Author and Illustrator	Text Type	Lexile Measure
Lexile text measures below band level (below 740L)			
<i>The History of Baseball</i>	Diana Star Helmer and Thomas S. Owens (authors)	Informational	410
<i>The Girl Who Struck out Babe Ruth</i>	Jean L. S. Patrick (author), Jeni Reeves (illustrator)	Informational	410
<i>Jackie Robinson: A Life of Determination</i>	Colleen A. Sexton (author)	Biography	570*
<i>Jackie Robinson: He Led the Way</i>	April Jones Prince (author)	Biography	600*
<i>Jackie Robinson: Breaking the Color Barrier</i>	Sean Price (author)	Biography	640*
<i>Who Was Jackie Robinson?</i>	Gail Herman (author), John O'Brien (illustrator)	Biography	670
<i>Jackie Robinson</i>	Stephanie Sammartino McPherson (author)	Biography	730
<i>Thank You, Jackie Robinson</i>	Barbara Cohen (author)	Biography	730

*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>Jackie Robinson: Strong Inside and Out</i>	Editors of <i>TIME for Kids</i> with Denise Lewis Patrick (authors)	Biography	760
<i>Brothers at Bat: The True Story of an Amazing All-Brother Baseball Team</i>	Audrey Vernick (author), Steven Selerno (illustrator)	Informational	780
<i>Jackie Robinson: Hero and Athlete</i>	Suzanne Slade (author), Thomas Spense (illustrator)	Biography	790
<i>Testing the Ice: A True Story about Jackie Robinson</i>	Sharon Robinson (author), Kadir Nelson (illustrator)	Biography	800
<i>When Jackie Met Hank</i>	Cathy Goldberg Fishman (author), Mark Elliott (illustrator)	Informational	850*
<i>We Are the Ship: The Story of Negro League Baseball</i>	Kadir Nelson (author/illustrator)	Informational	900
<i>Stealing Home: Jackie Robinson against the Odds</i>	Robert Burleigh (author), Mike Wimmer (illustrator)	Biography	910
<i>Jackie Robinson: Baseball Great & Civil Rights Activist</i>	Charles E. Pederson (author)	Biography	930

*Lexile based on a conversion from Accelerated Reading level.



Title	Author and Illustrator	Text Type	Lexile Measure
Lexile text measures above band level (over 1010L)			
<i>Jackie's Nine: Jackie Robinson's Values to Live By</i>	Sharon Robinson (author)	Biography	1040
<i>First Pitch: How Baseball Began</i>	John Thorn (author)	Informational	1070
<i>Jackie Robinson: Champion for Equality</i>	Michael Teitelbaum (author)	Biography	1140
<i>Stars in the Shadows: The Negro League All-Star Game of 1934</i>	Charles R. Smith Jr. (author), Frank Morrison (illustrator)	Informational	1330



EXPEDITIONARY
LEARNING

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

Introducing *Promises to Keep* and Drawing Inferences: Who Is Jackie Robinson and Why Is He Important? (*Promises to Keep*, Pages 6–7)



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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 make inferences using quotes from the text. (RI.5.1)
- I can determine the main idea(s) of an informational text based on key details. (RI.5.2)
- I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)
- I can determine the meaning of content words or phrases in an informational text. (RI.5.4)
- I can summarize text that is read aloud to me. (SL.5.2)

Supporting Learning Targets

- I can describe the features of a biographical text.
- I can draw inferences about Jackie Robinson from the photographs in the Introduction to *Promises to Keep*.
- I can determine the meaning of new words and phrases from context in *Promises to Keep*.

Ongoing Assessment

- Notice/Wonder/Inference note-catcher
- Gist statement
- Vocabulary cards
- Sticky note evidence flags



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Biography as Informational Text (10 minutes)</p> <p>2. Work Time</p> <p>A. Picture Walk through <i>Promises to Keep</i> (10 minutes)</p> <p>B. Building Background Knowledge: Reading the Introduction of <i>Promises to Keep</i> (25 minutes)</p> <p>C. Key Vocabulary to Deepen Understanding (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief and Review Learning Targets (5 minutes)</p> <p>4. Homework</p> <p>A. Reread the Introduction to <i>Promises to Keep</i> on your own or aloud to someone at home. Answer homework questions on index cards.</p>	<ul style="list-style-type: none">• This lesson introduces <i>Promises to Keep</i>, the central text the class will read throughout Unit 2. The book affords many opportunities for close reading lessons based on determining how an author uses reasons and evidence (to be introduced in Lesson 2) to support a point or opinion. This first lesson orients students to the book by “reading” the pictures and studying the Introduction.• Throughout this unit, the terms “African American” and “black(s)” are used interchangeably. The language of the lessons reflects the terminology author Sharon Robinson uses within the text <i>Promises to Keep</i>.• Students continue to use their journals from Unit 1 for Units 2 and 3.• In advance: Intentionally place students in groups of four. Students will remain in these groups throughout Unit 2. Be sure to heterogeneously group students so that stronger readers and writers are with students who have difficulty reading complex text.• In advance: List vocabulary words, along with the page number from the text for each, on the board or a piece of chart paper.• Post: Learning targets.



Lesson Vocabulary	Materials
notice, wonders, inferences (from Modules 1 and 2A), biography, biographical, introduction; accomplishments, legacy, determination, commitment	<ul style="list-style-type: none">• Document camera• Types of Informational Text anchor chart (from Module 2A, Unit 1, Lessons 1 and 2)• Features of Informational Text anchor chart (from Module 2A, Unit 1, Lessons 1 and 2)• <i>Promises to Keep</i> (book; one per student and one for display)• Notice/Wonder/Inference note-catcher (one for display)• Students' journals (from Unit 1)• Index cards (eight per student)• Vocabulary Strategies anchor chart (from Unit 1, Lesson 1)



Opening	Meeting Students' Needs
<p>A. Biography as Informational Text (10 minutes)</p> <ul style="list-style-type: none"> Read the first learning target: <ul style="list-style-type: none"> * “I can describe the features of a biographical text.” Using a document camera, display the Types of Informational Text anchor chart and Features of Informational Text anchor chart, both from Module 2A. If <i>biography</i> is not already listed, add it to both charts. Ask students to think and then talk with a partner about the definition of this word. Invite a volunteer to share out. Listen for answers that include key elements such as: “about a person’s life,” “true but told like a story,” “about a famous person,” etc. Ask students where they recently saw the prefix “bio-” and look for them to remember the word <i>biodiversity</i> from their study of the rainforest (Module 2A). Remind them that the word root “bio” means life. Tell them that the root <i>graph</i> means “to write,” so <i>biography</i> means to write about someone’s “life.” Continue to reinforce the skill of using word roots to determine word meanings. Help students understand that <i>biographical</i> is the adjective form of <i>biography</i>. Ask students to give examples of other biographies they may have read. Focus students on the Features of Informational Text anchor chart. Add <i>biography</i> to the left-hand column. Ask them to think about the features of a biography. Invite volunteers to share out. Listen for responses such as: “A narrative, like a story, has a lot of details about a person’s life and times,” “It’s told in chronological order,” “It includes pictures of the person at different ages,” etc. Add these to the center column (Features/Elements). Then focus students on the right-hand column: How Does It Help the Reader? Ask students to discuss with a partner how these features may help them read and understand the text. Listen for responses such as: “It’s written like a story so it’s easy to follow,” “I like hearing about their childhood,” or “The photos are interesting.” Invite a few partners to share out and add these ideas to the third column of the anchor chart. 	<ul style="list-style-type: none"> Students may benefit from a mini lesson or review on word types (e.g., nouns, verbs, adjectives, adverbs), followed by a word study of types of words using the vocabulary words taught from <i>Promises to Keep</i>. Draw pictures to represent key words in the learning target (e.g., a book for <i>text</i>, a stick figure of a person for <i>bio</i>.) Providing visual cues to learning targets can help students understand unknown words or concepts.



Work Time	Meeting Students' Needs
<p>A. Picture Walk through <i>Promises to Keep</i> (10 minutes)</p> <ul style="list-style-type: none"> Enthusiastically introduce students to <i>Promises to Keep</i>, the book they will be reading together for the next few weeks. Hold up a copy of the book for the class to see, and say: <ul style="list-style-type: none"> * “This book is <i>Promises to Keep: How Jackie Robinson Changed America</i> by Sharon Robinson. What kind of book do you think it is?” (Answer: A biography.) * “What features do you predict it will have?” (Answers might include: a narrative structure; details about Jackie Robinson and his times; or information about his childhood.) Direct students’ attention to the second learning target: <ul style="list-style-type: none"> * “I can draw inferences about Jackie Robinson from the photographs in the Introduction to <i>Promises to Keep</i>.” Display the Notice/Wonder/Inference note-catcher. Instruct students to take out their students’ journals and to draw the same three-column chart on the next clean page. Check that students remember that <i>notices</i> are what we see and hear directly, <i>inferences</i> are ideas we have based on what we see and hear, and <i>wonders</i> are questions. Distribute <i>Promises to Keep</i> to the students. Ask them to look at just the front cover, and to record in their note-catchers what they notice, wonder about, and infer from just this picture and the text on the cover. After a few minutes, have students spread their books open, face down, so they can see the front and back covers are visible as one large photograph. Invite them to enter any additional thoughts in their note-catchers. Invite students to turn and share their notes with a partner. Circulate, listening for thoughts such as: <ul style="list-style-type: none"> * Notices: “There’s a man, a woman, and three children,” or “The man looks like he’s pointing at something, the author’s last name is Robinson.” * Wonders: “Is the author related to Jackie Robinson?” or “How old is this picture?” * Inferences: “I think it’s a family,” “I think the picture was taken a long time ago,” or “I think that man is Jackie Robinson.” Tell students that next they will do a Picture Walk through the book. Ask them to page through the book, looking at the pictures and continuing to notice, wonder, and draw inferences from the pictures. Give students 5–7 minutes for their silent Picture Walk. Again ask students to share what they noticed, inferred, and wondered. Listen to make sure that students understand the distinction between observable data and inferences based on the data. Ask students what the photographs and captions in a book are called (text features), and why they are important in this book. Listen for answers that indicate understanding that in this book the photographs of people and artifacts tell much of the story. 	<ul style="list-style-type: none"> Provide copies of <i>Promises to Keep</i> for ELL students in their home languages. Provide copies of the Notice/Wonder/Inference chart for students who may have difficulty copying it into their journal. Consider charting students’ comments on a class Notice/Wonder/Inference anchor chart to keep posted throughout Unit 2. Provide sentence stems for students who may have difficulty with language: “I noticed that _____ . A text feature that is important in this book is _____ .”



Work Time (continued)	Meeting Students' Needs
<p>B. Building Background Knowledge: Reading the Introduction of <i>Promises to Keep</i> (25 minutes)</p> <ul style="list-style-type: none"> • Tell students that they will be in groups of four during this unit as they work with this text. Place students in their groups and invite them to turn to the Introduction in <i>Promises to Keep</i> (page 6). • Ask students for the meaning of the word <i>introduction</i>, and listen for answers such as: “beginning.” Be sure they mention the connection to the word <i>introduce</i>. Listen for comments such as: “Introduction has the suffix -tion added to the word <i>introduce</i>. <i>Introduce</i> is a verb, and <i>introduction</i> is a noun.” Reinforce using word roots to determine word meaning. • Tell students that they will now read the Introduction to the book. Read pages 6 and 7 of <i>Promises to Keep</i> aloud as students read along silently in their heads. • Give students a few minutes to talk in their groups about the gist of the Introduction. Then ask them to write a gist statement on the next page of their journals. • Cold call several students to share their thinking with the whole group. Listen for ideas such as: “Jackie Robinson was a great baseball player and a great man,” and “Sharon Robinson, Jackie Robinson’s daughter, wrote this book because she loved and admired her dad very much.” • Give students time to reread the Introduction on their own. Direct them to record additional notes in their Notice/Wonder/Inference note-catchers. • Circulate around the classroom as they work, ensuring that students are recording notes such as the following: <ul style="list-style-type: none"> * Notice: “The author of the book, Sharon Robinson, is Jackie Robinson’s daughter,” or “Jackie Robinson was elected into the Baseball Hall of Fame.” * Wonder: “Why did Jackie Robinson retire from baseball when Sharon was six?” or “Why is Jackie Robinson so famous?” * Inference: “Sharon Robinson loved her dad,” or “Jackie Robinson was a great man.” • Cold call on a few students to share their answers with the whole class. Collect journals to review. 	<ul style="list-style-type: none"> • 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. • To support visual learners, chart students’ comments on a class Notice/Wonder/Inference chart.



Work Time (continued)	Meeting Students' Needs
<p>C. Key Vocabulary to Deepen Understanding (10 minutes)</p> <ul style="list-style-type: none"> Read the third learning target: <ul style="list-style-type: none"> * “I can determine the meaning of new words and phrases from <i>Promises to Keep</i>.” Ask students to locate the following words in the Introduction: <ul style="list-style-type: none"> – <i>accomplishments</i> (page 6, Paragraph 2, Line 1) – <i>legacy</i> (page 6, Paragraph 2, Lines 2 and 3) – <i>determination</i> (page 7, first full paragraph, Line 9) – <i>commitment</i> (page 7, Paragraph 4, Line 6) Distribute four index cards to each student and tell them to write one of these words on each card. Refer to the Vocabulary Strategies anchor chart (from Unit 1, Lesson 1 of this module), and ask students to use the strategy of reading the sentences around these words to try to figure out their meanings from context clues. Then have them turn and talk with a neighbor about the meanings. Finally, cold call students to share their definitions with the class. Correct misunderstandings and write the accurate definitions on the white board as the students supply them: <ul style="list-style-type: none"> – <i>accomplishments</i>: achievements – <i>legacy</i>: something (either good or bad) that is handed down from the past – <i>determination</i>: extreme drive to do or accomplish something – <i>commitment</i>: a sense of loyalty or strong belief in an idea Ask students to draw a picture for each to show what the words mean and write the definitions on the backs of the cards. Point out that these words will be particularly important to understand Jackie Robinson’s life. 	<ul style="list-style-type: none"> 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 providing additional time to complete vocabulary cards at different parts during the day.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> Review the learning targets. Ask students to think of one piece of evidence that indicates that they met one of the learning targets, and to share their thought with a neighbor. Ask a few students to share their neighbor's idea with the class. Give each student four index cards for their homework. 	<ul style="list-style-type: none"> Provide framework options for students to choose from to provide evidence.: "One thing I was able to infer about Jackie Robinson was _____." "Some of the text features in the book <i>Promises to Keep</i> are _____." "I was able to figure out the meaning of the word _____."
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> Reread the Introduction to <i>Promises to Keep</i> on your own or aloud to someone at home. On one of your index cards, write an answer to the question: "What does Sharon Robinson admire about her father, Jackie Robinson?" Name at least three things and use at least one of today's vocabulary words in your answer. On three new index cards, record these three words: <i>biography</i>, <i>biographical</i>, <i>introduction</i>. On the back of each index card, draw a picture to show what the word means AND write a definition for the word. Bring your four index cards as an admit ticket to the next class. 	<ul style="list-style-type: none"> Provide an audio recording of <i>Promises to Keep</i> for students who struggle with reading grade-level text. Consider prewriting the focus question for the rereading and the vocabulary words on index cards for students who struggle with writing. Students who struggle with language may need to dictate the answer to their focus question and the definitions of their vocabulary words to someone at home.



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Notice/Wonder/Inference Note-catcher

Notice	Wonder	Inference



EXPEDITIONARY
LEARNING

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

Synthesizing from Informational Texts: Main Idea and Key Details from *Promises to Keep* (Pages 8–10)



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can explain what a text says using quotes from the text. (RI.5.1)</p> <p>I can determine the main idea(s) of an informational text based on key details. (RI.5.2)</p> <p>I can summarize informational text. (RI.5.2)</p> <p>I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)</p> <p>I can determine the meaning of content words or phrases in an informational text. (RI.5.4)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can determine the main idea of a timeline and explain how the main idea is supported by key details.• I can determine the main idea of a passage of text from <i>Promises to Keep</i> and explain how the main idea is supported by key details.• I can synthesize information from a timeline and passage of text to write a summary statement.• I can quote accurately from the text to explain segregation laws in America.	<ul style="list-style-type: none">• Homework card• Vocabulary cards• Journal (Main Idea and Details note-catcher, Text-Dependent Question answer)



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Homework Review (5 minutes)</p> <p>B. Engaging the Reader: Text Features of Biographies (5 minutes)</p> <p>2. Work Time</p> <p>A. Reading Timelines: Determining Main Idea and Key Details (15 minutes)</p> <p>B. Rereading and Summarizing: “A Black and White World” (20 minutes)</p> <p>C. Text-Dependent Questions: Segregation □ in Early America (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief and Reviewing Learning Targets (5 minutes)</p> <p>4. Homework</p> <p>A. Read from the second paragraph on page 10 through page 13 of <i>Promises to Keep</i>. Write the gist in your journal. Answer homework questions on index cards.</p>	<ul style="list-style-type: none">• This lesson focuses on the chapter “A Black and White World” and the first paragraph of “Signs of Hope” (on page 10), from <i>Promises to Keep</i>. The literary instructional focus of the lesson is on identifying the main ideas and supporting details from informational text.• The text includes complex historical and political content: slavery in America, the concept of segregation, the events that led to racial segregation after the Civil War, and what life was like for African Americans during this period in history. Students need this historical context in order to understand Jackie Robinson’s experiences. Consider revisiting and reinforcing these ideas through more in-depth instruction during Social Studies.• During a first read of the timeline on pages 8 and 9, clarify the words Civil War, Union, Confederacy, and Emancipation Proclamation for students; these terms are difficult to determine the meaning of from context and may interfere with students’ comprehension of the text if left undefined.• In this lesson, students develop a very simple definition of <i>segregation</i>. They revisit this concept throughout the unit, continually adding to their understanding, much like they did with the concepts human rights (in Module 1) and biodiversity (in Module 2).• In advance: Create new anchor chart: Jackie Robinson and Life in America (see example in supporting materials).• Review: Quiz-Quiz-Trade and Jigsaw protocols, and Fist to Five in Checking for Understanding Techniques (see Appendix).• Post: Learning targets.



Lesson Vocabulary	Materials
<p>timeline, historical artifact, barriers, passage (of text); main idea, supported, details, synthesize, summary, context (review from Modules 1 and 2A), segregated/segregation (8–10), Amendment (8 and timeline 1865, 1868, 1870), race (8), restrict/restricted (9–10), rights (M1), period (9)</p>	<ul style="list-style-type: none"> • <i>Promises to Keep</i> (book; one per student) • Features of Informational Text anchor chart (for display; from Module 2A, Unit 1, Lessons 1 and 2) • Document camera or projector • Main Idea and Details note-catcher (one per student and one for display) • Students' journals • Index cards (four per student: one for Work Time C and three for homework) • Text-Dependent Question for <i>Promises to Keep</i>; pages 8–10 (one for display) • Jackie Robinson and Life in America anchor chart (new, co-created with students during Closing, one for display) • Jackie Robinson and Life in America anchor chart (example for teacher reference)

Opening	Meeting Students' Needs
<p>A. Homework Review and Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to take out the four index cards they completed for homework. Remind students of the Quiz-Quiz-Trade protocol to learn and review key or unfamiliar vocabulary. Tell students they will just do the Quiz-Quiz part of this protocol. They will not trade their vocabulary cards. • Ask students to take 2 minutes with a peer to Quiz-Quiz with at least two each of their vocabulary cards. • Next, ask partners to take 2 minutes to share their responses to the homework question: <ul style="list-style-type: none"> * "What does Sharon Robinson admire about her father, Jackie Robinson?" • Call on a few students to share out their partners' responses. • Ask students to place the three vocabulary index cards in their vocabulary binders, or wherever they are routinely keeping their cards for this module. • Collect students' homework question index cards to review. 	<ul style="list-style-type: none"> • Consider partnering ELL students with those that speak the same home language for Quiz-Quiz-Trade.



Opening (continued)	Meeting Students' Needs
<p>B. Engaging the Reader: Text Features of Biographies (5 minutes)</p> <ul style="list-style-type: none"> • Ensure all students have their text <i>Promises to Keep</i>. Place students in their groups of four. • Display the Features of Informational Text anchor chart (from Lesson 1) using a document camera or projector. Ask students to first review features already listed for <i>biographies</i> (a narrative, like a story, has a lot of details about a person's life and times; told in chronological order; includes pictures of the person at different ages, etc.). • Focus students on pages 8 and 9 of the book. Ask them to identify any additional text features they notice on these pages. Ensure that they identify the following: <ul style="list-style-type: none"> – Photograph on page 8 – <i>Historical artifact</i> (image of sheet music) on page 9 – <i>Timeline</i> that runs across the bottom of both pages • Add these features to the anchor chart. • Direct students to look closely at the image of sheet music on page 9. Explain to students that this is a <i>historical artifact</i>. Tell students a <i>historical artifact</i> is an object or item that was made by people in the past. These artifacts are interesting because they give us insight into the customs or beliefs of people during a time before our own. • Ask several students to share out: <ul style="list-style-type: none"> * “How do these text features help us as readers?” • Listen for: “Photographs help us ‘see’ what life was like in a different time,” “Timelines provide specific details about what was happening at a particular time,” “Historical artifacts give us an idea about what was popular or common during a certain period of time,” and similar ideas. • Tell students that today they will read to learn more about what life was like for African Americans in the United States before Jackie Robinson was born, so they can better understand the cultural barriers he overcame during his lifetime. 	<ul style="list-style-type: none"> • Strategically group stronger readers and writers with students who struggle with grade-level text. • Some students may need further discussion of the meaning of the term <i>historical artifact</i>. Ensure they understand that this is an item from the past and elicit some examples from students, possibly some that their grandparents or great-grandparents may have.



Work Time	Meeting Students' Needs
<p>A. Reading Timelines: Determining Main Idea and Key Details (15 minutes)</p> <ul style="list-style-type: none"> Introduce the learning target: <ul style="list-style-type: none"> * “I can determine the main idea of a timeline and explain how the main idea is supported by key details.” Cold call several students to share what they recall about the meaning of the following words from previous modules: <i>main idea</i> (what the text is mostly about), <i>supported</i> (held up; propped up; reinforced), <i>details</i> (information, facts, specific examples). Focus the class on the word <i>timeline</i> in this target. Invite students to briefly talk in groups then share out the meaning of any familiar word parts they notice within the compound word <i>timeline</i>. Listen for ideas such as: <ul style="list-style-type: none"> – “Time, which means when something happens—an era, year, day, or hour.” – “Line, which might mean a list of dates in a sequence, in order of earliest to latest or latest to earliest—chronological order.” Focus students’ attention once again on the timeline that runs across the bottom of pages 8 and 9. Explain to students that even though the dates and information are written in boxes rather than on an actual line, this is still an example of a timeline because it shows a chronological sequence of events (order of time). Tell students that during this module they frequently will be working with timelines, thinking about what was going on in America during certain key periods in history. Ask students what they typically do when they first read a new text. Listen for them to say: <ul style="list-style-type: none"> – “Read to determine the gist.” – “Summarize the main idea of the text.” Display the Main Idea and Details note-catcher and distribute one to each student. Tell students the first read will be aloud. Direct students to follow along silently and think about: <ul style="list-style-type: none"> * “What is the main idea of the information from this timeline?” Read each box aloud starting with 1619 through the last box, 1870. Pause after reading each box to clarify the meaning of terms that are “difficult to determine from context” and may interfere with students’ understanding of the text, such as: Civil War, Union, Confederacy, and Emancipation Proclamation. Allow students 2 minutes to think, then discuss with their group members: 	<ul style="list-style-type: none"> Provide visual clues for key words (e.g., a light bulb for <i>idea</i>, a key for <i>key</i>, a clock and calendar for <i>timeline</i>, etc.) in learning targets. Consider providing partially filled-in Main Idea and Details note-catchers for students who struggle with language. Provide pictures of the historical events and eras from the timeline in order to give students a visual reference. Strategically assign chunks of text to groups. For students who may struggle with grade-level text, try to reference more well-known events and eras. Post, or write, the directions for group work on the white board for students to reference during group activities.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">* “What was the information in this timeline mostly about?”• Cold call each group to share their thinking whole class. Listen for: “The history of slavery in America; Africans brought as slaves to America,” or similar ideas.• <i>Note: During Work Time C, students work more closely with vocabulary from the timeline boxes and pages 8–10.</i>• Write: “Africans were brought to America as slaves” in the first empty space in the center column of the note-catcher, next to “Timeline.” Ask students to record the main idea on their note-catchers.• Ask students what they often do during a second read of a text. Listen for students to say: “Identify key details.”• Remind students of the Jigsaw protocol they participated in during Unit 1 and previous modules. In the students’ groups of four, assign one person two boxes of the timeline:<ul style="list-style-type: none">– 1619 and 1776– 1787 and 1861–65– 1863 and 1865– 1868 and 1870• Give students 3 or 4 minutes to complete the following:<ol style="list-style-type: none">1. On your own, read your two boxes on the timeline to identify key details that support the main idea.2. With your group, discuss the supporting details you identified, and how they support the main idea.• Then invite one student from each group to paraphrase the details they identified to the whole class. Encourage students to name the year(s) associated with each detail. Listen for ideas such as:<ul style="list-style-type: none">– “People are taken (kidnapped) from Africa and brought to Virginia as slaves in 1619.”– “In 1776, there are almost 2,000,000 slaves in the colonies.”– “In 1776, there are nearly 55,000 black people living free in the United States.”– “In 1863, President Lincoln signs the Emancipation Proclamation to free slaves.”– “In 1865, the 13th Amendment makes slavery illegal in the United States.”• Record students’ ideas in the first empty space of the far right-hand column of the note-catcher as they state them. Direct students to paraphrase and record onto their note-catchers at least three key details that support the main idea.	



Work Time (continued)	Meeting Students' Needs
<p>B. Rereading and Summarizing: “A Black and White World” (20 minutes)</p> <ul style="list-style-type: none"> Introduce the learning target: <ul style="list-style-type: none"> * “I can determine the main idea of a passage of text from <i>Promises to Keep</i> and explain how the main idea is supported by key details.” Explain to students that these are the same targets they worked with for the timeline, but this time they will read a passage from the book to determine the main idea and supporting details. Ask several students to share the meaning of the word <i>passage</i> in this target. Listen for: “part,” “piece,” or “section of the book.” Focus students’ attention on the title of this chapter—“A Black and White World”—at the top of page 8. Tell them they will hear this chapter and the first paragraph of the next chapter read aloud in order to determine what this passage is about. Read page 8 through the first paragraph on page 10 aloud (start: “My great-grandparents were slaves ...” and end “... especially in the South”), as students follow along silently. Allow students 2 minutes to think, then discuss: <ul style="list-style-type: none"> * “What was this passage mostly about?” Cold call each group to share their thinking whole class. Listen for: “Segregation was a part of life in America,” or similar ideas. Direct students to record the main idea of this passage in the bottom center column on their note-catchers next to “A Black and White World.” Allow students 6–8 minutes to complete the following in their groups: <ol style="list-style-type: none"> Independently read page 8 through the first paragraph on page 10 (start: “My great-grandparents were slaves ...” and end “... especially in the South”). Identify details that support the main idea: Segregation was a part of life in America. Talk with your group members about the details you identified that support the main idea. Paraphrase to record at least three supporting details in the last space of the far right-hand column on your note-catcher. 	<ul style="list-style-type: none"> Some students may need the passage read a second time to be able to process the text to determine the gist. Chart, or write, the directions for group work on the white board for students to reference during their group activities. Consider highlighting details in the text for students who may struggle with reading grade-level text. Students may need a think-aloud and model of how to write a summary given the details found from the text. Consider doing so with information from just the timeline details or another text the class is reading.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• After students read, discuss, and record the supporting details they identified, cold call several students to share out whole group. As students share their ideas, write them on the displayed Main Idea and Details note-catcher. Listen for ideas such as:<ul style="list-style-type: none">– “Southern whites did not accept that former slaves were now free citizens of the United States.”– “Courts denied black people basic human rights.”– “The Supreme Court allowed states to pass segregation laws in ‘Plessy v. Ferguson.’”– “‘Jim Crow’ era was a time of legal segregation.”– “Black people were discriminated against.”– “Black people were restricted and kept from sharing or going to the same places as white people.”– “There were separate hotels, seats on trains and buses, drinking fountains, auditoriums, and telephones for black people and white people to use.”• Introduce the learning target:<ul style="list-style-type: none">* “I can synthesize information from a timeline and passage of text to write a summary statement.”• Ask several students to share what they recall from previous modules about the meaning of <i>synthesize</i> (combine ideas) and <i>summary</i> (a short statement about the main ideas of a longer text).• Ask students to take 3 or 4 minutes to complete the following in their groups:<ol style="list-style-type: none">1. Review and discuss the main idea and details of the timeline.2. Review and discuss the main idea and details of the passage you read on pages 8 –10.3. Think about and discuss:4. “How can I synthesize the information from the timeline AND the passage to write a summary statement of the text?”5. On a new page in your journal write a one- to two-sentence summary of today’s text.• Invite several students to share what they wrote, whole group. Listen for:<ul style="list-style-type: none">* “Africans were enslaved in the American colonies during the 1600s and 1700s, but even after they became free citizens of the United States many whites in the South tried to control black people through segregation laws,” or similar ideas.• Collect students’ journals and Main Idea and Details note-catchers.	



Work Time (continued)	Meeting Students' Needs
<p>C. Text-Dependent Questions: Segregation in Early America (10 minutes)</p> <ul style="list-style-type: none"> Review the learning target: <ul style="list-style-type: none"> * “I can quote accurately from the text to explain segregation laws in America.” Ask students to think, then briefly discuss in groups what they recall from previous modules and units about what it means to “quote accurately from the text to explain.” Cold call each group to share their thinking aloud. Listen for ideas such as: <ul style="list-style-type: none"> – “Reread the text to locate information that helps to answer a question.” – “Give specific details about a topic.” – “Paraphrase details from the text to explain what the text says.” Distribute one index card to each student. Write the words <i>segregated</i>/<i>segregation</i> where all students can see it. Ask students to record this word on one side of the index card. Point out to students that <i>segregated</i> or <i>segregation</i> are key words repeated in almost every paragraph of the reading, and they are very important terms for students to know. Ask students to write the word <i>segregated</i>/<i>segregation</i> on one side of an index card. <ul style="list-style-type: none"> * “What does the word <i>segregated</i> mean?” Cold call several group members to share aloud the definition they discussed and what in the text made them think that. Listen for students to say something along the lines of: “Black and white people were kept apart by laws and customs.” Direct students to write a short definition and draw a picture to show the meaning of the words <i>segregated</i>/<i>segregation</i> on the other side of the index card. Tell students that the word <i>segregated</i>/<i>segregation</i> is a key term they will encounter throughout this text. It is important for them to understand that America was segregated before and during Jackie Robinson’s life so they can understand that this was a major barrier he encountered as an athlete. Display the Text-Dependent Question for <i>Promises to Keep</i>; pages 8–10 for all students to see. Read the question and instructions aloud. Clarify as needed. 	<ul style="list-style-type: none"> Some students may benefit from text that has the word <i>segregation</i> highlighted so it is easily found in the text. Consider allowing students who struggle with language to dictate the definition of <i>segregation</i> and the answer to the Text-Dependent Question to a partner or the teacher.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> Allow students 5 minutes to work in their groups to complete the following: <ol style="list-style-type: none"> Reread pages 9 through the first paragraph on page 10. Think about, then discuss the text-dependent question with your group members. On a new blank page in your journal, write a response to the question. Make sure to use the word <i>segregated</i> or <i>segregation</i> and specific details from the text in your answer. Circulate to listen in and support as needed. Cold call members from each group to share their responses whole class. Listen for ideas such as: <ul style="list-style-type: none"> * “Southern whites tried to control black people by passing segregation laws that kept them from voting.” * “Black people and white people were segregated by laws that made sure they used separate parks, water fountains, libraries, hospitals and other public facilities.” Ask students to add the index card to their vocabulary folders or wherever they are keeping their vocabulary cards for this module. Collect student journals to review as an ongoing assessment. 	
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> Bring the class together whole group. Display the new Jackie Robinson and Life in America anchor chart (see example in supporting materials). Point out the far left-hand column of the anchor chart—“Jackie Robinson’s Life”—and the statement, “Before Jackie Robinson was born.” Remind students that their reading today focused on information about what America was like before Jackie Robinson was born. Explain that this important background information will help students to better understand the kinds of barriers Jackie Robinson had to break through. Direct students’ attention to the center column of the anchor chart and point out “1600s–1800s.” Ask students to take 2 minutes to think about and discuss with a partner: <ul style="list-style-type: none"> * “What was life like in the United States for African Americans before Jackie Robinson was born?” 	<ul style="list-style-type: none"> For the debrief, provide a sentence stem or starter (e.g., “Life was _____ in the United States for African Americans before Jackie Robinson was born because _____.”) for students who may struggle with language.



Closing and Assessment	Meeting Students' Needs
<ul style="list-style-type: none">• Cold call several students to share out and listen for ideas such as the following:<ul style="list-style-type: none">– “Africans are taken from their homes by force to become slaves.”– “There are 2,000,000 slaves in America’s colonies.”– “Only 55,000 black people live free in the United States.”– “The Constitution does not say anything about slavery.”– “President Lincoln signs the Emancipation Proclamation to free slaves.”– “Slavery becomes illegal when 13th Amendment is signed.”– “Slaves are freed and become United States citizens.”– “Freed slaves (men only) are given the right to vote with the 15th Amendment.”• Record students’ ideas in the far right-hand column of the anchor chart next to “1600s–1800s.”• Leave this anchor chart posted throughout Unit 2. Explain to students they will continue to add to this chart as they read about the life of Jackie Robinson and his impact on American society.• Read the first learning target aloud:<ul style="list-style-type: none">* “I can determine the main idea of a timeline and explain how the main idea is supported by key details.”• Ask students to indicate their progress towards the learning targets using the Fist to Five checking for understanding technique. Repeat with the remaining learning targets. Note students who show fist to three, as they may need more support identifying the main idea and supporting details, summarizing information, or determining the meaning of new words from context.• Distribute three index cards to students for homework.	



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read from the second paragraph on page 10 through page 13 of <i>Promises to Keep</i>. Write the gist of the passage in your journal.• Choose three of the following vocabulary words from the lesson today: <i>timeline</i>, <i>historical artifact</i>, <i>main idea</i>, <i>supported</i>, <i>details</i>, <i>barriers</i>, <i>passage</i> (of text), <i>synthesize</i>, <i>summary</i>, <i>context</i>.• Record each word on an index card. On the back of each index card, draw a picture to show what the word means AND write its definition. Bring your three index cards as an admit ticket to the next class. <p><i>Note: Review students' homework index card answers as an ongoing assessment. Be sure that they have named at least three things from the text, and used at least one new vocabulary word in their answers.</i></p> <p><i>Review students' journals, Main Idea and Details note-catchers, and answers to the Text-Dependent Question to determine their current level of understanding of main idea and details, and their ability to locate answers within the text.</i></p>	<ul style="list-style-type: none">• Provide an audio recording of <i>Promises to Keep</i> for students who struggle with reading grade-level text.• Consider prewriting vocabulary words on index cards for students who struggle with writing.• Students who struggle with language may need to dictate the gist and the definitions of their vocabulary words to someone at home.



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Main Idea and Details Note-catcher

Name: _____

Date: _____

Text	Main Idea	Supporting Details
Timeline 1619–1870		
“A Black and White World” (page 8 through first paragraph of page 10)		



Text-Dependent Question for *Promises to Keep*; pages 8–10

In what way(s) were segregation laws used to control black people?

Reread pages 9 and 10 to help you respond to the question. Make sure to use specific details from the text in your answer.



Jackie Robinson and Life in America Anchor Chart
(Example for Teacher Reference)

Jackie Robinson's Life	Time Period	What Was Happening in America?
Before Jackie Robinson was born.	1600s–1800s	<ul style="list-style-type: none">• Only 55,000 black people live free in the United States.• The Constitution does not say anything about slavery.• President Lincoln signs the Emancipation Proclamation to free slaves.• Slavery becomes illegal when 13th Amendment is signed.• Slaves are freed and become United States citizens.• Freed slaves (men only) are given the right to vote with the 15th Amendment.



EXPEDITIONARY
LEARNING

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

Comparing Multiple Accounts of the Same Topic: Learning about the Great Migration (*Promises to Keep*, Pages 10–13)



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

I can determine the main idea(s) of an informational text based on key details. (RI.5.2)

I can explain important relationships between people, events, and ideas in a historical, scientific, or technical text using specific details in the text. (RI.5.3)

I can determine the meaning of content words or phrases in an informational text. (RI.5.4)

I can compare and contrast multiple accounts of the same event or topic. (RI.5.6)

Supporting Learning Targets

- I can find main ideas and key details in a Readers Theater script about the Great Migration.
- I can compare and contrast different peoples' experiences of the Great Migration.
- I can determine the meaning of new words and phrases about the Great Migration from context.
- I can explain the links between the Robinson family's personal history and the Great Migration.

Ongoing Assessment

- Great Migration Venn diagram



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 Reader (3 minutes) 2. Work Time <ol style="list-style-type: none"> A. Building Knowledge about Jackie Robinson's Life during the Great Migration (12 minutes) B. Readers Theater: Building Knowledge about the Experience of Others during the Great Migration (25 minutes) C. Comparing and Contrasting Experiences □ of the Great Migration (10 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Debrief and Reviewing Learning Targets (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Complete the Great Migration Venn diagram. Answer homework questions on index cards. 	<ul style="list-style-type: none"> • In this lesson, students deepen their understanding of Jackie Robinson's life by examining a key period in American history that affected him and his family: the Great Migration. • Students first build general background knowledge about this period in U.S. history. They then compare and contrast the Robinson family's experiences during this period with the experiences of other real-life people in this era, which are described in a Readers Theater script. The use of Readers Theater reinforces work students did during Module 1. And the use of multiple sources to gain knowledge about a particular topic directly addresses Standard RI.5.6. • For this lesson, students just read the prologue and Scenes 1 and 2 from the Readers Theater script. The rest of the script is provided for teacher reference. Consider reading the remaining scenes during another part of the school day, or including it as part of a deeper study of the Great Migration during Social Studies. • In advance: Familiarize yourself with the Readers Theater script. Consider whether to preassign students to roles or invite volunteers. • Students use evidence flags in this lesson. Refer to Module 1, Unit 2, Lesson 6 to refresh your memory about the use of evidence flags. • Post: learning targets.



Lesson Vocabulary	Materials
migration, evidence (Unit 1); sharecropper, prologue, segregation (Lesson 2), intimidate	<ul style="list-style-type: none">• <i>Promises to Keep</i> (book; one per student)• Jackie Robinson and Life in America anchor chart (begun in Lesson 2)• Evidence flags (small sticky notes, two per student)• <i>The Great Migration</i> script (one per student)• Great Migration Venn diagram (one per student)• Great Migration Venn diagram (sample for teacher reference)• Index cards (three per student)

Opening	Meeting Students' Needs
<p>A. Homework Review (5 minutes)</p> <ul style="list-style-type: none">• Ask students to take out the three index cards they completed for homework and their text <i>Promises to Keep</i>. List three vocabulary words from Lesson 2 on the board, leaving room to write definitions next to each word.• Ask a volunteer to come up to the board, read the sentence the word came from in the text, and write the definition of one word he/she knows from the homework. Invite this student to then pass the marker to another classmate, who does the same.• Check the definitions that the students have written to make sure they are accurate, and clarify if necessary.	<ul style="list-style-type: none">• Consider allowing students to go up to the board in pairs to let struggling students have a support partner in writing the definitions on the board.



Opening (continued)	Meeting Students' Needs
<p>B. Engaging the Reader (3 minutes)</p> <ul style="list-style-type: none">• Read the learning targets aloud:<ul style="list-style-type: none">* “I can find the key details and main ideas in a Readers Theater script about the Great Migration.”* “I can compare and contrast different peoples’ experiences of the Great Migration.”* “I can explain the links between the Robinson family’s personal history and the Great Migration.”* “I can determine the meaning of new words and phrases about the Great Migration from context.”• Ask students to define <i>migration</i>. Ensure that students know it means “to move,” and look for them to connect it to the words “immigration” and “immigrant.” (Students may also make a connection to Module 1, since Esperanza and her family were “migrant” workers.)• Tell students today they will learn a bit about a time in history known as the “Great Migration.” Ask students to predict what they think this era (time period) in history might have been about. Cold call a few students to share out.• Tell students that in this lesson they will consider what it was like for Jackie Robinson and other African Americans who lived through this period. Along with rereading the section of the book they read for homework, they also will read a very short Readers Theater script about another family’s experiences.	<ul style="list-style-type: none">• Provide a visual clue for the word <i>migration</i>, such as a flock of birds flying in a V formation.



Work Time	Meeting Students' Needs
<p>A. Building Knowledge about Jackie Robinson's Life during the Great Migration (12 minutes)</p> <ul style="list-style-type: none">• Ask students to hold on to their text <i>Promises to Keep</i> and arrange students in groups of four.• Display the Jackie Robinson and Life in America anchor chart (begun in Lesson 2; see example in supporting materials). Add a new row, and in the middle column write: 1915–1930.• Set purpose: Tell students that as you read aloud, they should follow along and listen for information about the Great Migration. Read aloud, from page 10, Paragraph 2 (“My father was six months old ...”) through the end of page 11.• Cold call students to share one piece of information they now have about the Great Migration. Listen for students to name the “Red Summer” and to list facts such as: “nearly 1.5 million people migrated from the South to the North.” Probe by asking questions such as:<ul style="list-style-type: none">* “What is resentment?”* “Why might white workers have felt resentment?”• Record answers in the right-hand column (see sample filled-in chart in supporting materials).• Tell students that the next two pages of the book (which they read for homework) include details about what was happening in Jackie Robinson's life during this time period.• Distribute two evidence flags to each student. Give the students 7 or 8 minutes to complete the following:<ul style="list-style-type: none">– On your own, reread pages 12 to 13, looking for “evidence” (facts, specific details, information) about how segregation affected Jackie Robinson's life during this period.– Mark the evidence you locate with evidence flags.– With your group, discuss the evidence you locate.• Circulate to support as needed.	<ul style="list-style-type: none">• Some students may need the portion of text reread in order to process the information.• Chart, or write, the directions for How to Use Evidence Flags on the white board for students to reference as they look for evidence.• Some students may need to be directed to specific paragraphs to find evidence.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• After 7 or 8 minutes, refocus students whole group. Ask:<ul style="list-style-type: none">* “What evidence [facts, details] did you find about how segregation affected Jackie Robinson and his family?”• Listen for:<ul style="list-style-type: none">– “His family left Georgia because they couldn’t stand the life of sharecropping.”– “He went to a segregated school.”– “He wasn’t allowed to go to the parks, the YMCA, or the soda fountain, and had to sit in one section of the movie theater.”– “His mother had to pretend they were white to buy a house.”– “The neighbor threw rocks at him.”• Add these responses to the left-hand column of the Jackie Robinson and Life in America anchor chart.	



Work Time (continued)	Meeting Students' Needs
<p>B. Readers Theater: Building Knowledge about the Experience of Others during the Great Migration (25 minutes)</p> <ul style="list-style-type: none"> • Be sure all students can access <i>The Great Migration script</i> (link in supporting materials). • Remind them of all they learned about Readers Theater in Module 1, Unit 3 (<i>Esperanza Rising</i> and the UDHR). Ask them to turn and talk to a partner about the definition of Readers Theater. • Invite students to share out. Listen for these key points: <ul style="list-style-type: none"> – “Script is read aloud.” – “Not memorized.” – “Dramatic reading.” – “List of characters.” – “Script with names of speakers.” – “Divided into scenes.” • Orient students to the script by reading the title and the list of characters together. Alert them to the note under the list of characters, which indicates that almost all people in this script were real people. Clarify to students that the Robinson family in this script is no relation to Jackie Robinson’s family. • Ask students to remember or infer the meaning of the word <i>prologue</i>: the section that precedes the main dialogue in the script. • Read the prologue aloud as students follow along. • Ask students to think: <ul style="list-style-type: none"> * “What information in this paragraph do you already know from reading <i>Promises to Keep</i>?” * “What new information did you learn from the prologue?” 	<ul style="list-style-type: none"> • Strategically assign roles to students so that less challenging ones are assigned to students who struggle with language. • Pre-highlight scripts for students who struggle with a lot of text on a page. • If another adult is available, divide the class into two separate groups and perform the Readers Theater in each group so that all students have a part and a chance to read.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Cold call a few students to share. Add any new ideas to the right-hand column of the Jackie Robinson and Life in America anchor chart. Examples could include:<ul style="list-style-type: none">* “After slavery ended, African Americans in the South were faced with poverty and segregation.* “Before the Great Migration, 7 million African Americans lived in the South and fewer than 1 million lived in the rest of the United States.”• Assign roles from Scenes 1 and 2 to different students. Give remaining students the task of tracking the experience of one of the main characters.• Give students about 5 minutes to independently read Scenes 1 and 2 of the Readers Theater and think about what is happening in the scenes.• Ask students to discuss in their groups:<ul style="list-style-type: none">* “What is happening in these scenes?”• Tell students who don’t have a role that their task will be as follows:<ol style="list-style-type: none">1. Read along silently as your peers perform.2. Listen carefully to the story of your assigned character.3. Be ready to summarize the story for the class after the performance.• Begin a brief performance of Scene 1. Then invite the “audience” to summarize what happened to their character. Ask those students who were performing the parts to confirm the summaries.• Repeat with Scene 2.	



Work Time (continued)	Meeting Students' Needs
<p>C. Comparing and Contrasting Experiences of the Great Migration (10 minutes)</p> <ul style="list-style-type: none"> For this part of the lesson, students will need to access both pages 10 to 13 of <i>Promises to Keep</i> and <i>The Great Migration</i> Readers Theater script. Distribute the Great Migration Venn diagram (in supporting materials). Ask students to label the left-hand circle “Hetty Robinson’s Family,” the intersection between the two circles “Both Families,” and the right-hand circle “Jackie Robinson’s Family.” Review how to fill out a Venn diagram: Aspects that are similar or shared go in the middle; aspects that are different or unique go in the outer circles (see example in supporting materials). Give students a few minutes at their tables to discuss and fill in one idea for each section of the Venn diagram. Pause them in their work and ask each table to share out one example. Let students keep working on the Venn diagram for the remainder of the work time. Use the Great Migration Venn diagram (sample for teacher reference) to guide you on what to look for in students’ work. 	<ul style="list-style-type: none"> Students who struggle with language may benefit from a partially filled-in Great Migration Venn Diagram note-catcher.
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> Ask a volunteer to read the learning target out loud: <ul style="list-style-type: none"> * “I can explain the links between the Robinson family’s personal history and the Great Migration.” Say: <ul style="list-style-type: none"> * “Now that you know a little bit about the Great Migration, turn and talk to a neighbor about how Jackie Robinson’s family was part of this period in history.” Listen for students to share ideas about the struggles that caused the Robinson family to leave the South, and the instances of segregation and racism they faced in California. Distribute index cards for students to use for homework. 	<ul style="list-style-type: none"> Students who struggle with language would benefit from sentence starters or stems (e.g., “One way that the Robinson family was part of the Great Migration was that _____.”) to help in their discussions.



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Complete the Great Migration Venn diagram.• Choose three of the following vocabulary words from the lesson today: <i>migration</i>, <i>sharecropper</i>, <i>prologue</i>, <i>segregation</i>, <i>intimidate</i>.• Record each word on an index card. On the back of each index card, draw a picture to show what the word means AND write a definition for the word. Bring your three index cards as an admit ticket to the next class.	<ul style="list-style-type: none">• Consider prewriting vocabulary words on index cards for students who struggle with writing.• Students who struggle with language may need to dictate the information to go in the Venn diagram and the definitions of their vocabulary words to someone at home.



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Jackie Robinson and Life in America Anchor Chart
(Example for Teacher Reference)

Jackie Robinson's Life	Time Period	What Was Happening in America?
Before Jackie Robinson was born.	1600s 1700s 1800s	
Family fled from sharecropping in Georgia to move to California. Wasn't allowed to go to the parks, the YMCA, or the soda fountain because he was black. Moved to a house in a white neighborhood in California. Neighbors tried to get them to move away.	1915–1930	The Great Migration—1.5 million black people migrated from the South to the North. Before then, 7 million African Americans lived in the South and fewer than 1 million lived in the rest of the United States. 1919: “Red Summer.” Many black people were assaulted or killed during race riots and lynchings. African Americans in the South were faced with poverty and segregation.



The Great Migration Script

Note: For this lesson, students just read the prologue and Scenes 1 and 2. The whole script is provided in case your class wants to use it as an extension activity.

Prologue

In 1865, the 13th Amendment freed millions of Southern blacks from slavery. But for most of them, life remained a struggle. They had little power to break the cycle of poverty. They also suffered from racial segregation. In 1910, about 7 million African Americans lived in the South; fewer than 1 million lived in all the rest of the U.S. Then an industrial and economic boom up North opened a path to opportunity. From 1915 to 1930, an estimated 1.5 million Southern blacks poured into Northern cities. Historians call that movement the Great Migration. Back then, people called it the exodus.

Character:

Hetty Robinson, a former slave

Bob, Hetty's oldest son

Hilda, Hetty's daughter

Sissy, Hetty's daughter

Reverend Edward Perry Jones, a preacher

* **Janelle Clay**, a black girl living in Vicksburg, Mississippi

Bob's boss, a white barbershop owner in Vicksburg

Milt Hinton, Hilda's son

* **Conductor**, on a train

Benny Goodman, a white boy living in Chicago

Narrators A–E

**An asterisk indicates an imaginary character. All others were real people.*

SCENE 1

Narrator A: Hetty Robinson was born a slave on a plantation near Vicksburg, Mississippi. She was freed while quite young. Nearly two decades later, though, she is still struggling to survive. Her husband has died, leaving her to raise a large family on her own.

Narrator B: Like the rest of the Deep South, Vicksburg is deeply divided by race. Blacks live in the poor area near the Mississippi River, whites on higher ground. Hetty works for a wealthy white family.

The Great Migration Script

Hetty Robinson: I have to go to work. Come by around two o'clock, and I'll give you kids some dinner.

[She leaves.]

Bob: I hate seeing Mama work so hard. She cleans that family's house, washes and irons their clothes, and cooks all their meals.

Hilda: Well, she also does their food shopping, and makes sure that there is always enough left over for us.

Bob: I hate living off their leftovers—and the \$3.50 a week they pay her! I want to get a good job, and help □us all.

Hilda: No matter how hard black folks work, we can't get ahead. Even if we could, white folks here would never let us move to a nice part of town.

SCENE 2

Narrator C: By 1910, Hetty's children are all grown. That June, Hilda's son, Milt Hinton, is born. One Sunday, during church services ...

Reverend Edward Perry Jones: There is a better life for you and your children! But you won't find it in Vicksburg. *[He holds up a newspaper.]* This is the *Chicago Defender*, published by Mr. Robert S. Abbott. He is a black man, the son of Georgia slaves! He went to Chicago and made something of himself. You can, too. The Lord helps those who help themselves.

Narrator D: After the service ...

Hilda: Reverend, do you really think black folks can live better up North?



The Great Migration Script

Rev. Jones: I get letters from young men and women who left the South for Chicago. They're making good money now, helping their families and improving themselves.

Janelle Clay: I'm going to Chicago!

Hilda: By yourself? You're only fifteen!

Janelle: We know a lady there who'll let me stay with her. I'll make plenty of money for myself and my folks.

Hilda: I want my son to grow up with that kind of opportunity—and dignity.

NOTE: STOP HERE.

Additional scenes below provided as a possible extension activity.

The Great Migration Script

SCENE 3

Narrator E: A few months later, Bob has news for his family.

Bob: I've finally saved enough for my fare to Chicago.

Hetty: But black folks here can't buy train tickets unless a white boss gives permission in writing or goes to the station to okay it in person.

Bob: I asked a friend who lives in Memphis to write a letter saying that my aunt is dying, and wants to see me while she still can.

Hilda: We don't have a dying aunt.

Bob: My boss doesn't know that!

Narrator A: Bob works for a barber. His boss and all the customers are white. Bob's tasks include sweeping up hair clippings and bringing hot towels for shaves. One afternoon ...

Bob: Have you read the letter, sir?

Bob's boss: Yes. Your aunt is dying? I suppose you want to go to Memphis.

Bob: Yes, sir, by the next train.

Bob's boss: I'll okay one round-trip ticket. But be back here in two days.

Narrator B: Bob catches the next train to Memphis. Once there, he trades his return ticket for the fare to Chicago. He gets a job right away, earning fifty dollars a day as a hotel bellhop. He sends home as much money as he can.

SCENE 4

Narrator C: During World War I (1914–1918), Chicago and other industrial cities are booming. Demands for labor draw more and more Southern blacks north. In Chicago, Detroit, New York, and other big cities, the African American population increases rapidly.

The Great Migration Script

Narrator D: In time, Bob manages to send home enough money for his brother Matt to move to Chicago. Sisters Pearl and Hilda follow. Hilda's son Milt stays in Vicksburg with his grandmother and Aunt Sissy. Then, in the fall of 1919, when Milt is nine ...

Hetty: Look at this, Milt. Your Uncle Bob sent us tickets to Chicago!

Milt Hinton (*thrilled*): We're going?

Hetty: We sure are. Now help us pack!

Narrator E: A few mornings later, Hetty, Sissy, and Milt try to catch a train. But a rainstorm makes them late.

Sissy (*in tears*): The train left without us—and we're soaked. This is awful!

Hetty: Hush now. There's another train this evening. We'll catch that one.

Narrator A: They do. Once aboard ...

Conductor: Take your seats.

Milt: But this car is noisy and crowded!

Conductor: Sorry, but the rest of the train is whites-only.

Hetty: Don't fret, Milt. We'll soon be in Chicago.

Narrator B: The next evening, the train pulls into the station in Chicago.

Sissy: Look, Milt! Uncle Bob, Uncle Matt, and Aunt Pearl came to meet us. Your mom, too—with a coat for you.

Milt: Great! It's cold here.

The Great Migration Script

SCENE 5

Narrator C: Milt finds Chicago exciting. He has never seen buildings so tall, or streets so crowded. He also has never seen so many black people looking well dressed and important.

Narrator D: But the first day at his new school, Milt returns home in tears.

Hetty: What's wrong?

Milt: I was in fifth grade back in Vicksburg. But this school is making me repeat three grades!

Hilda: That's because your old school was awful. That's partly why we came here—so you can get a real education.

Narrator E: Milt soon starts making friends. For the first time in his life, he gets to know some white kids.

Milt: Everyone here seems to be from someplace else! I'm from Mississippi. How about you?

Benny Goodman: I was born here in Chicago, but my parents came from Russia. They were so poor and Jews were treated so badly there, they came here. All we want is a fair chance to make it.

Milt: That's a lot like my family's story. Hey, is that a clarinet case?

Benny: Yup. I'm taking music lessons.

Milt: Me too. Violin. Here, even poor kids get a chance to learn such things.

Narrator A: The boys walk on, talking music. Neither knows that both will become famous jazz musicians.

The Great Migration Script

SCENE 6

Narrator B: One day on his way to high school, Milt runs into Janelle Clay.

Janelle: Aren't you Hilda Hinton's son?

Milt: Yes, ma'am.

Janelle: I knew your folks back in Vicksburg. How's the family?

Milt: Can't complain, ma'am.

Janelle: Oh, I can. That's why I'm moving back to Vicksburg. Chicago is too big, too fast, and way too cold for me. I just never got used to it. Plus, the North has its own share of racism.

Milt: That's true. But there's still a lot of opportunity here.

Janelle: Sure. Some black folks from down South became doctors, social workers, teachers, and lawyers. But some are like me. I was an illiterate servant in Vicksburg, and I'm the same here. So I'd rather be home. Well, I have a train to catch. Good luck, Milt.

Milt: Thanks. Same to you!

Narrator C: For every black Southerner who returns home, there are many more who stay. Milt Hinton is one of the success stories.

Narrator D: Hinton switches from violin, to tuba, and then to stand-up bass. It is as a bassist that he makes his mark, performing and recording with many of the world's greatest jazz musicians. The move from Vicksburg to Chicago became the first step toward a career that takes him all across America and around the world.



Great Migration Venn Diagram

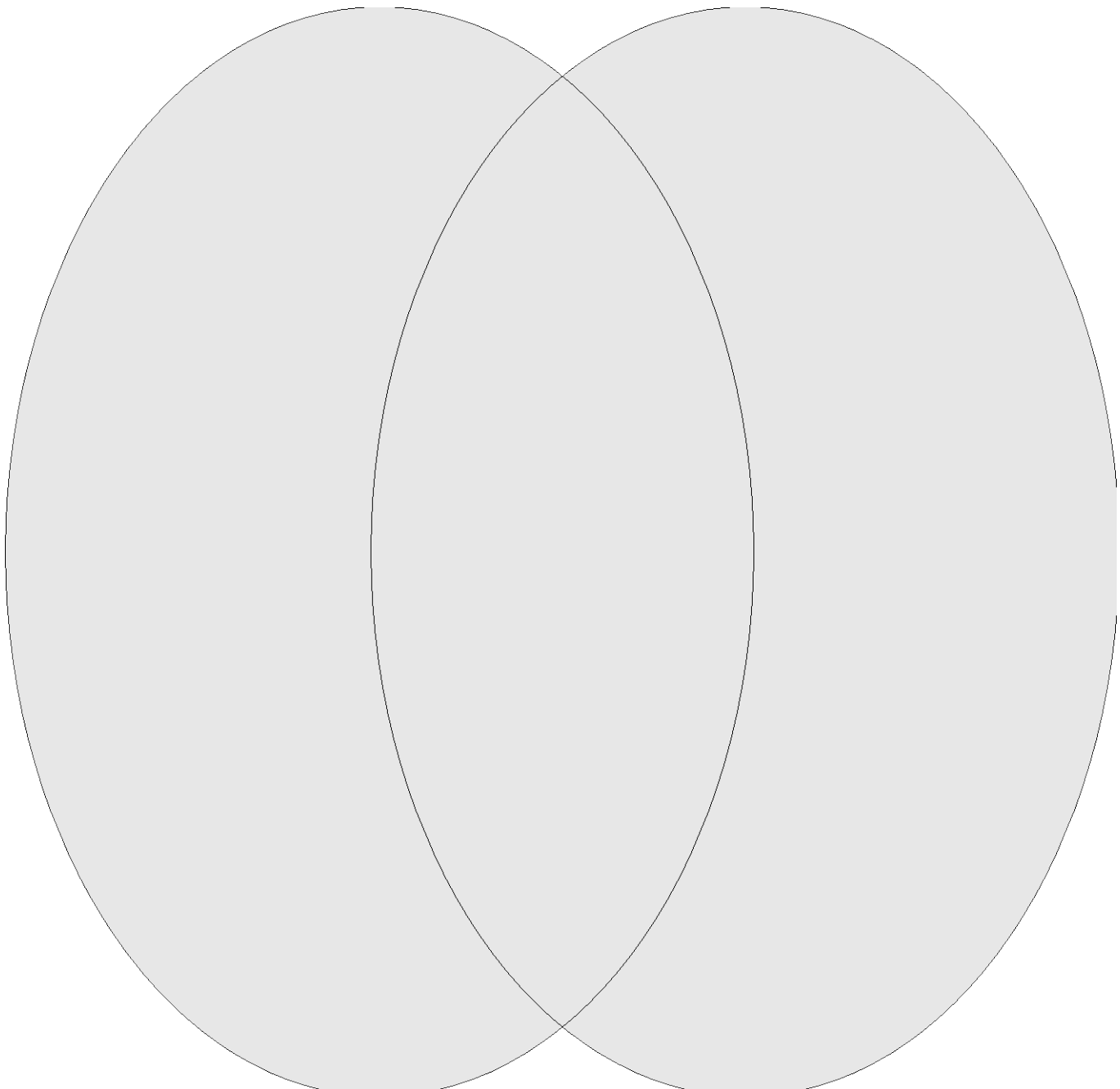
Name: _____

Date: _____

Hetty's Robinson's Family

Both Families

Jackie Robinson's Family





Great Migration Venn Diagram
(Sample for Teacher Reference)

Hetty's Robinson's Family

Both Families

Jackie Robinson's Family

**Moved from Cairo,
Georgia.**

**Moved to Pasadena,
California.**

**Jackie got average
grades in school,
but was a great
athlete.**

**All the students in
Jackie's school were
black.**

**Single mother, no
father.**

**Experienced
segregation after
the move.**

**Wanted a better life
for their families.**

**Stayed with
relatives when they
moved.**

**Moved from
Vicksburg,
Mississippi.**

**Moved to Chicago,
Illinois.**

**Milt had to repeat
three grades in
school after he
moved.**

**Milt makes friends
with some white boys
(Benny).**



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 2: Lesson 4

Determining Author's Opinions, Reasons, and Evidence: Signs of Hope and Progress for African Americans in the 1920s (*Promises to Keep*, Pages 14–15)



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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 determine the main idea(s) of an informational text based on key details. (RI.5.2)

I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8)

Supporting Learning Targets

- I can summarize the information in *Promises to Keep* about life for African Americans in the 1920s.
- I can identify the reasons and evidence Sharon Robinson uses to support an opinion about life for African Americans in the 1920s.
- I can explain how the reasons I identify support Sharon Robinson's opinion.

Ongoing Assessment

- Great Migration Venn diagram (homework from Lesson 3)
- Vocabulary cards
- Journal (Author's Opinion, Reasons, and Evidence graphic organizer)
- Evidence flags



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Homework Review (5 minutes)Engaging the Reader: Tea Party Protocol to Infer about Life for African Americans in the 1920s (10 minutes)Work Time<ol style="list-style-type: none">First Read: Getting the Gist about Life for African Americans in the 1920s (10 minutes)Guided Practice: Identifying Reasons and Evidence That Support the Author's Opinion (15 minutes)Small Group Practice: Identifying Reasons and Evidence That Support the Author's Opinion (15 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief (5 minutes)Homework<ol style="list-style-type: none">Read pages 16–19 of <i>Promises to Keep</i>. Answer homework questions on index cards.	<ul style="list-style-type: none">This lesson introduces a new graphic organizer: Author's Opinion, Reasons, and Evidence. This organizer builds directly on the Opinion and Evidence graphic organizer (from Unit 1). During Work Time B, the distinction between the terms <i>opinion</i>, <i>reasons</i>, and <i>evidence</i> is defined for students. Review and become familiar with these terms in order to define them clearly and consistently for students.The guided practice (Work Time B) is particularly important for the overall success of the module, since it lays the foundation for students' writing in Unit 3. After students identify the author's opinion, reasons, and evidence, they work to explain how the reasons support the opinion. Encourage students to explain their thinking and make clear connections between the opinion and reasons by using statements such as: "The opinion _____ is supported by the reason _____ BECAUSE the reason is an example of _____." These skills also are reinforced in future lessons.During Opening B, students will participate in the Tea Party protocol. They read and discuss Tea Party cards with information from the picture captions on pages 14 and 15 of <i>Promises to Keep</i> in order to make inferences about what life was like in the 1920s for African Americans. There are only eight Tea Party cards, so at least three students should receive the same card.In advance: Add to the Jackie Robinson and Life in America anchor chart, which students work with during the closing of this lesson. In the far left-hand column write: "During Jackie Robinson's Childhood." In the center column, write: "1920s."Review: Tea Party protocol (see Appendix).Post: Learning targets.



Lesson Vocabulary	Materials
opinion (Unit 1), reasons, evidence (Unit 1); operated, anti-segregation, resistance (14), Harlem Renaissance, rose (v., past tense of “rise”) (15)	<ul style="list-style-type: none">• Tea Party cards (enough so that each student gets a different one)• <i>Promises to Keep</i> (book; one per student)• Features of Informational Text anchor chart (from Module 2A, Unit 1, Lessons 1 and 2)• Document camera or projector• Students’ journals• Author’s Opinions, Reasons, and Evidence graphic organizer (one for display)• Evidence flags (small sticky notes, four per student)• Lesson 4 task card (one per group)• Vocabulary Strategies anchor chart (from Unit 1, Lesson 1)• Jackie Robinson and Life in America anchor chart (begun in Lesson 2)• Index cards (three per student)

Opening	Meeting Students’ Needs
<p>A. Homework Review (5 minutes)</p> <ul style="list-style-type: none">• Ask students to meet with partners to share the Great Migration Venn diagram and two of the vocabulary cards they completed for homework.	<ul style="list-style-type: none">• Intentionally partner ELL students with other students who speak the same home language.



Opening (continued)	Meeting Students' Needs
<p>B. Engaging the Reader: Life in the 1920s for African Americans (10 minutes)</p> <ul style="list-style-type: none">Remind students they are learning about what life was like for African Americans in the United States both before and during Jackie Robinson's life. This will help them better understand the impact Jackie Robinson made on American society as he overcame barriers of segregation and racism.Tell students they will use the Tea Party protocol to read information about famous African Americans to help them make inferences about what life was like for African Americans in the 1920s.Cold call several students to recall the meaning of the word <i>inference</i> (ideas we have based on what we read, hear, or see).Remind students that they participated in a Tea Party in Unit 1 of this module, when they were beginning to build their background knowledge about the importance of sports in American culture.Explain that each student will receive a card with information about a famous African American who lived during the 1920s. Distribute the Tea Party cards. (Make sure at least three students receive the same card.)Give directions for students to <u>prepare</u> for the Tea Party:<ol style="list-style-type: none">On your own, read the information on your card.Then make an inference about what life was like for African Americans, based on the information.Write your inference on the back of your card.Give students 3 or 4 minutes to read their cards and write inferences.Give the next directions for the <u>actual</u> tea party. Students will circulate around the room and do the following:<ol style="list-style-type: none">First, find the individuals who have the same information.Then discuss the similarities (compare) and differences (contrast) between their inferences (2 to 3 minutes).Finally, meet with at least one other peer who has a different piece of information to discuss their information and inferences (2 to 3 minutes).	<ul style="list-style-type: none">Intentionally give the same Tea Party protocol cards to a heterogeneous mix of students, so students who may need support will end up working with stronger readers.Write the directions for preparing for the Tea Party protocol and Tea Party on the white board for students to reference as they work.Students who struggle with writing may need to dictate their inference to a partner or teacher.



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students to return to their seats and turn and talk with a peer:<ul style="list-style-type: none">* “What did you infer about what life was like for African Americans during the 1920s?”• Ask several students to share out their inferences. Listen for:<ul style="list-style-type: none">– “African Americans were speaking out about the violence they suffered.”– “They were making changes in society by starting schools and organizations like the NAACP.”– “There were famous African American authors, poets, actors, entrepreneurs, educators.”	
Work Time	Meeting Students' Needs
<p>A. First Read: Getting the Gist about Life for Americans in the 1920s (10 minutes)</p> <ul style="list-style-type: none">• Ensure all students have access to <i>Promises to Keep</i> and ask them to sit with their small group. Students will remain in groups until Closing and Assessment.• Read the first learning target with the students:<ul style="list-style-type: none">* “I can summarize the information in <i>Promises to Keep</i> about life for African Americans in the 1920s.”• Direct students to open their books to pages 14 and 15, and display the Features of Informational Text anchor chart (from Lesson 1) using a document camera or projector. Ask students to first review features already listed for biographies (a narrative, like a story; has a lot of details about a person's life and times; told in chronological order; includes pictures of the person at different ages, etc.).• Then ask students to look closely at pages 14 and 15 to identify text features they notice. Ensure that they identify the photographs and captions on the sides and bottoms of these pages. Ask several students to share out how these text features help us as readers. Listen for:<ul style="list-style-type: none">– “Photographs help us ‘see’ the people the text may refer to.”– “Captions share important details about the pictures.”	<ul style="list-style-type: none">• Strategically group stronger readers and writers with students who struggle with grade-level text.• Provide <i>Promises to Keep</i> for ELL students in the students' home language.• Students may need to review how to summarize based on details from text (from Lesson 3).• Some students may need the text reread a second time to determine the gist.• Struggling writers may need to dictate their gist to a partner or teacher.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Ask students what they typically do when they first read a new text. Listen for students to say: <ul style="list-style-type: none"> – “Read to determine the gist.” – “Summarize the main idea of the text.” • Ask students to follow along silently as they hear a first read of the main text on pages 14 through 15 (start with “While my father fought ...” and end with “... fame and popularity through the Harlem Renaissance”). • Prompt students 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 passage?” * “What was life like for African Americans in the 1920s?” • Direct students to turn to a new page in their students’ journals to record the gist of this passage. • Cold call a few students to share what they have written. Listen for ideas such as: <ul style="list-style-type: none"> – “African American leaders were working to change the way black people were treated in America.” – By the 1920s, African Americans owned businesses and worked as teachers, nurses, doctors, and lawyers.” 	
<p>B. Guided Practice: Identifying Reasons and Evidence That Support the Author’s Opinion (15 minutes)</p> <ul style="list-style-type: none"> • Read the second learning target aloud: <ul style="list-style-type: none"> * “I can identify the reasons and evidence Sharon Robinson uses to support an opinion about life for African Americans in the 1920s.” • Say: “Sharon Robinson shares many opinions throughout this book.” Ask several students to share what they recall about the word <i>opinion</i>, from Unit 1. Listen for: <ul style="list-style-type: none"> – “A person’s point of view.” – “Position on an issue.” – “Not everyone may agree.” – “Can be argued.” • Display the Author’s Opinions, Reasons, and Evidence graphic organizer and ask students to create this graphic organizer on a new page in their journals. 	<ul style="list-style-type: none"> • Provide visual clues (e.g., a magnifying glass for <i>identify</i>, a person holding up another person for <i>support</i>) for academic vocabulary words in learning targets. • Provide a copy of the Author’s Opinions, Reasons, and Evidence graphic organizer for those students who struggle with copying information into their journals.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> Point out the Author's Opinion (WHAT the author believes) line at the top of the organizer. Say: <ul style="list-style-type: none"> * "The author's opinion, or point of view, can also be thought of as WHAT the author believes." Remind students that in Unit 1 they determined the author's opinion within small chunks of text. In this unit, however, they will determine the author's opinion for a passage, or several pages of a text. Explain to students that authors will let us know "What" they think (their "opinion") somewhere within the passage of text (beginning, middle, or end). Authors support their opinions by providing reasons and evidence. Point out the lines titled "Reason" (WHY the author believes an opinion) to students. Explain that this is a new element they will begin to identify in an author's argument. Say to students: "An author's opinion is WHAT the author believes. The <i>reasons</i> an author provides to support an opinion tells us 'why' the author believes the opinion." Then direct students' attention to the two lines titled "Evidence." Ask students to recall what <i>evidence</i> is, from Unit 1 (facts, specific details). Tell students they will now work with their group members to determine the author's opinion—WHAT the author believes—for the passage on pages 14 and 15. Orient students to the text. Ask them to number the paragraphs of the main text on pages 12 to 15 (there are four paragraphs total). (Be sure students know to focus on the text on the white borders, not the captions they worked with earlier, which are on the orange borders.) Focus students' attention on page 14, Paragraphs 1 and 2 (starting with "While my father ..." and ending "... signs of hope and progress"). Ask students to follow along silently as these two paragraphs are read aloud. Give students 1 or 2 minutes to discuss in their groups: <ul style="list-style-type: none"> * "WHAT is the author's opinion about life for African Americans in the 1920s?" Invite several students to share their thinking whole group. Listen for: "By the 1920s there were visible signs of hope and progress for African Americans." Write this on the line next to Author's Opinion, and ask students to record the opinion onto the graphic organizers in their journals. 	<ul style="list-style-type: none"> Provide visual clues for <i>Opinion</i> (an exclamation point), <i>Reasons</i> (a question mark), and <i>Evidence</i> (a check mark). Some students may need the portion of text reread a second time in order to determine the author's opinion, reasons, and evidence. Write, or chart, the directions to complete with their group members on the white board so that students may reference them while they work.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Probe students' thinking by asking:<ul style="list-style-type: none">* "How is this an opinion?"* "Can it be argued or could someone disagree?"• Listen for students to share ideas such as: "It is an opinion because not everyone may agree there were signs of change or hope for African Americans in the 1920s."• Focus students' attention on Paragraph 3, pages 14 and 15 (starting "Black-owned and operated ..." and ending "... encourage an anti-segregation resistance movement.").• Say: "Now we will read the third paragraph to determine one reason WHY Sharon Robinson believes there were signs of hope and progress for African Americans in the 1920s." Read aloud as students follow along silently.• Say to students: "As I read this paragraph aloud, I heard that there were several black-owned and operated newspapers. I think this is part of WHY Sharon Robinson believes there were signs of hope and progress for African Americans in the 1920s, because we learned that before the 1920s African Americans had been enslaved, segregated, and would have been kept from owning a business."• Paraphrase the text and write: "African Americans owned and managed newspapers," next to the first Reason line on the graphic organizer. Ask students to record this on their graphic organizers.• Direct students' attention to the two lines on the graphic organizer below the first Reason, titled Evidence. Ask students to recall what "evidence" is, from Unit 1 (facts, specific details, information).• Distribute four evidence flags to each student (students will use two evidence flags in Work Time B, and two in Work Time C).• Tell students to take 3 or 4 minutes to complete the following with their group members:<ol style="list-style-type: none">1. Reread the third paragraph to identify evidence (facts, specific details, information) about the newspapers owned and run by African Americans.2. Mark the evidence you locate with evidence flags.3. Discuss with your group members the evidence you locate.	



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> • After students reread, mark evidence, and discuss with their group members, ask: <ul style="list-style-type: none"> * “What evidence (facts, details) did you locate in this paragraph about newspapers owned and managed by African Americans?” • Listen for: <ul style="list-style-type: none"> – “There were black-owned newspapers in major cities like Chicago, Pittsburgh, and Boston.” – “There were newspapers and magazines that wrote specifically for and about the story and life of African Americans.” – “Black-owned newspapers and magazines told stories of progress.” – “Encouraged an anti-segregation movement.” • Paraphrase and record students’ responses on the graphic organizer. Ask students to record paraphrased evidence on the graphic organizers in their journals. • Tell students that in the next step of Work Time, they will work in their groups to identify another reason and supporting evidence for Sharon Robinson’s opinion that there were signs of hope and progress for African Americans in the 1920s. 	
<p>C. Small Group Practice: Identifying Reasons and Evidence That Support the Author’s Opinion (15 minutes)</p> <ul style="list-style-type: none"> • Remind students they are still working on the same learning target. • Focus students’ attention on Paragraph 4 (the main paragraph on page 15, starting: “There was also a small but growing ...” and ending “... fame and popularity through the Harlem Renaissance”). Display and distribute the Lesson 4 task cards (one per group). • Read each step of the task card aloud to students. Clarify directions as necessary. Direct students to take 7 to 8 minutes to complete the steps listed on their task cards. 	<ul style="list-style-type: none"> • Some groups may need additional time to identify additional reasons and evidence.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Circulate to support as needed. As students read, focus their attention on key vocabulary in this paragraph:<ul style="list-style-type: none">– Harlem Renaissance (an African American cultural and artistic movement of the 1920s that centered on the neighborhood of Harlem, in New York)– rose (the past tense of the verb “rise,” meaning “became more successful”)• Encourage students to refer to the Vocabulary Strategies anchor chart for support with determining the meaning of unfamiliar words or phrases.• After 7 to 8 minutes, refocus students whole group. Cold call several students to share out the Reason and Evidence they identified to support the author's opinion. Listen for:<ul style="list-style-type: none">– “The author's opinion that there was progress for African Americans in the 1920s is supported by the reasons such as: There was a growing group of professional African Americans. Evidence to support this includes the fact that African Americans taught school and were nurses, doctors, lawyers, and business owners. In addition, the Harlem Renaissance gave us great African American writers, artists and musicians.”• Ask:<ul style="list-style-type: none">* “How do the reason and evidence you identified in Paragraph 4 support the author's opinion that there was progress for African Americans in the 1920s?”• Listen for students to make connections between the opinion and the reasons and evidence they identified. For example: “Sharon Robinson supports her opinion that there were signs of progress for African Americans in the 1920s by giving the reason that there were a growing number of African Americans in professional jobs. This reason supports the opinion because in the past, African Americans had been forced into slavery and were kept out of professional careers through segregation laws. The evidence gives specific examples of the types of professional jobs African Americans held in the 1920s, such as doctors, lawyers, nurses, and educators.”• Help students recognize that while Sharon Robinson believes there were “visible signs of hope and progress” for African Americans during the 1920s, the United States was still segregated. Emphasize the importance of this as they keep reading about Jackie Robinson's life because it will help them better understand that there were still significant barriers to overcome.• Congratulate students on their first try at working to identify reasons and giving evidence to support an opinion.• Collect students' journals to review as an ongoing assessment.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none"> • Gather students whole group. Focus their attention back on the Jackie Robinson and Life in America anchor chart. Say: “As we read today we learned many more details about what life was like in America for African Americans in the 1920s.” • Ask students to take 1 minute to turn and talk with a partner about details they could add to the far right-hand column of the anchor chart: <ul style="list-style-type: none"> * “What was happening in America during the 1920s?” • Ask several students to share their thinking aloud. Listen for ideas such as: <ul style="list-style-type: none"> – “There were signs of progress for African Americans. – “There were black-owned businesses.” – “African Americans held professional jobs.” – “The Harlem Renaissance took place.” • Add students’ ideas to the anchor chart. • Read the first learning target aloud: <ul style="list-style-type: none"> * “I can summarize the information in <i>Promises to Keep</i> about life for African Americans in the 1920s.” • Ask students to indicate their progress toward the learning targets by showing thumbs-up or thumbs-down. • Repeat with the second and third learning targets: <ul style="list-style-type: none"> * “I can identify the reasons and evidence Sharon Robinson uses to support an opinion about life for African Americans in the 1920s.” * “I can explain how the reasons I identify support Sharon Robinson’s opinion.” • Note students who show thumbs-down, as they may need more support summarizing information, or help identifying reasons and evidence that an author uses to support an opinion. • Distribute three index cards to each student for homework. 	<ul style="list-style-type: none"> • Provide sentence stems or starters (e.g., “One thing that happened in America in the 1920s was _____.”) for students who struggle with language.



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read pages 16–19 of <i>Promises to Keep</i>. On one of your index cards, write a gist statement about the information on pages 16–19 of <i>Promises to Keep</i>.• Choose two of the following vocabulary words from today's lesson: <i>opinion</i>, <i>reasons</i>, <i>evidence</i>, <i>operated</i>, <input type="checkbox"/> <i>anti-segregation</i>, <i>resistance</i>, <i>Harlem Renaissance</i>, <i>rose</i> (v.).• Record each word on an index card. On the back of each index card, draw a picture to show what the word means AND write a definition for the word. Bring your three index cards as an admit ticket to the next class. <input type="checkbox"/> <p><i>Note: Review students' journals to determine their current level of understanding about opinion, reasons, and evidence.</i></p>	<ul style="list-style-type: none">• Provide an audio recording of <i>Promises to Keep</i> for students who struggle with reading at grade level.• Consider prewriting vocabulary words on index cards for students who struggle with writing.• Students who struggle with language may need to dictate the gist and the definitions of their vocabulary words to someone at home.



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 2: Lesson 4

Supporting Materials



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Tea Party Cards

Directions: Make enough copies of this page so that you can cut the page into strips and give each student a single excerpt.

-
1. **Ida B. Wells** (1862–1931) was a journalist born in Mississippi. She used the media to expose the violence African Americans were often subjected to in the 1890s and the early 20th century.
-
2. **W.E.B. (William Edward Burghardt) Dubois** (1868–1963) was a scholar and writer who believed African Americans should be educated and activists. He was one of the founders of the nation's first biracial civil rights organization, which later became the National Association for the Advancement of Colored People (NAACP).
-
3. **Madame C. J. Walker** (1867–1919), a self-made millionaire and entrepreneur, amassed a fortune through her cosmetics business. Walker was an important supporter of the Harlem Renaissance.
-
4. **Booker T. Washington** (1856–1915), a former slave, became a leading educator, author, and spokesperson for African Americans. He headed the Tuskegee Institute in Alabama, an all-black college where students learned vocational skills.
-
5. **Duke Ellington** (1899–1974), a legendary bandleader, took his famous jazz-swing orchestra all around the world.
-
6. **Paul Robeson** (1898–1976), an extraordinary singer and stage and film actor, stunned audiences with his powerful performances.
-
7. **Langston Hughes** (1902–1967), a famous poet-playwright-essayist-novelist, captured the heart and voice of the African American experience in his work.
-
8. **Zora Neale Hurston** (1891–1960), an anthropologist and novelist, is best known for her book *Their Eyes Were Watching God*, published in 1937.
-



Author's Opinion, Reasons, and Evidence Graphic Organizer

Name:

Date:

Author's Opinion (WHAT the author believes):

Reason (WHY the author believes an opinion):	
Evidence (facts, details, information):	
Evidence:	



Lesson 4 Task Card

Work with your group members to complete the following:	1. Read the last paragraph on page 15.
	2. Think about and discuss: What reason does the author give to support her opinion?
	3. On your graphic organizer, record the reason you identify next to second line titled “Reason.”
	4. Locate two pieces of evidence that support the reason you identified. Mark these with evidence flags.
	5. Discuss the evidence you located with your group members.
	6. Paraphrase the evidence you identified and record onto your graphic organizer, next to the lines titled “Evidence.”



EXPEDITIONARY
LEARNING

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

Reading to Determine Important Relationships between People and Events: The Importance of the 1936 Olympics for African Americans (*Promises to Keep*, Pages 16–19)



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Reading to Determine Important Relationships between People and Events:

The Importance of the 1936 Olympics for African Americans

(*Promises to Keep*, Pages 16–19)

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 determine the main idea(s) of an informational text based on key details. (RI.5.2)

I can explain important relationships between people, events, and ideas in a historical, scientific, or technical text using specific details in the text. (RI.5.3)

I can determine the meaning of content words or phrases in an informational text. (RI.5.4)

I can draw on information to explore ideas in the discussion. (SL.5.1a)

Supporting Learning Targets

- I can describe the influences on Jackie Robinson's life in the 1930s.
- I can explain what caused Americans to believe that there was "victory over racism" during the 1930s.
- I can use information shared by my group members to help deepen my understanding of the main ideas in *Promises to Keep*.
- I can determine the meaning of new words and phrases from context in the book *Promises to Keep*.

Ongoing Assessment

- Homework gist card
- Vocabulary cards
- Journal (Causes and Effects note-catcher)



Reading to Determine Important Relationships between People and Events:

The Importance of the 1936 Olympics for African Americans

(Promises to Keep, Pages 16–19)

Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Homework Review (5 minutes)Engaging the Reader and Reviewing Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Reading Closely: What Influenced Jackie Robinson as a Teenager (15 minutes)Guided Practice: Determining Why Americans Thought They Had “Victory over Racism” in the 1930s (15 minutes)Vocabulary to Deepen Understanding (10 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief and Review Learning Targets (10 minutes)Homework<ol style="list-style-type: none">Answer homework questions on index cards.	<ul style="list-style-type: none">In this lesson, students are reintroduced to and practice RI.5.3 again. Students work to follow the sequence of events in Jackie Robinson’s life and in the United States across decades, analyze relationships and connections, and learn to distinguish between causes and effects. Their previous work with RI.5.1 (citing evidence and inferring) and RI.5.2 (main ideas and summarizing) will help them see how the events in Jackie Robinson’s life and the events in the world during the 1930s are related. Students will continue to practice with RI.5.3 in Lesson 8 and throughout Unit 3.Students are introduced to a new protocol during the Opening, Homework Review. In Fold the Line, students form opinions about something and line up according to their opinions. The line is then “folded” back on itself, so each student is facing a partner (who holds a different opinion) with whom to discuss the homework. Review the opening carefully in order to explain Fold the Line clearly to students. Also consider an efficient way to arrange the classroom furniture to make room for this activity.This lesson focuses on the 1930s. Students may need to simply be told some basic background knowledge; see Work Time for specifics. As with other historical eras students read about during this module, consider going into more depth during additional Social Studies instruction.In advance: Prepare a new Causes and Effects anchor chart: this is a large version of students’ note-catcher with this same name. See example in supporting materials, and review Work Time A.In advance: Write the multistep directions for group work during Work Time B on the white board or chart paper, in order to save time during the lesson.List vocabulary words, along with the page number from the text for each, on the board or a piece of chart paper.In advance, add to the Jackie Robinson and Life in America anchor chart. In the far left-hand column, write: “During Jackie Robinson’s Teenage Years.” In the center column, write: “1930s.”Review: Give One, Get One protocol (see Appendix).Post: learning targets.



Reading to Determine Important Relationships between People and Events:

The Importance of the 1936 Olympics for African Americans

(Promises to Keep, Pages 16–19)

Lesson Vocabulary	Materials
influences, racism, cause, effect; factors (16), avoid (16), devotion (16), instill (16), idol (16), superiority (17), snubbed (17), riding (17)	<ul style="list-style-type: none">• Document camera or projector• Images from the 1936 Olympics in Berlin: Jesse Owens Competing and Adolf Hitler on the Reviewing Stand (one of each to display)• <i>Promises to Keep</i> (book; one per student)• Students' journals• Close Readers Do These Things anchor chart (from Unit 1)• Causes and Effects note-catcher (one to display)• Causes and Effects anchor chart (new; teacher-created; an enlarged version of students' Cause and Effects note-catcher)• Vocabulary Strategies anchor chart (from Unit 1, Lesson 1)• Index cards (five per student: two for Work Time C and three for homework)• Jackie Robinson and Life in America anchor chart (begun in Lesson 2)



Opening	Meeting Students' Needs
<p>A. Homework Review (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to take out their index cards they completed for homework. Collect the cards on which students wrote the gist for pages 16–19. • Tell students they will participate in new protocol called Fold the Line. Say: “I am going to read a gist statement from one of the index cards. Then you do one of the following: <ul style="list-style-type: none"> – Think about the following and then take your vocabulary index cards (from homework) with you. – If your gist statement was almost exactly the same, you will line up to the far right on this imaginary line. [Indicate a line across the floor of the classroom.] – If your gist statement was nothing like the gist statement written, you will line up on the far left. – If yours was kind of like the gist statement read, you will line up in the middle.” • Answer any clarifying questions. • Once all students understand the directions, randomly choose an index card. Do not tell students who wrote it. Read the gist statement out loud. Give students a minute to line up. • Tell students: “Now, we will fold the line so that we make two parallel lines by bringing the two ends of the line together.” Physically walk to one end of the line and walk the student at the front of the line to meet and partner with the student at the back of the line. Now that the one line is now two, make sure that all the students are partnered (if there is an odd number of students, a triad is fine). • Ask students to discuss with their partners: <ul style="list-style-type: none"> * “Why did you decide to line up where you did?” * “Share the vocabulary cards you created for homework.” • Circulate and listen to conversations, ensuring that they are on topic and relevant. • Ask students to return to their seats and place their vocabulary cards with the other ones they have created in previous lessons. 	<ul style="list-style-type: none"> • Consider reading all the gist statements quickly in order to choose the best one to make students really think about the similarities and differences between that particular one and their own.



Opening (continued)	Meeting Students' Needs
<p>B. Engaging the Reader and Reviewing Learning Targets (5 minutes)</p> <p><i>Note: Do not tell students in advance what the images are.</i></p> <ul style="list-style-type: none">• Use a document camera or projector to project the images from the 1936 Olympics in Berlin: Jesse Owens Competing and Adolf Hitler in the Reviewing Stands for students. Ask students to turn to a partner and discuss:<ul style="list-style-type: none">* “Who do you think are in these two images?”* “What is your evidence?”• Invite a few students to share. Listen for: “Jesse Owens and Adolf Hitler.” If students do not know, tell them. It is not necessary to go into too many details about who Hitler was, just that he was the German leader that believed in an Aryan (superior race) society and was discriminatory to other races during this time period.• Have students discuss with their partner notices of the images. Cold call a few partners to share out. Listen for students to share: “Jesse Owens looks like he may be an athlete. Adolf Hitler looks like he is in the military.” (Note: Some students may share details from the reading they did for homework. However, it is not necessary for them to have understood all of the reading at this point in the lesson.)• Tell students that they will reread pages from <i>Promises to Keep</i> to learn more about how these two individuals had an impact on the world and how a specific event influenced Jackie Robinson’s life.• Read the learning targets aloud:<ul style="list-style-type: none">* “I can describe the influences on Jackie Robinson’s life in the 1930s.”* “I can explain what caused Americans to believe that there was ‘victory over racism’ during the 1930s.”• Focus students on the word <i>influences</i> and ask students to share what they think that word means. Listen for: “something that has an effect or impact on someone.” If students do not know, define this key term.	



Reading to Determine Important Relationships between People and Events:

The Importance of the 1936 Olympics for African Americans

(*Promises to Keep*, Pages 16–19)

Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students where they have seen the phrase “victory over racism.” Students should point out that it was in the reading on page 17. Explain to students that in this context, the word over does not mean “on top of.” Invite students to turn to their partner and discuss:<ul style="list-style-type: none">* “What is <i>racism</i>?”* “What does ‘victory <i>over</i> racism’ mean?”• Cold call a few students to share. Listen for comments such as:<ul style="list-style-type: none">– “Racism is when people are discriminated against because of the color of their skin or the race they belong to. The phrase means ending racism or winning against racism.”* Say: “Notice that we are now discussing a new decade in history—the 1930s. We will add to our anchor chart at the end of the lesson for that era.”	



Work Time	Meeting Students' Needs
<p>A. Reading Closely: What Influenced Jackie Robinson as a Teenager (15 minutes)</p> <ul style="list-style-type: none"> Place students in their groups of four. Be sure students have their <i>Promises to Keep</i> text and their students' journals. Refer students to the Close Readers Do These Things anchor chart. Ask students to remind the class of what close readers do after they have gotten the gist. Call a few students to share out. Listen for: <ul style="list-style-type: none"> * “Read the text again, but now for something more specific.” Tell students they are going to reread the pages they read (for the gist) for homework. Ask students to open their books to page 16. Set purpose: As you read aloud, they should follow along and listen for the people or events that influenced or impacted Jackie Robinson’s life as a teenager. Read aloud page 16, ending with the first full sentence on page 17: “Mack had won a silver in the 200-meter dash.” Ask students to discuss with their group members: <ul style="list-style-type: none"> * “What people or events were influences on Jackie Robinson’s life when he was a teenager?” Remind them to show their peers where in the text they saw that. Give students 2 to 3 minutes to discuss. Briefly review the concept of <i>cause and effect</i> with students. Ask: <ul style="list-style-type: none"> * “What is the relationship between a <i>cause</i> and an <i>effect</i>?” Ask a few students to share their thoughts. Listen for: “A cause makes an effect happen. An effect is a result of a cause.” Elaborate with an example: “When Meg Lowman (the scientist we learned about in <i>The Most Beautiful Roof in the World</i>) was conducting experiments, she put a mesh bag over some branches. The cause was her action: she put the bag over the branches. The effect, or result, was that the ants could not get to the leaves.” Clarify a few key points about cause and effect: <ul style="list-style-type: none"> – When trying to understand the relationship between people and events in text, it is important to think about cause and effect. (That’s not the only kind of relationship there is, but it’s one common one.) – With people’s behaviors and choices, it’s not always quite as simple as “cause” and “effect.” However, it is still a useful way to think about why people do what they do, or what helps us become who we are. 	<ul style="list-style-type: none"> Intentionally group stronger readers with those who struggle with reading at grade level. Provide students who may have difficulty determining the influences on Jackie Robinson’s life with pre-highlighted text. Some students may benefit from a partially filled-in Causes and Effects note-catcher.



Reading to Determine Important Relationships between People and Events:

The Importance of the 1936 Olympics for African Americans

(*Promises to Keep*, Pages 16–19)

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Tell students they will be considering some things that “caused” Jackie Robinson to become the kind of person he was. To help think about cause and effect, they will use a new note-catcher.• Project the Causes and Effects note-catcher. Ask students to copy it onto a new page in their journal.• Draw students’ attention to the right-hand column, Effects. Read aloud what is written in the first box: Jackie Robinson managed to “avoid serious trouble” as a teenager. Ask students to find where in the text this statement is written. Students should point out the third paragraph on page 16.• Focus students on the left-hand column of the chart, Causes. Say: “According to the text, there were several things that helped cause Jackie Robinson to make the decision to stay out of trouble during this time in his life. These were the influences on his teenage years.”• Cold call a few students from different groups to share what they discussed earlier with their group members. Listen for, and record, the ones listed in the Causes and Effects anchor chart (for teacher reference) in the supporting materials. Add students’ comments to the anchor chart.• Ask students what clues the author used to help readers know that there were several influences or “causes.” Ask a few students to share. Listen for: “first” and “second” and “another.”• Point out that causes and effects are not always signaled so clearly (with ordinal or transition words) in a text.• Tell students that next they will work in their groups to reread the next section to identify the causes for the second effect listed in the note-catcher: “Americans believed that they had won a victory over racism during the 1930s.”	



Work Time (continued)	Meeting Students' Needs
<p>B. Guided Practice: Determining Why Americans Thought They Had “Victory over Racism” in the 1930s (15 minutes)</p> <ul style="list-style-type: none">• Read aloud the learning target:<ul style="list-style-type: none">* “I can use information shared by my group members to help deepen my understanding of the main ideas in <i>Promises to Keep</i>.”• Remind students they will continue to work on the second learning target (identifying causes and effects) and also will be deepening their understanding of the text through discussion.• Ask students to work in their groups to do the following:<ol style="list-style-type: none">1. Reread independently the last paragraph on page 16 and all of page 17 for causes of: “What led Americans to believe that they had won a victory over racism during the 1930s?”2. Write in the note-catcher the effects from the text.3. Discuss with other members of your group the effects from the text. Be sure to show where you found them in the text.4. Revise your thinking and writing according to what was discussed in your group.• Give students approximately 8–10 minutes to work. Circulate and listen to discussions, providing support and redirection when needed.• Invite a few groups to share with the class the causes they found in the text and where they found them. Record them on the projected note-catcher for all students to see and reference. In particular, listen for, and record, the ones that are listed in the anchor chart (for teacher reference; see supporting materials).	<ul style="list-style-type: none">• Consider rereading aloud the text for specific groups that may have several struggling readers during group work time.• Some students may need pre-highlighted text with specific sentences that indicate the causes for why Americans believed they had won a victory over racism during the 1930s.



Work Time (continued)	Meeting Students' Needs
<p>C. Vocabulary to Deepen Understanding (10 minutes)</p> <ul style="list-style-type: none"> Review the learning target: <ul style="list-style-type: none"> * “I can determine the meaning of new words and phrases from context in the book <i>Promises to Keep</i>.” Display the Vocabulary Strategies anchor chart to refresh students’ memory of strategies they have used. Cold call several students to recall the purpose for determining the meaning of key or unknown vocabulary. Listen for: <ul style="list-style-type: none"> * “To deepen our understanding of the text.” * “Understanding key or unknown vocabulary helps us understand the text better.” Place the class members in pairs and distribute two index cards to each student. Draw attention to the vocabulary words projected, or listed. Assign each pair one of the words. Tell them that in a minute they will share with pairs who defined other words. Give directions: <ol style="list-style-type: none"> Locate your one word in the text. Reread the sentence where it is written and use context clues and apply vocabulary strategies to help determine the meaning. Discuss what you think the word means. Record the word onto an index card. Turn the card over and write the definition, or a synonym, and draw a visual for the word. Give partners 3–5 minutes to work. Circulate to each pair to ensure that the definition they agreed upon is accurate: <ul style="list-style-type: none"> – <i>factors</i> (16): things that contribute to an outcome – <i>avoid</i> (16): to keep away from – <i>devotion</i> (16): dedication – <i>instill</i> (16): cause – <i>idol</i> (16): role model – <i>superiority</i> (17): the quality of being better than everyone/everything else – <i>snubbed</i> (17): avoided or treated with indifference – <i>riding</i> (17): dependent on 	<ul style="list-style-type: none"> Intentionally partner students who struggle with language with those who are stronger readers and writers. List the directions for completing vocabulary cards so that students can refer to them as they work. Consider allowing students who struggle with writing to dictate their definitions to their partners or to just draw the visual.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> Review the Give One, Get One protocol with students. Tell students they will now give their information about their vocabulary word to another student and get that student's vocabulary word information. Have each student find another partner, one with a different word. Give students 2 or 3 minutes to copy the information from each other's vocabulary cards onto their second index cards. If time allows, cold call a few students to share out their word, the definition, and the visual they drew. 	
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review Learning Targets (10 minutes)</p> <ul style="list-style-type: none"> Bring students together whole group. Focus their attention back to the Jackie Robinson and Life in America anchor chart. Say: "As we read today we learned more details about Jackie Robinson and Americans in the 1930s." Ask students to take one minute to turn and talk with a partner about details they could add to the far right-hand column of the anchor chart: <ul style="list-style-type: none"> * "What was happening in the 1930s?" Ask several students to share their thinking aloud. Listen for ideas such as: <ul style="list-style-type: none"> – "African Americans were standing out as athletes." – "Many African Americans won medals in the 1936 Olympics." – "Jackie Robinson stayed out of trouble." Add students' ideas to the anchor chart. Read the learning targets aloud. Ask students to choose one that they thought they met well during this lesson. Invite them to turn to a partner and share the learning target and why. Ask students to choose a learning target from today's lesson that they feel they need to work on further. Invite them to turn to their partners and now share that learning target and why they chose it. Circulate and listen to partner discussions, taking note of students who struggle trying to determine a learning target they met, or ones that feel particularly challenged by all learning targets. Distribute three index cards to students for homework. 	<ul style="list-style-type: none"> Intentionally partner ELL students with other students who speak the same home language for debrief.



Reading to Determine Important Relationships between People and Events:

The Importance of the 1936 Olympics for African Americans

(*Promises to Keep*, Pages 16–19)

Homework	Meeting Students' Needs
<ul style="list-style-type: none">Choose three more of the following vocabulary words from the lesson today: <i>influences</i>, <i>racism</i>, <i>cause</i>, <i>effect</i>, <i>factors</i> (16), <i>avoid</i> (16), <i>devotion</i> (16), <i>instill</i> (16), <i>idol</i> (16), <i>superiority</i> (17), <i>snubbed</i> (17), <i>riding</i> (17)Record each word on an index card. On the back of each index card, draw a picture to show what the word means AND write its definition. Bring your three index cards as an admit ticket to the next class. □ <p><i>Note: Review vocabulary folders and students' journals.</i></p>	<ul style="list-style-type: none">Consider prewriting vocabulary words on index cards for students who struggle with writing.Students who struggle with language may need to dictate the definitions of their vocabulary words to someone at home.



EXPEDITIONARY
LEARNING

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

Supporting Materials



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Jesse Owens Competing in the 1936 Olympics in Berlin



Jesse Owens 1936



Adolf Hitler in the Reviewing Stands
1936 Olympics



Bundesarchiv, R 8076 Bild-0019
Foto: o. Ang. | 6. Februar 1936

Bundesarchiv, R 8076 Bild-0019 / CC-BY-SA



Causes and Effects Note-catcher

Name: _____

Date: _____

Causes	Effects
	Jackie Robinson avoided serious trouble as a teenager.
	Americans believed that they had won a victory over racism during the 1930s.



Causes and Effects Anchor Chart
(For Teacher Reference)

Causes	Effects
His devotion to his mother and the values she instilled in him.	Jackie Robinson avoided serious trouble as a teenager.
His love of athletics.	
His older brothers.	
The US relay team won the gold medal at the 1936 Olympics.	Americans believed that they had won a victory over racism during the 1930s.
Jesse Owens won four gold medals at the 1936 Olympics.	
Mack Robinson won a silver medal in the 1936 Olympics.	



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 2: Lesson 6

Comparing Multiple Accounts of the Same Topic: The Story of Bus Desegregation (*Promises to Keep*, Page 21)



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Comparing Multiple Accounts of the Same Topic:
The Story of Bus Desegregation
(*Promises to Keep*, Page 21)

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

- I can determine the main idea(s) of an informational text based on key details. (RI.5.2)
I can explain important relationships between people, events, and ideas in a historical, scientific, or technical text using specific details in the text. (RI.5.3)
I can compare and contrast multiple accounts of the same event or topic. (RI.5.6)
I can use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means. (L.5.4)

Supporting Learning Targets

- I can make connections between Jackie Robinson's personal history and the desegregation movement in America.
- I can determine the meaning of new words and phrases about Jackie Robinson and the desegregation movement from context.

Ongoing Assessment

- Bus Desegregation Venn diagram
- Journal (response to prompt)



Comparing Multiple Accounts of the Same Topic:

The Story of Bus Desegregation
(*Promises to Keep*, Page 21)

Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Reader (5 minutes) B. Review Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Building Knowledge about the 1930s and Bus Desegregation (10 minutes) B. Building Knowledge about the Montgomery Bus Boycott (20 minutes) C. Comparing and Contrasting Experiences □with Bus Desegregation (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. Read pages 22–25 of <i>Promises to Keep</i>. Answer homework questions on index cards. 	<ul style="list-style-type: none"> • This lesson follows the same pattern as Lesson 3; review that lesson in advance. Students first focus on an event in Jackie Robinson’s life, and then read text that helps explain the historical context for that event. They then create a Venn diagram to compare and contrast the experiences of Jackie Robinson with similar experiences of other historical figures. • The literary instructional focus of the lesson is on comparing and contrasting multiple accounts of an event in informational texts. The text students read during this lesson includes complex historical and political content: the concept of segregation, and daily discrimination that African Americans faced during this period of history. Students need to understand this historical context in order to understand Jackie Robinson’s experiences. Consider revisiting and reinforcing these ideas during more in-depth instruction during Social Studies. • This lesson includes a primary source document: “Rules for Riding Desegregated Buses,” written by Martin Luther King Jr. These rules include quite a few vocabulary words that may be unfamiliar to students. Encourage students to use their skills determining meaning from context at the sentence level (they each only work with one sentence). Keep in mind the focus of this lesson is making connections between the two texts. Therefore, making meaning of specific vocabulary words should be in support of understanding the texts as a whole. Also, consider incorporating a deeper study of some of the concepts of the era during Social Studies time. • The term <i>segregation</i> was introduced in Lesson 2, so students should have some background with this concept. That term, plus <i>desegregation</i> and <i>movement</i>, are explicitly taught during Part B of the Opening. • In advance: Review the text, “Rules for Riding Desegregated Buses,” and assign one rule per student. There are 17 rules total—be strategic about partnering students who may need more support. • This lesson opens with students reading a quote (from Dr. Martin Luther King Jr.). Do NOT identify the person who spoke these famous words (though some students may know). • Post: Learning targets.



Comparing Multiple Accounts of the Same Topic:

The Story of Bus Desegregation

(*Promises to Keep*, Page 21)

Lesson Vocabulary	Materials
desegregation (desegregate, desegregated), segregation, movement; boycott, nonviolent, dignified, integrated (integration, integrate); goodwill, vacant, guidance, dignity, courtesy, boast, arrogant, absorb, assume, deliberately, incident, confidence, oppressor, reconciliation (all from “Rules for Riding Desegregated Buses”)	<ul style="list-style-type: none">• Students’ journals• Document camera• Quote from Dr. Martin Luther King Jr. (for display, see Teaching Notes and supporting materials)• <i>Promises to Keep</i> (book; one per student)• Jackie Robinson and Life in America anchor chart (begun in Lesson 2)• Video: www.youtube.com/watch?v=1QZik4CYtgw (with captions) www.pbs.org/wgbh/amex/eyesontheprize/story/02_bus.html#video (without captions; see supporting materials)• “Rules for Riding Desegregated Buses” (one per student)• Index cards (five per student)• Bus Desegregation Venn diagram (one per student)• Bus Desegregation Venn diagram (sample, for teacher reference)



Comparing Multiple Accounts of the Same Topic:
The Story of Bus Desegregation
(*Promises to Keep*, Page 21)

Opening	Meeting Students' Needs
<p>A. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their students' journals. Without providing any explanation or revealing the attribution, use a document camera to project the quote from Dr. Martin Luther King Jr. explaining the bus boycott.• Read the first sentence of the quote aloud as students read along silently. Pause and ask students to paraphrase the first sentence of the quote in their journals, reminding them that paraphrasing means to put in their own words.• Circulate to be sure that students are writing something such as: "For a long time, African Americans have been harassed on the buses in Montgomery." Call on a student who has an accurate paraphrase to share with the class.• Read the rest of the quote aloud as students follow along. Ask the students:<ul style="list-style-type: none">* "What do you think this quote is about?"* "Who do you think the speaker was?"• Listen for some students to possibly know that the speaker is Dr. Martin Luther King Jr. If no students know, tell them.• Ask the students:<ul style="list-style-type: none">* "Do you know when these events took place?"• Allow volunteers to share. Clarify as needed: It was in the 1950s (specifically 1955–56), after World War II.• Ask students:<ul style="list-style-type: none">* "What is the meaning of <i>boycott</i>?"• If none know, explain what <i>boycott</i> means (to refuse to buy, use, or deal with something as a protest).• On the board, write these phrases (to refer back to later in the lesson):<ul style="list-style-type: none">– Montgomery bus boycott– Rosa Parks– Dr. King– 1955–56	<ul style="list-style-type: none">• Allow students who struggle with writing to dictate their paraphrase to the teacher instead of writing it in their journal.• Provide the quote in home languages for ELL students.



Comparing Multiple Accounts of the Same Topic:

The Story of Bus Desegregation
(*Promises to Keep*, Page 21)

Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> Tell students: <ul style="list-style-type: none"> * “A few days ago (in Lesson 1) we learned the word ‘legacy.’ Recall with a partner what we meant by that word.” Give students time to think, and then talk with a partner. Cold call a few students to share out. Listen for answers that define “legacy” as something special that is given by someone from the past. Focus students on the importance of this concept of legacy for this lesson: “Many people remember Jackie Robinson for the legacy he left. By breaking the color barrier in Major League Baseball, he allowed other athletes of color to also play Major League Baseball, but today we’re going to learn about another legacy that he left for us.” 	
<p>B. Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> Read aloud the learning target: <ul style="list-style-type: none"> * “I can make connections between Jackie Robinson’s personal history and the desegregation movement in America.” Focus on the word <i>desegregation</i>. Invite students to share anything that is familiar about that word. Look for students to share that segregation is part of <i>desegregation</i>. Ask students to remind a partner of the meaning of the word <i>segregation</i>. Remind students of the prefix “de-”: to remove, stop, or reverse. Then ask: <ul style="list-style-type: none"> * “Since you know the definition of segregation, what do you think <i>desegregation</i> means?” Look for answers showing an understanding that it means to end segregation. Focus attention on the word <i>movement</i>. Say: “This is a word with more than one meaning, but all of the meanings are related. Show me with your hand one definition of ‘movement,’ as a verb, or action.” [Pause while the students demonstrate a hand movement.] “In this learning target, movement is a noun, a thing, and means the activity of lots of people who are working together towards one big goal. You may have heard of the Civil Rights <i>movement</i>, or the antiwar <i>movement</i>. Think about and tell your partner how these two meanings of movement are related.” Listen for students to make connections between the two words. 	<ul style="list-style-type: none"> Provide visual clues for the <i>connections</i> (two rings interlocked) and <i>between</i> (a person between two others) in the learning target. Chart prefixes and suffixes that are taught, and the words that they are a part of, in the text <i>Promises to Keep</i>. Keep the chart posted throughout the module for students to reference.



Comparing Multiple Accounts of the Same Topic:

The Story of Bus Desegregation

(*Promises to Keep*, Page 21)

Work Time	Meeting Students' Needs
<p>A. Building Knowledge about the 1930s and Bus Desegregation (10 minutes)</p> <ul style="list-style-type: none"> Be sure students have <i>Promises to Keep</i> and their journals. Tell students they will focus on page 21. They will skip over page 20, since it is not essential to today's learning. They can read page 20 on their own at another time during the day, or for homework. Tell students that in order to understand the connection between the bus boycott and Jackie Robinson, they need to read about events that happened many years before the bus boycott. Display the Jackie Robinson and Life in America anchor chart (started in Lesson 2). Add a new row, and in the middle column write: "1939–1945." Ask students to share from the previous lesson's reading. <ul style="list-style-type: none"> * "What was happening in the world during these years?" Listen for and record in the right-hand column of the chart: "World War II" and a brief explanation, such as "The United States was at war in Europe against Hitler." (See example in supporting materials.) Ask students to now listen for examples of when Jackie Robinson faced segregation. Invite students to read along silently as you read aloud all of page 21. Ask students: <ul style="list-style-type: none"> * "What was one example of segregation that Jackie Robinson faced while he was in the army?" Give students thinking time, then cold call on someone. Listen for students to say that the army baseball team was segregated, and so was the bus that Jackie Robinson rode from the base into town—he had to ride separately. On the Jackie Robinson and Life in America anchor chart, record students' responses. (See supporting materials for a sample chart.) Tell students this page includes evidence (facts, details) about two ways that Jackie Robinson fought against the injustice of segregation. (Note: This is not the same focus as Lesson 5, which emphasized cause and effect. Here, students are just identifying the details of Jackie Robinson's life during this time.) Ask students to do the following: <ul style="list-style-type: none"> – Reread the page. – In their journals, write at least two sentences paraphrasing the evidence that they find. 	<ul style="list-style-type: none"> Provide <i>Promises to Keep</i> in students' home languages for ELL students. Provide sentence starters or stems for students who struggle with language, such as: "One thing that was happening during the early 1940s was _____." Some students may need to reread page 21 in order to identify examples of segregation in the text. Students who struggle with grade-level text may need to focus on particular paragraphs to identify the evidence in the text.



Comparing Multiple Accounts of the Same Topic:

The Story of Bus Desegregation

(*Promises to Keep*, Page 21)

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> After 5 minutes, invite students to share what they wrote with a partner. They can add to or correct their notes based on what their partners share. Focus students whole group. Invite a few students to share. Listen for students to name Jackie Robinson's refusal to play sports and his arrest for sitting in the front of the bus. Record answers in the left-hand column of the anchor chart. 	
<p>B. Building Knowledge about the Montgomery Bus Boycott (20 minutes)</p> <ul style="list-style-type: none"> Redirect students' attention to the phrases written on the board: Montgomery bus boycott, Rosa Parks, Dr. King, 1955–56. Remind students they began the lesson by reading about and discussing the Montgomery bus boycott. Note the date, and allow students to notice that this event occurred 10 years after Jackie Robinson's bus segregation incident that they just read about. Tell students that now they will think about the ways these two events were the same and different. Tell students they are going to watch a short video about the Montgomery bus boycott. They will hear Martin Luther King Jr. say the same quote they heard at the start of class. Set purpose: Ask students to listen and watch for additional details about the incident. Play just the first 1:25 minutes of the video. Cold call students: <ul style="list-style-type: none"> * "What additional information about the bus boycott did you get from watching this video?" Add their contributions to the Jackie Robinson and Life in America anchor chart. Include details such as: "Rosa Parks was arrested for refusing to give up her seat to a white passenger" and "Almost all of the African American passengers refused to ride the buses." Distribute "Rules for Riding Desegregated Buses" (found in the supporting materials). Direct students' attention to the authors listed at the end, and allow them to notice that aside from the first introductory paragraph, Dr. Martin Luther King Jr. wrote this text. 	<ul style="list-style-type: none"> Display the quote as the video plays for students who have difficulty with auditory processing. For students who struggle with grade level text, pre-highlight the text "Rules for Riding Desegregated Buses" for key words and phrases to help them formulate the gist. Strategically assign rules that are less challenging to those students who struggle with grade level text, or assign the same rules to a strong reader partnered with a student who struggles with grade-level text. <p>Write the directions for Reading Rules for Bus Segregation Closely on the white board for students to refer to as they work.</p>



Comparing Multiple Accounts of the Same Topic:

The Story of Bus Desegregation

(*Promises to Keep*, Page 21)

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Read the first paragraph as students follow along. Ask students to turn and talk to a partner about the gist of this paragraph. Listen for them to say that the boycott worked, and the organizers want to give people advice about how to behave on the buses when they start riding them again. Be sure students understand the words <i>nonviolent</i> (without violence) and <i>dignified</i> (with respect or composed.) Be sure to point out the prefix “non” (not or without) in the word nonviolent. Remind students of the prefix “de” (in desegregate), which also means “not.”• Read aloud the second paragraph and again ask students to formulate a gist statement. Listen for them to understand that the organizers want people to behave in a peaceful and dignified way that won’t cause violence or trouble. Focus on the word <i>integrated</i> (“bring together”). Help them to see the connection to the word <i>segregated</i> and <i>desegregated</i>, both of which have the root word <i>greg</i> (from the Latin meaning “a herd” or “group”).• Assign one rule to each student; be sure at least two students have the same rule. Give and post the following directions:<ol style="list-style-type: none">1. Circle the number of the rule to which you are assigned.2. Read your rule carefully, and think about how the rule contributes to Dr. King’s goal of ensuring that everyone behaves in a “safe, dignified, and nonviolent manner.”3. Look at the word that is in bold in your rule. Figure out its meaning from the context by looking it up, or by asking a friend.4. Write the bolded word on a vocabulary index card, plus its definition and/or a picture that will help you remember the meaning on the back.• Give students about 3 minutes to follow these directions.• Then ask students to get up and find a partner who read the same rule. Invite them, as pairs, to discuss:<ul style="list-style-type: none">• “How did this rule contribute to Dr. King’s goal?”• As time allows, invite a few partners to share their thinking whole group.	



Comparing Multiple Accounts of the Same Topic:

The Story of Bus Desegregation
(*Promises to Keep*, Page 21)

Work Time (continued)	Meeting Students' Needs
<p>C. Comparing and Contrasting Experiences (15 minutes)</p> <ul style="list-style-type: none">• Tell students they will now work with both the “Rules for Riding Desegregated Buses” text and page 21 of <i>Promises to Keep</i>.• Distribute the Bus Desegregation Venn diagram (located in the supporting materials). Ask students to label the left circle, “Jackie Robinson’s bus incident,” the intersection between the two circles, “Both events,” and the right circle, “the Montgomery bus boycott.” Remind them that they used a similar Venn diagram (in Lesson 3) when learning about the Great Migration. Review how to fill out a Venn diagram: aspects that are similar or shared go in the middle; aspects that are different or unique go in the outer circles. See Bus Desegregation Venn diagram (sample, teacher reference) in supporting materials.• Give students a few minutes in their groups to discuss and fill in one idea for each section of the Venn diagram.• Briefly check for understanding. Ask each table to share out one example.• Let students continue to fill out the Venn diagram for the remainder of the work time. Tell them it’s fine if they don’t finish; that will be part of their homework.	<ul style="list-style-type: none">• Consider giving students who struggle reading complex text a partially filled-out Bus Desegregation Venn diagram.



Comparing Multiple Accounts of the Same Topic:

The Story of Bus Desegregation

(*Promises to Keep*, Page 21)

Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">Return to the first learning target. Ask students to write in their journals a response to the prompt:<ul style="list-style-type: none">* "What are some of the connections between Jackie Robinson's personal history and the desegregation movement?"After a few minutes of writing, invite students to share their answers with a partner.Collect journals to review responses. Look for an emerging understanding of Jackie Robinson as a pioneer in this movement who stood up for what he believed in a strong but nonviolent way when he experienced incidents of segregation.Distribute four index cards to each student to complete the homework.	<ul style="list-style-type: none">Partner ELL students with other students who speak the same home language.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Read pages 22–25 of <i>Promises to Keep</i>. What is the gist of these pages? Write the gist on an index card.Choose three of the following vocabulary words from today's lesson: <i>desegregation</i>, <i>movement</i>, <i>boycott</i>, <input type="checkbox"/> <i>nonviolent</i>, <i>dignified</i>, <i>integrated</i>.Record each word on an index card. On the back of each index card, draw a picture to show what the word means AND write a definition for the word. Bring your four index cards as an admit ticket to the next class	<ul style="list-style-type: none">Provide an audio recording of <i>Promises to Keep</i> for students who struggle with reading at grade level.Consider prewriting vocabulary words on index cards for students who struggle with writing.Students who struggle with language may need to dictate the gist and the definitions of their vocabulary words to someone at home.



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 2: Lesson 6

Supporting Materials



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Jackie Robinson and Life in America Anchor Chart
(For Teacher Reference)

Jackie Robinson's Life	Time Period	What Was Happening in America?
Before Jackie Robinson was born.	1600s 1700s 1800s	
Family fled from sharecropping in Georgia to move to California. Wasn't allowed to go to the parks, the YMCA, or the soda fountain because he was black. Moved to a house in a white neighborhood in California. Neighbors tried to get them to move away.	1915–1930	The Great Migration—1.5 million black people migrated from the South to the North. Before then, 7 million African Americans lived in the South and fewer than 1 million lived in the rest of the United States. 1919: “Red Summer.” Many black people were assaulted or killed during race riots and lynchings. African Americans in the South were faced with poverty and segregation.



Jackie Robinson and Life in America Anchor Chart
(Example for Teacher Reference)

Jackie Robinson's Life	Time Period	What Was Happening in America?
	1930–1939	
<p>Served in the army as a second lieutenant.</p> <p>Protested injustice by refusing to play any sport for the army.</p> <p>Was arrested for refusing to sit in the back of the bus; defended himself in military court and won.</p> <p>Honorably discharged from the army in 1944.</p>	1939–1945	<p>World War II: United States at war in Europe against Hitler.</p> <p>Army is segregated.</p> <p>Buses are segregated.</p>



Quote from Dr. Martin Luther King, Jr.

“For a number of years, the Negro passengers on the city bus lines of Montgomery have been humiliated, intimidated, and faced threats on this bus line. Just the other day, one of the fine citizens of our community, Mrs. Rosa Parks, was arrested because she refused to give up her seat for a white passenger. Mrs. Rosa Parks was arrested, taken down to jail, taken from the bus just because she refused to give up her seat. At present, we are in the midst of a protest of the Negro citizens of Montgomery representing some 44 percent of the population, 90 percent at least of the regular Negro bus passengers are staying off the buses, and we plan to continue until something is done.”



“Integrated Bus Suggestions”

Following their months-long bus boycott, the black citizens of Montgomery, Alabama, got word that the Supreme Court had decided in their favor, and that the buses would have to desegregate. The boycotters’ organization, the Montgomery Improvement Association, circulated the following flyer to advise people on how to behave in order to maintain the movement’s nonviolent character and enjoy a dignified victory.

Integrated Bus Suggestions

December 19, 1956

This is a historic week because segregation on buses has now been declared unconstitutional. Within a few days the Supreme Court Mandate will reach Montgomery and you will be reboarding integrated buses. This places upon us all a tremendous responsibility of maintaining, in the face of what could be some unpleasantness, a calm and loving dignity befitting good citizens and members of our Race. If there is violence in word or deed, it must not be our people who commit it.

For your help and convenience the following suggestions are made. Will you read, study, and memorize them so that our non-violent determination may not be endangered. First, some general suggestions:

1. Not all white people are opposed to integrated buses. Accept **goodwill** on the part of many.
2. The whole bus is now for the use of all people. Take a **vacant** seat.
3. Pray for **guidance** and commit yourself to complete non-violence in word and action as you enter the bus.
4. Demonstrate the calm **dignity** of our Montgomery people in your actions.
5. In all things observe ordinary rules of **courtesy** and good behavior.
6. Remember that this is not a victory for Negroes alone, but for all Montgomery and the South. Do not **boast**! Do not brag!
7. Be quiet but friendly; proud, but not **arrogant**; joyous, but not boisterous.
8. Be loving enough to **absorb** evil and understanding enough to turn an enemy into a friend.



“Integrated Bus Suggestions”

Now for some specific suggestions:

1. The bus driver is in charge of the bus and has been instructed to obey the law. **Assume** that he will cooperate in helping you occupy any vacant seat.
2. Do not **deliberately** sit by a white person, unless there is no other seat.
3. In sitting down by a person, white or colored, say, “May I” or “Pardon me” as you sit. This is a common **courtesy**.
4. If cursed, do not curse back. If pushed, do not push back. If struck, do not strike back, but evidence love and **goodwill** at all times.
5. In case of an **incident**, talk as little as possible, and always in a quiet tone. Do not get up from your seat! Report all serious incidents to the bus driver.
6. For the first few days try to get on the bus with a friend in whose nonviolence you have **confidence**. You can uphold one another by glance or prayer.
7. If another person is being molested, do not arise to go to his defense, but pray for the **oppressor** and use moral and spiritual forces to carry on the struggle for justice.
8. According to your own ability and personality, do not be afraid to experiment with new and creative techniques for achieving **reconciliation** and social change.
9. If you feel you cannot take it, walk for another week or two. We have **confidence** in our people.

GOD BLESS YOU ALL.

THE MONTGOMERY IMPROVEMENT ASSOCIATION

The Rev. M. L. King, Jr., President

The Rev. W. J. Powell, Secretary

Alabama Department of Archives and History, Montgomery, Alabama

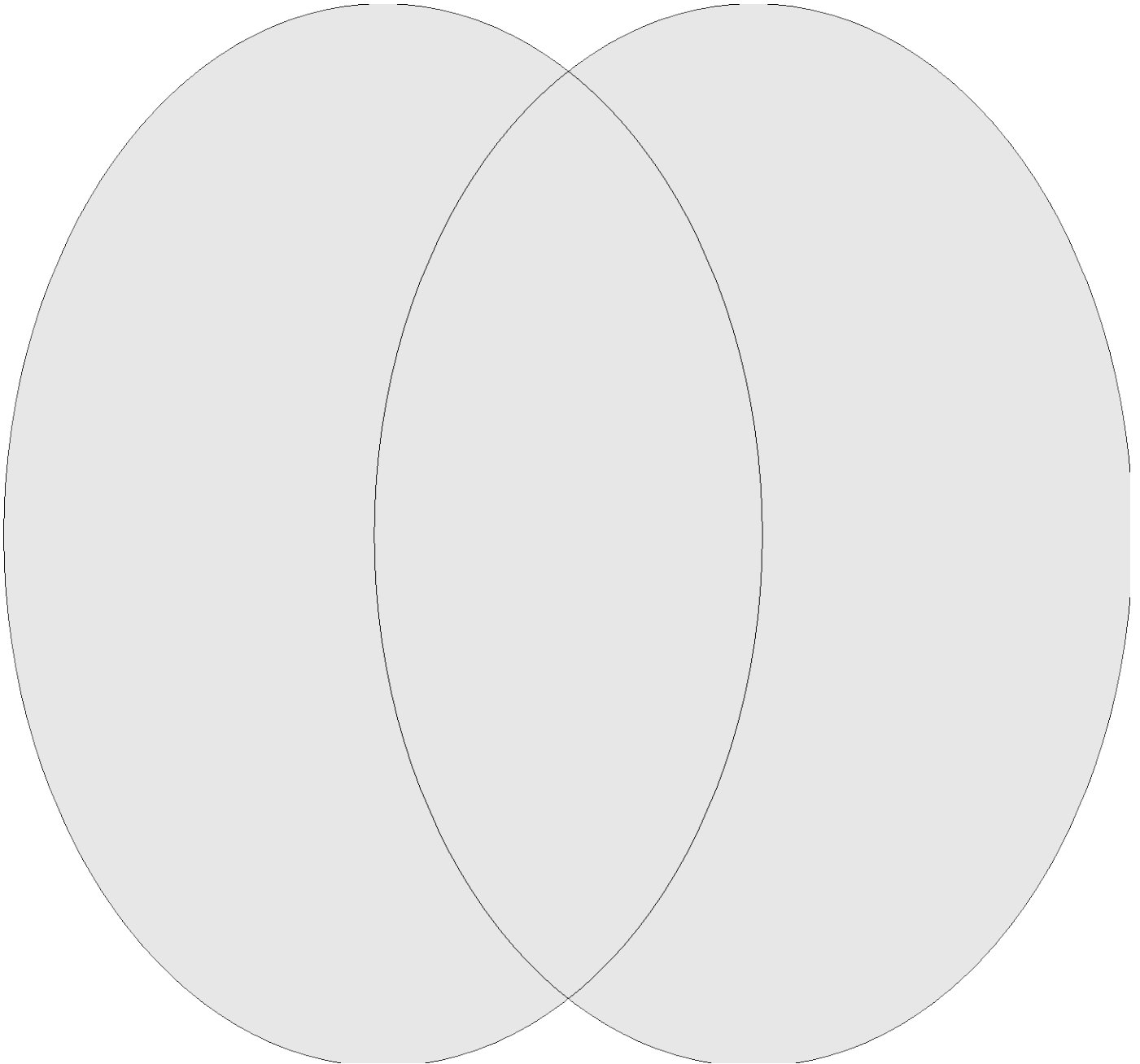


Bus Desegregation Venn Diagram

**Jackie Robinson's
Bus Incident**

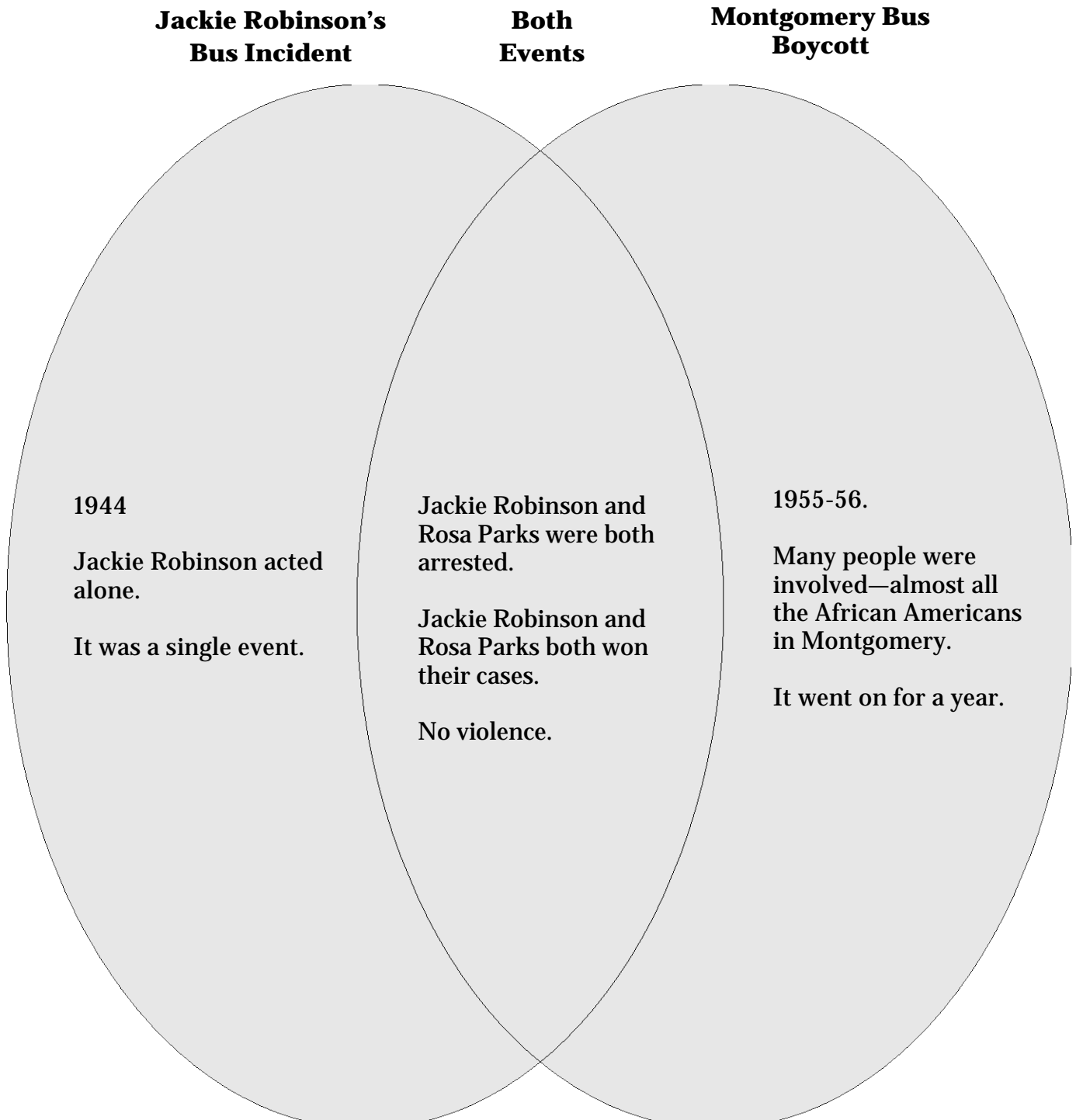
Both Events

Montgomery Bus Boycott





Bus Desegregation Venn Diagram
(Sample for Teacher Reference)





EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 2: Lesson 7

Inferring Author's Opinions and Writing Opinion Statements: Journalists' Opinions about Segregation Post–World War II (*Promises to Keep*, Pages 22–25)



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Inferring Author's Opinions and Writing Opinion Statements:
Journalists' Opinions about Segregation Post–World War II
(*Promises to Keep*, Pages 22–25)

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

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

I can summarize an informational text. (RI.5.2)

I can determine the meaning of academic and content words or phrases in an informational text. (RI.5.4)

I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8)

I can introduce the topic of my opinion piece. (W.5.1a)

Supporting Learning Targets

- I can summarize the information in *Promises to Keep* about segregation in professional baseball after World War II.
- I can infer journalists' opinions about segregation in professional baseball after World War II.
- I can write a sentence that states an opinion about segregation in professional baseball after World War II.

Ongoing Assessment

- Vocabulary cards (from homework)
- Journals (author's opinion, topic sentence)



Inferring Author's Opinions and Writing Opinion Statements:
Journalists' Opinions about Segregation Post–World War II
(*Promises to Keep*, Pages 22–25)

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: Getting the Gist about Segregation in the United States after World War II (10 minutes)Second Read: Inferring Journalists' Opinions (15 minutes)Writing an Opinion Statement: Segregation in Baseball (20 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief and Reviewing Learning Targets (5 minutes)Homework<ol style="list-style-type: none">Read the timelines on pages 8 and 9 and page 25 of <i>Promises to Keep</i>. Answer homework questions on index cards.	<ul style="list-style-type: none">This lesson follows a similar pattern to Lesson 4. Students once again practice the skill of paraphrasing and recording the opinion they identify from a new page of the text in <i>Promises to Keep</i>. However, in this lesson students also write a topic sentence to state an opinion about segregation in professional baseball post–World War II. Students will continue to practice and refine their ability to write sentences for the introduction in Lesson 13 as a scaffold toward the writing they will complete for the end of unit assessment.In advance: Add “Historical Newspapers/Magazines” to the Features of Informational Text anchor chart (used in Opening Part B).Add to the Jackie Robinson and Life in America anchor chart. In the left-hand column of the chart, write: “After Jackie Robinson Returns from WWII.” In the center column of the anchor chart, write: “1940s–1950s.”Prepare Journalists' Question strips (see materials note below).Post: Learning targets.



Inferring Author's Opinions and Writing Opinion Statements:
Journalists' Opinions about Segregation Post–World War II
(*Promises to Keep*, Pages 22–25)

Lesson Vocabulary	Materials
opinions, segregation, explain (M1, M2A), reasons, evidence, topic, states, criteria; considered, pastime, post–World War II, rebuild, enormous, talent pool, business, accused, democracy, denied (all from page 25)	<ul style="list-style-type: none">• Features of Informational Text anchor chart (from Module 2A, Unit 1, Lessons 1 and 2)• Document camera or projector• Historical images from newspaper/magazine articles about baseball in America (1940s–1950s) (one of each, to display)• <i>Promises to Keep</i> (book; one per student)• Students' journals• Lesson 7 task card (one per group)• Journalists' Questions strips (one strip per group)• Vocabulary Strategies anchor chart (from Unit 1, Lesson 1)• Opinion Exemplars page (one for display)• Jackie Robinson and Life in America anchor chart (begun in Lesson 2)• Index cards (three per student)



Inferring Author's Opinions and Writing Opinion Statements:
Journalists' Opinions about Segregation Post–World War II
(*Promises to Keep*, Pages 22–25)

Opening	Meeting Students' Needs
<p>A. Homework Review (5 minutes)</p> <ul style="list-style-type: none"> • Tell students they will participate in a Vocabulary in Action activity in which they will show an action that demonstrates the meaning of one of the vocabulary words they defined for homework. • Ask students to pair up and take 2 minutes to complete the following: <ol style="list-style-type: none"> 1. Choose one vocabulary word from your vocabulary cards from homework that you can “act out” (without using words). 2. One partner takes 20 seconds to act the word out for his or her partner to guess (if your partner cannot figure out the word within that time, show him or her your vocabulary card and definition). 3. The second partner follows the above two steps. 4. As time permits, repeat with a second vocabulary card for each student. • Ask students to place the two vocabulary cards in their vocabulary folders or wherever they are storing vocabulary cards. 	<ul style="list-style-type: none"> • Consider predetermining the vocabulary words that students who struggle with language will act out, and “rehearse” with them before beginning the activity with the whole class. Some words (e.g., <i>boycott</i>, <i>nonviolent</i>) will be easier to act out than others.
<p>B. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none"> • Direct students' attention to the Features of Informational Text anchor chart, and point out the addition of historical newspapers/magazines to the chart. Tell students they will examine images of a sports newspaper and magazine from the 1940s–1950s in order to identify the features of articles published during that time. • Next, use a document camera or projector to display the historical images from newspaper/magazine articles about baseball in America (1940s–1950s), one page at a time. Pause after displaying each page and ask students to turn and talk with a partner about what features they notice from these newspaper and magazine covers or articles. 	<ul style="list-style-type: none"> • Students may need an explanation and discussion of the word <i>journalists</i> (reporters, people who tell others the news). • Some students may never have seen a newspaper. Consider bringing one in for them to see and compare it to news on the internet, which they may have familiarity with.



Inferring Author's Opinions and Writing Opinion Statements:
Journalists' Opinions about Segregation Post–World War II
(*Promises to Keep*, Pages 22–25)

Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Cold call several students to share out whole group. Listen for:<ul style="list-style-type: none">– “Name of the newspaper or magazine.”– “Dates [month, day, and year or decade].”– “Picture of who is being written about or interviewed.”– “Names of players.”– “Quotes.”– “Captions.”• Add students' ideas to the anchor chart.• Tell students that today they will closely read a passage from <i>Promises to Keep</i> to understand how some sports journalists brought attention to and tried to end segregation in American baseball after World War II.	



Inferring Author's Opinions and Writing Opinion Statements:
Journalists' Opinions about Segregation Post–World War II
(*Promises to Keep*, Pages 22–25)

Work Time	Meeting Students' Needs
<p>A. First Read: Getting the Gist about Segregation in the United States after World War II (10 minutes)</p> <ul style="list-style-type: none"> Ask students to take out <i>Promises to Keep</i> and place them in their regular groups of four. Students will remain in groups until Closing and Assessment. Read the first learning target with the students: <ul style="list-style-type: none"> * “I can summarize the information in <i>Promises to Keep</i> about segregation in professional baseball after World War II.” Ask students to open their books to page 22. Ask them to follow along silently as you read pages 22–25 aloud (just read the main text, not the timeline that is a sidebar on page 25). Prompt students 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 passage?” * “What was Major League Baseball like for African American ballplayers after World War II? What is your evidence?” Direct students to turn to a new page in their students' journals to record the gist of this passage. Cold call a few students to share what they have written. Listen for ideas such as: <ul style="list-style-type: none"> – “African American ballplayers were not allowed to play on Major League Baseball teams.” – “African American ballplayers had to play in the Negro Leagues.” – “There was a great deal of discrimination against African American ballplayers.” 	<ul style="list-style-type: none"> Strategically group stronger readers and writers with students who struggle with reading grade-level text. Students who struggle with large amounts of text may need to focus on one paragraph or page at a time. Consider chunking the text into smaller segments and providing them one at a time. Some students may need pages 22–25 reread before determining the gist.



Inferring Author's Opinions and Writing Opinion Statements:
Journalists' Opinions about Segregation Post–World War II
(*Promises to Keep*, Pages 22–25)

Work Time (continued)	Meeting Students' Needs
<p>B. Second Read: Inferring Journalists' Opinions (15 minutes)</p> <ul style="list-style-type: none"> Review the learning targets: <ul style="list-style-type: none"> * “I can infer journalists’ opinions about segregation in professional baseball after World War II.” Remind students that they worked in Unit 1 to infer author’s opinions when they read about the importance of sports in American culture, in addition to Lesson 4 of this unit. Cold call several students to share out the meaning of the word <i>opinion</i> (point of view; WHAT the author believes). Focus the class’s attention on the first paragraph on page 24. Reread this entire paragraph aloud, as students follow along silently. Ask students to think about and then discuss: <ul style="list-style-type: none"> * How did these sportswriters feel about segregation in professional sports? Invite several students to share their thinking whole group. Listen for: <ul style="list-style-type: none"> – “They thought segregation was wrong, an injustice.” – “They wanted to end discrimination.” Next, focus students’ attention on the series of questions that begins with the first full sentence on page 25. (Start: “They asked: Could ...” and end with “... color of their skin?”) Tell students that these were some of the questions that journalists in the 1940s and 1950s asked themselves about the segregation of professional baseball in America. Read the first question aloud as students follow along: <ul style="list-style-type: none"> * “Could baseball truly be considered America’s pastime when black ballplayers and white ballplayers couldn’t play on the same field?” Remind students that <i>pastime</i> is another way of saying <i>game</i>. 	<ul style="list-style-type: none"> Although this is not a Social Studies lesson, students unfamiliar with World War II may require a brief explanation and discussion to help them better understand the time period in which these articles were written. Provide a word bank of “feeling” words (e.g., angry, bad, sad) to choose from for students who find it difficult to produce language, as well as a sentence stem, such as: “I think sportswriters felt _____ [feeling word] about segregation in professional sports because _____.” Intentionally give the first question to groups with the most struggling readers, as it was already discussed whole group.



Inferring Author's Opinions and Writing Opinion Statements:
Journalists' Opinions about Segregation Post–World War II
(*Promises to Keep*, Pages 22–25)

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Say: “Given that we know these sportswriters felt segregation in professional sports was wrong, think about how we could use this question to help us think about the journalist’s <i>opinion</i> about baseball. Remember, an author’s opinion is WHAT he or she believes and can support with reasons and evidence.”• Give students 1 minute to talk in their groups about how they might use this question to help them think about the journalists’ opinions about baseball.• Cold call each group to share their thinking. Listen for ideas such as:<ul style="list-style-type: none">* “Baseball was not America’s game if black ballplayers and white ballplayers could not even play on the same field.”• Probe students’ thinking by asking:<ul style="list-style-type: none">* “Is this an opinion? Could someone disagree with or argue against the statement? Does this tell us WHAT the author believes?”• Tell students that each group will work together to form an opinion based on one of the other three questions on page 25.• Distribute one Lesson 7 task card and one of the Journalists’ Questions strips to each group. Ask groups to read the directions on their card. Clarify any instructions as needed.• Allow groups 7–9 minutes to complete their task cards.• Circulate to support as needed. As students work, focus their attention on and clarify key vocabulary from the text (see “Lesson Vocabulary”). Encourage students to refer to the Vocabulary Strategies anchor chart for support with determining the meaning of unfamiliar or difficult words in the text.• After groups complete their task cards, cold call groups to share out the opinion and how the key vocabulary helped them to determine that.	



Work Time (continued)	Meeting Students' Needs
<p>C. Writing an Opinion Statement: Segregation in Baseball (20 minutes)</p> <ul style="list-style-type: none"> • Introduce the learning target: <ul style="list-style-type: none"> * “I can write a sentence that states an opinion about segregation in professional baseball after World War II.” • Invite several students to share out what they know about the meaning of the word <i>introduction</i>. Listen for: <ul style="list-style-type: none"> – “It has the word introduce in it, and this is when readers would learn about something for the first time.” – “It is the first paragraph in a piece of writing.” – “It tells what the writing will be about.” • Tell students that, based on what they have read so far, they are now going to write a sentence that shares an opinion about segregation in professional baseball. They can imagine that this sentence would be part of the introduction of an article one of the journalists might have written. • Say: “Before we begin to write an opinion statement, we will review and critique some examples. This will help us determine the criteria for a strong opinion statement.” • Invite a few students to share out what they know about the meaning of the word <i>criteria</i>. Listen for: “Standards used for making judgments about the quality of something.” • Display the Opinion Exemplars page. Ask for a volunteer to read each sentence aloud, or do so yourself. • Ask students to take 2 minutes to discuss in their groups: <ul style="list-style-type: none"> * “What are the words in each sentence that let you know it is an opinion?” * “What patterns do you notice in these sentences?” • Cold call each group to share. Listen for comments such as: <ul style="list-style-type: none"> – “Each sentence had a ‘topic’ such as baseball, Harlem Renaissance, Jackie Robinson, or journalists.” – “Each sentence had ‘judgment’ words like ‘most,’ ‘worst,’ ‘amazing,’ ‘greatest,’ or ‘better.’” 	<ul style="list-style-type: none"> • Consider creating an anchor chart of “judgment” words for students to refer to as they write their own opinion sentences. • Post the directions for students to refer to as they work to write their sentences.



Inferring Author's Opinions and Writing Opinion Statements:
Journalists' Opinions about Segregation Post–World War II
(*Promises to Keep*, Pages 22–25)

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Tell students that a good opinion statement will include the following:<ul style="list-style-type: none">– The topic: the person, place, or thing that will be written about.• A “judgment” about the topic, such as “it is the best/worst/most/amazing.”• Say: “Now you will write an opinion statement about segregation in professional baseball after World War II. As you prepare to write your sentence, think about what you read today and the opinions that journalists of the time had about this topic.”• Ask students to take 2 to 3 minutes in their groups to complete the following:<ol style="list-style-type: none">1. Think about and then discuss:<ul style="list-style-type: none">* “Based on what you have read so far, what is your opinion about segregation in baseball after World War II?”2. Make sure to include a “judgment” word or phrase in your sentence (best, worst, terrible, etc.).3. On your own, on the next blank page in your journal, write an opinion statement about segregation in <input type="checkbox"/> professional baseball after WWII.• As time permits, cold call several students to share their sentences whole group. Point out and compliment when sentences are on topic, and when sentences use judgment words. Emphasize to students that judgment words are key components of opinions.• Collect students' journals to informally assess.	



Inferring Author's Opinions and Writing Opinion Statements:
Journalists' Opinions about Segregation Post–World War II
(*Promises to Keep*, Pages 22–25)

Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Bring students together whole group. Focus their attention back to the Jackie Robinson and Life in America anchor chart.• Say: “As we read today, we learned many more details about what life was like in America for African Americans after World War II, in the 1940s–1950s.”• Ask students to take 1 minute to turn and talk with a partner about details they could add to the far right-hand column of the anchor chart, “What Was Happening in America?” for the 1940s–1950s.• Cold call several students to share. Listen for ideas such as: “Baseball was segregated,” “Jim Crow Laws were still used,” “There was discrimination against African American athletes,” “Journalists began to push for desegregation of professional sports,” and similar examples. Add students’ ideas to the anchor chart.• Read the first learning target aloud:<ul style="list-style-type: none">* “I can summarize the information in <i>Promises to Keep</i> about segregation in professional baseball after World War II.”• Ask students to indicate their progress toward the learning targets by showing a thumbs-up or thumbs-down.• Repeat with the other three targets. Note students who show thumbs-down, as they may need more support summarizing information, identifying opinion, reasons, and evidence that an author uses to support an opinion, or writing an opinion statement.• Distribute three index cards to students for homework.	<ul style="list-style-type: none">• Consider writing details about what was happening in America during the 1940s–1950s on index cards or strips of paper prior to debrief and giving them to students who struggle with language to read to their partner and share with the whole class.



Inferring Author's Opinions and Writing Opinion Statements:
Journalists' Opinions about Segregation Post–World War II
(*Promises to Keep*, Pages 22–25)

Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read the timelines on pages 8 and 9 and page 25 of <i>Promises to Keep</i>.• On one of the index cards write one similarity and one difference between the two timelines. Justify your answer with one reason. Support your answer with at least two pieces of evidence from the text (pages 22–25).• Choose two vocabulary words we worked with today: <i>topic, criteria, opinion, considered, pastime, post–World War II, rebuild, enormous, talent pool, business, accused, democracy, denied</i>.• Record each word on a note card. On the back of each note card, draw a picture to show what the word means AND write a definition for the word. Bring your three note cards as an admit ticket to the next class. □ <p><i>Note: Prepare timeline materials for Lesson 8.</i> <i>Review students' journals to determine their current level of mastery about opinion, reasons, evidence, and writing opinion statements. (Students will continue learning to write opinions throughout this module.)</i></p>	<ul style="list-style-type: none">• Provide an audio recording of <i>Promises to Keep</i> for students who struggle with reading on grade-level text.• Consider prewriting vocabulary words on index cards for students who struggle with writing.• Students who struggle with language may need to dictate the similarities and differences and the definitions of their vocabulary words to someone at home.



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 2: Lesson 7

Supporting Materials



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Historical Images from Newspaper/Magazine Articles about Baseball in America (1940s–1950s)

FINAL **DAILY NEWS** **BROOKLYN QUEENS LONG ISLAND**
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 72 New York 17, Wednesday, April 16, 1947 2 Cents IN CITY 10 CENTS OUT OF CITY 15 CENTS

DODGERS TOP BRAVES, 5-3; YANKS AND GIANTS LOSE

Stories Pages 66, 67



Sliding into second, Valo of the A's beats Keller's toss to get himself a double in 8th inning at the Yankee Stadium.


Dragging One. Jackie Robinson lays down a sacrifice and starts to scoot. First baseman threw ball wild to the bag, sending Robbie to second and Stanky to third in 7th inning.



Brook at High Tide. Eddie Stanky climbs the Flatbush one in a desperate attempt to haul down Edwards' high peg as McCormick helps himself to second base following passed ball in the first inning at Ebbets Field opener. Reese gets the ball away [→] for fast double play after erasing Torgerson at second in 2d inning. Brooks topped Braves, 5-3, thanks to some high class ballplaying by Pete Reiser. —Story page 67.

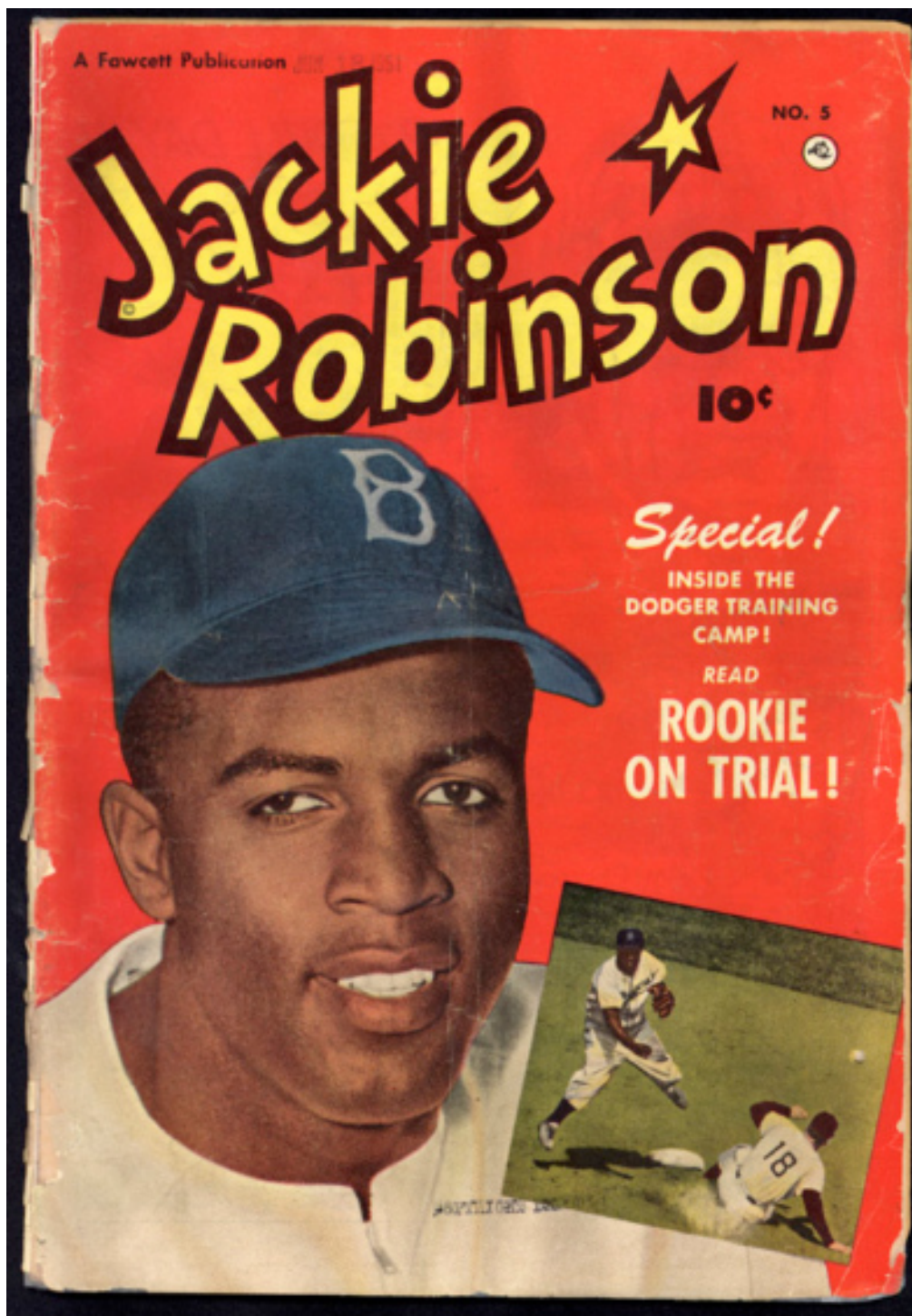


Futile. Keller slides into second too late to break up a twin kill as Athletics' Joost pegs ball (arrow) to first in 4th. Yanks lost opener, 6-1. —Story page 67.





Historical Images from Newspaper/Magazine Articles about
Baseball in America (1940s–1950s)



Lesson 7 Task Card

<p>Work with your group members to complete the following:</p>	<p>OPINION</p>	<p>Read your “Question Strip” and think about what it means.</p>
		<p>Focus on the key vocabulary in bold. Use a strategy from the Vocabulary Strategies anchor chart to help determine the meaning of these words. Discuss with your groups members:</p>
		<ul style="list-style-type: none"> • What do these words mean?
		<ul style="list-style-type: none"> • How do these words help you think about what this question is about?
		<ul style="list-style-type: none"> • Think about and discuss: Based on this question journalists were asking, what can you infer about journalists’ opinions?
		<ul style="list-style-type: none"> • On a new page in your journal, independently write an opinion sentence based on the journalists’ question.

Journalists' Questions Strips

Directions: Cut and distribute one strip to each group.

Could baseball truly be **considered** America's **pastime** when black ballplayers and white ballplayers couldn't play on the same field?

Could **post–World War II** teams afford to **rebuild** and be successful without including the **enormous** talent **pool** that existed within the Negro Leagues?

Could the **business** of baseball grow when it was being **accused** of racism?

Could the United States really consider itself a **democracy** if a portion of its population was **denied** basic human rights and opportunities simply because of the color of their skin?



Opinion Exemplars Page

1. Baseball is the most entertaining of all professional sports.
2. The Jim Crow era was the worst period in American history.
3. Jackie Robinson was an amazing baseball player.
4. The Harlem Renaissance produced the greatest African American artists of the 20th century.
5. Journalists have better opportunities to influence social change than most people.



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 2: Lesson 8

Explaining the Relationships between Events in a Historical Text: Contextualizing the History of Baseball (pages 8–9, 25)



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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 determine the main idea(s) of an informational text based on key details. (RI.5.2)

I can summarize an informational text. (RI.5.2)

I can explain important relationships between people, events, and ideas in a historical, scientific, or technical text using specific details in the text. (RI.5.3)

Supporting Learning Targets

- I can paraphrase key details from a text about the history of baseball and African American history.
- I can merge two timelines to create a chronology that connects baseball and African American history.
- I can summarize information in order to connect key events in the history of baseball and African American history.

Ongoing Assessment

- Vocabulary cards
- Similarity and Difference index card
- Merged timelines
- Journal (summary statement)



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">Paraphrasing Key Details in Two Timelines: Events in African American History and Events in Baseball in America (25 minutes)Exploring Relationships between Events: Forming One Timeline (10 minutes)Writing a Summary Statement: Connections between African American History and Baseball in America □ (10 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief and Review Learning Targets (5 minutes)Homework<ol style="list-style-type: none">Read pages 26–29 of <i>Promises to Keep</i>. Answer homework questions on index cards	<ul style="list-style-type: none">In this lesson, students revisit the historical and political content about key events in African American history from the timeline on pages 8 and 9 (which they first examined in Lesson 2). They will connect this timeline to one about key events in baseball history on page 25. This lets students keep practicing with RI.5.3 (following the sequence of events and analyzing relationships/connections).During the Opening, students sort vocabulary words into two categories: academic and domain-specific. This is a review of work they did with vocabulary from Module 2A. Review Lesson 2, Unit 1 from Module 2A to remind yourself of how this was introduced to students.In advance: Prepare timeline cards (see supporting materials). Each group of four will need a complete set of cards for BOTH timelines. Ideally, print the two sets of timeline cards on two different colors of paper. Cut each set into separate cards (one card per event).Review: Fist-to-Five in Checking for Understanding Techniques (see Appendix).



Lesson Vocabulary	Materials
<p>academic, domain-specific (M2A), timeline, summarize, paraphrase (M1 and 2A), merge, chronology/chronological, link (v.)</p> <p>Pages 8–9: kidnapped, mention, ban, importation, rages, guarantees (M1), under the law (M1), grants</p> <p>Page 25: myths, reached, adapted, recorded, openly salaried, formed, rival, existence, alongside, further</p>	<ul style="list-style-type: none">• <i>Promises to Keep</i> (book; one per student)• Students' journals• Features of Informational Text anchor chart (from Module 2A, Unit 1, Lessons 1 and 2)• Timeline of Events in African American History cards (one complete set per group)• Timeline of Events in Baseball in American History cards (one complete set per group)• Jackie Robinson and Life in America anchor chart (all lessons, for display)• Index cards (four per student)



Opening	Meeting Students' Needs
<p>A. Homework Review (5 minutes)</p> <ul style="list-style-type: none">• Ask students to get into their groups of four and to take out the vocabulary cards they completed for homework.• Remind students of Module 2 when they studied Meg Lowman and the rainforest. They sorted vocabulary into two categories: academic and domain-specific (science) words. Ask a few students to remind the class what academic words are (words that help them understand concepts and can be used across all subjects) and what domain-specific words are (words about the specific topic or content: in Module 2, those words were about science).• Tell students they will do something similar today. Now, the domain-specific words will be about history and baseball.• Give the class 2 to 3 minutes to work with the completed homework cards for all group members to sort the cards into two categories: academic words and domain-specific words.• Cold call a few groups to share out how they categorized some of their words and why. Be sure to have students give the definition of the words they choose to share. Listen for:<ul style="list-style-type: none">– “We see these words in text in all subjects.”– “These words are specifically about history or social studies.”	<ul style="list-style-type: none">• Consider narrowing the number of vocabulary words for students in some groups in order to focus on just a few key words at a time.



Opening (continued)	Meeting Students' Needs
<p>B. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none"> • Be sure students have their text <i>Promises to Keep</i>, their students' journals, and the Similarity and Difference index card that they did for homework. • Ask the class to turn to page 8. Students should recognize this page; they worked with it during Lesson 2. Refer students to the Features of Informational Text anchor chart and ask: <ul style="list-style-type: none"> * “What do we know about how <i>timelines</i> help readers in informational text?” • Listen for: “They help the reader sequence, or put things in order of how they happened.” • Remind students that this is a timeline, even though there isn’t any actual line connecting these boxes, the boxes of text are placed in chronological order. • Invite a few students to share out what they remember about that timeline. Listen for: “People are taken/kidnapped from Africa and brought to the United States,” “There were a lot of slaves in the United States in the 1700s and 1800s,” “In 1863, President Lincoln freed slaves,” or “The 13th Amendment made slavery illegal in the United States.” • Direct students to turn to page 25 of <i>Promises to Keep</i>. Focus them on the timeline. (In a previous lesson, they focused more on the text in white.) Remind students that for homework they examined this timeline, and the one on pages 8 and 9, and wrote one similarity and one difference they noticed. Ask students, in their groups, to go round robin and simply read (not discuss) what each of them wrote on his/her index card. • Then give groups a moment to discuss noticeable patterns in what they all wrote on their cards. Cold call a few students to share patterns or connections with the whole class. • Collect students' Similarity and Difference index card. 	<ul style="list-style-type: none"> • A sentence stem or starter (e.g., “I noticed _____ was the same in both timelines. One thing I noticed that was different in each timeline was _____.”) could benefit students who struggle with written language.



Work Time	Meeting Students' Needs
<p>A. Paraphrasing Key Details in Two Timelines: Events in African American History and Events in Baseball in America (25 minutes)</p> <ul style="list-style-type: none">• Within each group of four, ask students to partner up (to form two pairs).• Read aloud the learning target:<ul style="list-style-type: none">* “I can paraphrase key details from a text about the history of baseball and African American history.”• Ask students to turn to a partner and remind them what the word <i>paraphrase</i> means, and the work they have done with that in the past. Cold call a student to share out. Listen for ideas such as:<ul style="list-style-type: none">* “Paraphrasing is when you put text into your own words.”* “We paraphrased the events in the timeline on pages 8 and 9 and added it to a note-catcher in our journals.”• Within each group of four, assign each pair one set of timeline cards: either the Timeline of Events in African American History cards (pages 8 and 9) or the Timeline of Events in Baseball in American History cards (page 25). Distribute a complete set of timeline cards to pairs for their assigned timeline.• Give directions:<ol style="list-style-type: none">1. With your partner, read the event listed on the card. Think about what that event is about.2. For that event, focus on key vocabulary words and phrases in bold type. Use strategies from the Vocabulary Strategies anchor chart to determine the meaning of the words in bold. How do these words help you know what the event is about?3. With your partner, talk about how you could paraphrase the text.4. With your partner, write the paraphrase on the card.5. Decide which person in your pair will come up to share with the class.• Clarify directions as needed. Then give students 10 minutes to complete the above steps for as many of the events as they can.• Circulate among the groups, providing support and clarification as needed.	<ul style="list-style-type: none">• Intentionally partner struggling and stronger readers together to paraphrase events from the timelines.• Intentionally assign the timeline from pages 8 and 9 of the text to struggling readers, as it has been read and discussed in a previous lesson.• List directions for paraphrasing the events from the timelines for students to reference while the work.• Some students may need additional time to complete all paraphrases. Consider allowing struggling readers and writers to paraphrase just two or three events instead of all eight.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Refocus students whole group. Ask the spokespeople for the Timeline of Events in African American History to raise their hands. Assign each spokesperson one event. (If class size is large, there may be duplicates.) Have the spokespeople bring the index cards for their events with them to the front of the class. • Once they are up front, ask the students to line themselves up in <i>chronological</i> order. Invite each student to read the date, the event, and their paraphrase to the class. Listen for accuracy and clarify understanding if necessary. Thank the spokespeople and ask them to return to their groups with their cards. • Repeat the process for the Timeline of Events in Baseball in American History. • Ask students to return to their groups with their cards. 	
<p>B. Exploring Relationships between Events: Forming One Timeline (10 minutes)</p> <ul style="list-style-type: none"> • Read aloud the learning target: <ul style="list-style-type: none"> * “I can merge two timelines to create a chronology that links baseball and African American history.” • Ask students to discuss in their groups the meaning of the word <i>merge</i>. Invite a group to share their thinking. Listen for: “putting together, joining.” • Ask the class to focus on the word <i>chronology</i>. Invite students to share out what they know about that word. As class members share out, listen for comments such as: “It has some of the same parts as the word <i>chronological</i>, which means in order.” Explain to students that the prefix <i>chrono-</i> means “related to time” and the suffix <i>-ology</i> means “the study of.” • Ask students to discuss with a partner what they think putting these two word parts together means. Invite a few to share out and listen for: “The study of time, studying things about time, etc.” • Instruct group members to merge their cards, or put together the two timelines (Events in the History of both African Americans and Baseball in America), so they can see how events in both timelines connect to one another. Ask students to share out what they need to pay attention to when creating a timeline. Be sure they mention: “Events should be in order according to the date when they happened.” 	<ul style="list-style-type: none"> • Add the prefix <i>chrono-</i> and suffix <i>-ology</i> to an anchor chart of prefixes and suffixes with definitions and examples. Leave posted throughout the module for students to reference.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Give students 3–4 minutes to arrange the cards in one timeline between them, either across tables and desks, or on the floor. Circulate to clarify or support as needed. • Ask students to discuss with their group members anything they notice about the events now that they are in one timeline. Invite a few students from different groups to share out. Listen for ideas such as: “Professional baseball did not start until after the Civil War. The first African American professional baseball player did not start until 14 years after the 15th Amendment was passed.” 	
<p>C. Writing a Summary Statement: Connections Between African American History and Baseball in America (10 minutes)</p> <ul style="list-style-type: none"> • Introduce the third learning target: <ul style="list-style-type: none"> * “I can summarize information in order to connect key events in the history of baseball and African American history.” • Ask several students to share what they recall from previous modules about the meaning of <i>summarize</i> (to write a short statement about the main ideas of a text). • Ask students to take 5 or 6 minutes in their groups to complete the following: <ol style="list-style-type: none"> 1. Review and discuss the merged timeline. 2. Think about and discuss: How can I summarize the information about the events in the timeline AND write a summary statement of the text? 3. On your own, on a new page in your journal, write a one- or two-sentence summary. • Invite several students to share their summary whole group. 	<ul style="list-style-type: none"> • Consider allowing students who struggle with writing to dictate their summary statement 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">• Focus students on the Jackie Robinson and Life in America anchor chart. Ask students to discuss with their groups any new information that should be added, or previous information that should be clarified from what they discussed today.• Ask a few students from different groups to share out their ideas. Add to or revise information on the anchor chart.• Read each of the learning targets aloud, pausing after each one to allow for students to show a Fist to Five according to how they feel they have met each target. Notice which students give themselves a two, one, or fist for any learning target and check in with them later to discuss their challenges.• Collect student journals to review as an assessment. Distribute four index cards to students for homework.	

Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read pages 26–29 of <i>Promises to Keep</i>. What is the gist of these pages? Write the gist on an index card.• Choose three of the following vocabulary words from today's lesson: <i>merge, chronology, link, kidnapped, mention, ban, importation, rages, guarantees, under the law, grants, myths, reached, adapted, recorded, openly salaried, formed, rival, existence, alongside, further</i>• Record each word on an index card. On the back of each index card, draw a picture to show what the word means AND write its definition. Bring your four index cards as an admit ticket to the next class. <p><i>Note: Review the homework cards collected in Opening A to determine students' ability to form an opinion (respond to a question) and support their response with one reason and two pieces of evidence from the text (pages 22–25). Review students' journals to determine their ability to summarize information from text.</i></p>	<ul style="list-style-type: none">• Provide an audio recording of <i>Promises to Keep</i> for students who struggle with reading grade-level text.• Consider prewriting vocabulary words on index cards for students who struggle with writing.• Students who struggle with language may need to dictate the gist and the definitions of their vocabulary words to someone at home.



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 2: Lesson 8

Supporting Materials



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Timeline of Events in African American History Cards

“1619

People **kidnapped** from Africa are **brought** to the Virginia colony.” (page 8)

Paraphrase:

“1776

There are approximately **2 million** slaves in the American colonies. After the American Revolution (1775–1783, approximately **55,000 free black** people live in what is now the United States.” (page 8)

Paraphrase:



Timeline of Events in African American History Cards

“1787

The U.S. Constitution does not **mention** slavery, but it does **ban** the **importation** of slaves as of 1808.” (page 8)

Paraphrase:

“1861–65

The Civil War **rages** between the Union (the North) and the Confederacy (the South).” (page 8)

Paraphrase:



Timeline of Events in African American History Cards

“1863

President Abraham Lincoln signs the Emancipation Proclamation, which **frees slaves** in the **Confederate states.**” (page 8)

Paraphrase:

“1865

The Thirteenth Amendment to the Constitution makes slavery **illegal** in the United States.” (page 8)

Paraphrase:



Timeline of Events in African American History Cards

“1868

The Fourteenth Amendment **guarantees** all people born in the United States, including African Americans, **citizenship** and **equal** protection **under the law**. Native Americans are not included.” (page 8)

Paraphrase:

“1870

The Fifteenth Amendment **grants** all adult male citizens the right to vote.” (page 8)

Paraphrase:



Timeline of Events in Baseball in American History Cards

“1845

There are several **myths** about how and when professional baseball **reached** the continental United States. However, it is now commonly agreed that in 1845 the Knickerbocker Base Ball Club of New York **adapted** the European games of the past into the game we know today as baseball.” (page 25)

Paraphrase:

“1846

The first **recorded** game is played on June 19 at Elysian Fields in Hoboken, New Jersey, where the New York Knickerbockers lost to the New York Baseball Club.” (page 25)

Paraphrase:



Timeline of Events in Baseball in American History Cards

“1869

The Cincinnati Red Stockings became the first **openly salaried** team and are considered the first professional team.” (page 25)

Paraphrase:

“1876

The first major league, the National League, is **formed** in New York City.” (page 25)

Paraphrase:

“1882

There are two **rival** major baseball leagues in **existence**: the National League and the American Association. **Neither** league have any black players.” (page 25)

Paraphrase:



Timeline of Events in Baseball in American History Cards

“1884

Moses Fleetwood Walker from Ohio becomes the first black major leaguer when his team, the Toledo Blue Stockings, of the Northwestern League, joins the American Association.” (page 25)

Paraphrase:

“1887

White players complain that they don’t want to play **alongside** black players. Baseball owners vote **not to offer** any **further** major league contracts to black players.” (page 25)

Paraphrase:

“1920

The first national all-black league is **formed**.” (page 25)

Paraphrase:



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 2: Lesson 9

Identifying Supporting Reasons and Evidence for an Opinion: Exploring Why Jackie Robinson Was the Right Man to Break the Color Barrier (*Promises to Keep*, Pages 26–29)



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Identifying Supporting Reasons and Evidence for an Opinion:
Exploring Why Jackie Robinson Was the Right Man to Break the Color Barrier
(*Promises to Keep*, Pages 26–29)

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

Supporting Learning Targets

- I can summarize the information in *Promises to Keep* about why Jackie Robinson was chosen to break the color barrier in baseball.
- I can identify the reasons and evidence Sharon Robinson uses to support an opinion in *Promises to Keep*.
- I can explain how the reasons and evidence that I identify support Sharon Robinson's opinion.
- I can determine the meaning of new words and phrases from context in the book *Promises to Keep*.

Ongoing Assessment

- Journals
- Vocabulary cards
- Author's Opinion, Reasons, and Evidence graphic organizer
- Evidence flags



Identifying Supporting Reasons and Evidence for an Opinion:
Exploring Why Jackie Robinson Was the Right Man to Break the Color Barrier
(*Promises to Keep*, Pages 26–29)

Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Review Homework and Engaging the Reader (5 minutes)</p> <p>2. Work Time</p> <p>A. First Read: Getting the Gist about Jackie Robinson Being the Right Man to Break the Color Barrier in Baseball (10 minutes)</p> <p>B. Second Read: Identifying the Author's Opinion, Reasons, and Evidence (25 minutes)</p> <p>C. Key Vocabulary to Deepen Understanding (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief and Reviewing Learning Targets (5 minutes)</p> <p>4. Homework</p> <p>A. Continue reading in your independent reading book for this module at home.</p>	<ul style="list-style-type: none">• This lesson follows a similar pattern to that of Lessons 2, 4, and 7. Students read pages 26–29 of <i>Promises to Keep</i> and use an Author's Opinion, Reasons, and Evidence graphic organizer to record the opinion, reasons, and evidence they identify.• After students identify the author's opinion, reasons, and evidence they explain "how" the reasons support the opinion. Encourage students to explain their thinking and make clear connections between the opinion and reasons by using statements such as: "The opinion _____ is supported by the reason _____ BECAUSE the reason is an example of _____."• In advance: List vocabulary words, along with the page number from the text for each, on the board or a piece of chart paper.• Review: Milling to Music and Thumb-O-Meter in Checking for Understanding Techniques (see Appendix).• Post: Learning targets.



Identifying Supporting Reasons and Evidence for an Opinion:
Exploring Why Jackie Robinson Was the Right Man to Break the Color Barrier
(*Promises to Keep*, Pages 26–29)

Lesson Vocabulary	Materials
reasons, evidence, opinion, context (all from previous lessons in this unit) page 28: series, monologue, right injustice page 29: determination, nonviolent, Noble Experiment	<ul style="list-style-type: none">• <i>Promises to Keep</i> (book; one per student)• Document camera or projector• Features of Informational Text anchor chart (from Module 2A, Unit 1, Lessons 1 and 2)• Students' journals• Close Readers Do These Things anchor chart (from Unit 1)• Author's Opinion, Reasons, and Evidence graphic organizer (one for display)• Evidence flags (five per student)• Lesson 9 task card (one per project)• Vocabulary Strategies anchor chart (from Unit 1, Lesson 1)• Index cards (six per student)• Jackie Robinson and Life in America anchor chart (begun in Lesson 2)



Identifying Supporting Reasons and Evidence for an Opinion:
Exploring Why Jackie Robinson Was the Right Man to Break the Color Barrier
(*Promises to Keep*, Pages 26–29)

Opening	Meeting Students' Needs
<p>A. Review Homework and Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Review Milling to Music with students. Ask students to meet with at least three other students to share the gist statements about pages 26–29 of <i>Promises to Keep</i> they wrote for homework.• Ask students to keep their gist cards (for revision during Work Time) and place vocabulary cards with their other vocabulary cards from previous lessons.• Say:<ul style="list-style-type: none">* “We have read that many Americans, including journalists, started to ask questions about discrimination in Major League Baseball. Today we will read to learn about how Branch Rickey and Jackie Robinson worked together to make professional baseball an integrated sport.”	<ul style="list-style-type: none">• Intentionally partner ELL students with students who speak the same home language for the Milling to Music protocol.



Identifying Supporting Reasons and Evidence for an Opinion:
Exploring Why Jackie Robinson Was the Right Man to Break the Color Barrier
(*Promises to Keep*, Pages 26–29)

Work Time	Meeting Students' Needs
<p>A. First Read: Getting the Gist about Jackie Robinson Being the Right Man to Break the Color Barrier in Baseball (10 minutes)</p> <ul style="list-style-type: none"> Read the first learning target with the students: <ul style="list-style-type: none"> * “I can summarize the information in <i>Promises to Keep</i> about why Jackie Robinson was chosen to break the color barrier in baseball.” Direct students to open their books to pages 26–29. Use a document camera or projector to display the Features of Informational Text anchor chart. Then ask students to look closely at pages 26–29 to identify the text features they notice on these pages. Ensure that they identify the photographs and magazine and newspaper covers as well as the captions on the sides of these pages. Ask several students to share out how these text features help us as readers. Listen for: <ul style="list-style-type: none"> * “The photographs help us ‘see’ the people the text may refer to.” * “The magazine and newspaper covers’ headlines give us a clue about what was happening/important news from this time.” * “The captions share important details about the pictures.” Remind students that during a first read, they typically determine the gist. Ask students to follow along silently in their heads as they hear a first read of the text on pages 26–29 in its entirety. Prompt students 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 passage?” * “Why was Jackie Robinson chosen to break the color barrier in baseball?” Direct students to turn to a new page in their students’ journals to record the gist of this passage. Cold call a few students to share what they have written. Listen for: “Jackie Robinson had the character and ability to succeed as the first African American in Major League Baseball,” or “He was the first player to break the color barrier in baseball.” 	<ul style="list-style-type: none"> Students may benefit from having the text read to them in smaller chunks, possibly one page at a time, with a pause after each page to determine and discuss the gist. Consider having a brief discussion about academic vocabulary: <i>break</i> (be the first one) and <i>barrier</i> (something that stops something else).



Identifying Supporting Reasons and Evidence for an Opinion:
Exploring Why Jackie Robinson Was the Right Man to Break the Color Barrier
(*Promises to Keep*, Pages 26–29)

Work Time (continued)	Meeting Students' Needs
<p>B. Second Read: Identifying the Author's Opinion, Reasons, and Evidence (25 minutes)</p> <ul style="list-style-type: none"> Read the second and third learning targets aloud: <ul style="list-style-type: none"> * "I can identify the reasons and evidence Sharon Robinson uses to support an opinion in <i>Promises to Keep</i>." * "I can explain how the reasons and evidence that I identify support Sharon Robinson's opinion." Remind students they have been working on identifying an author's opinion and supporting reasons and evidence throughout the module. Cold call several students to share what they recall about the meaning of the words <i>reasons</i> (WHY the author believes an opinion or has a point of view), <i>evidence</i> (facts, specific details), <i>opinion</i> (WHAT the author believes; author's point of view), and <i>explain</i> (make clear; describe one's thinking). Refer students to the Close Readers Do These Things anchor chart and ask them what they have often done during the second read of a text. Listen for: <ul style="list-style-type: none"> – "Identify main ideas/details." – "Read to locate or determine specific ideas/information." Display the Author's Opinion, Reasons, and Evidence graphic organizer and ask students to create this graphic organizer on a new page in their journals. Tell students they will first work with their group members to determine the author's opinion: "WHAT the author believes." Focus students' attention on the last three paragraphs of page 27. Reread these paragraphs aloud (start: "Rickey studied the field ..." and end "... risk with Jackie Robinson?"). Ask students to follow along silently as you read these paragraphs aloud. Allow students 1 to 2 minutes to discuss in their groups: <ul style="list-style-type: none"> * "What OPINION does Sharon Robinson share with us about Jackie Robinson's ability to integrate baseball?" Invite several students to share their thinking whole group. Listen for: "The author says that Branch Rickey, scouts, and reporters universally agreed that Jackie Robinson was the right man to pioneer the integration of baseball." 	<ul style="list-style-type: none"> Provide nonlinguistic symbols for <i>reasons</i> (a question mark), <i>evidence</i> (a check mark), and <i>opinion</i> (an exclamation point). Some students may need to be focused to specific paragraphs in order to determine the author's opinion. Consider allowing students who struggle with difficult text to find two to three pieces of evidence instead of five.



Identifying Supporting Reasons and Evidence for an Opinion:
Exploring Why Jackie Robinson Was the Right Man to Break the Color Barrier
(*Promises to Keep*, Pages 26–29)

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students to think about and discuss what the “judgment” word is in this opinion. Cold call several students to share out. Listen for statements such as: “‘Right’ is a judgment word in this opinion sentence because it describes value, right versus wrong.”• Ask students to turn to their graphic organizers in their journals and paraphrase and record the author’s opinion (on the line below Author’s Opinion).• Distribute five evidence flags to each student. Display and distribute the Lesson 9 task card. Read each step aloud to students. Clarify any instructions as necessary. Ask students to take 10 minutes to complete the steps listed on their task cards.• Circulate to support as needed.• After 10 minutes, cold call several students to share out the reasons and evidence they identified in each chunk of text. Listen for examples such as:<ul style="list-style-type: none">– “The opinion that Jackie Robinson was the right man to integrate baseball is supported by the reason Jackie Robinson had the ability, self-control, and courage to succeed.”– “Evidence to support this includes he had successfully played on integrated teams, he was a serious guy, confident, determined, agreed to a nonviolence approach.”• Probe, asking several students to explain:<ul style="list-style-type: none">* “How did the reason and evidence you identified help support Sharon Robinson’s opinion that Jackie Robinson was the right man to pioneer the integration of Major League Baseball?”• Listen for students to make connections between the opinion and the reasons and evidence they identified:<ul style="list-style-type: none">– “The opinion that Jackie Robinson was the right man to pioneer integration in baseball is supported by the reason that he had the athletic ability, self-control, and courage—this tells us WHY he was the right man to pioneer integration in Major League Baseball. The evidence gives specific examples of the character qualities Jackie Robinson had that would make him the right person: he was an aggressive competitor, mature, confident, determined, etc.”	



Identifying Supporting Reasons and Evidence for an Opinion:
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(*Promises to Keep*, Pages 26–29)

Work Time (continued)	Meeting Students' Needs
<p>C. Key Vocabulary to Deepen Understanding (15 minutes)</p> <ul style="list-style-type: none">Review the learning target:<ul style="list-style-type: none">* “I can determine the meaning of new words and phrases from context in the book <i>Promises to Keep</i>.”Remind students they have been working on this target throughout the year by developing their ability to determine the meaning of new words in a variety of texts. Display the Vocabulary Strategies anchor chart to refresh students' memory of strategies they have used.Cold call several students to recall the purpose for determining the meaning of key or unknown vocabulary. Listen for:<ul style="list-style-type: none">– “It deepens our understanding of the text.”– “Understanding key or unknown vocabulary helps us understand the text better.”Distribute six index cards to each student.Write the following words from the text where all students can see them: <i>series, monologue, right injustice, determination, nonviolence, Noble Experiment</i>.Ask students to take 6 to 8 minutes in their groups to complete the following:<ol style="list-style-type: none">Record each of the six words onto the index cards.Go back into the text to use context clues and apply vocabulary strategies to help determine the meaning of each word or phrase.Write a synonym or short definition for the word or phrase, and draw a picture to show the meaning of the word or phrase on the back of each card.Circulate to listen in and support as needed. Be sure students determine the correct meanings for each word or phrase; they will use their new understandings about vocabulary to revise the reasons or evidence that they identified earlier (during Work Time B).	<ul style="list-style-type: none">For students who struggle with language, consider narrowing the focus on specific key words to three to four of the vocabulary words rather than all six.Consider allowing students who struggle with writing to dictate their definitions to a partner or teacher.List and post the directions for revising reasons and evidence so that students can refer to them as they work.



Identifying Supporting Reasons and Evidence for an Opinion:
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(*Promises to Keep*, Pages 26–29)

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• After students complete their index cards, take 2 minutes to cold call students from various groups to share out the meaning of each vocabulary word. Listen for:<ul style="list-style-type: none">– <i>series</i>: sequence, one after another– <i>monologue</i>: uninterrupted speech (<i>mono-</i> [= one] + <i>-logue</i> [= speech])– <i>right injustice</i>: correct unfairness or a wrong (right = correct, fix) (<i>in-</i> [= not] + <i>justice</i> [= fairness])– <i>determination</i>: strength of mind; willpower; purpose– <i>nonviolence</i>: peacefulness (<i>non-</i> [= not] + <i>violence</i> [= aggression, hostility])– <i>Noble Experiment</i>: a different or new approach or strategy, for the purpose of improving something; an attempt to make something better• Refer students to the Close Readers Do These Things anchor chart. Ask them to recall what they have frequently done after determining the meaning of key or unknown words from the text. Listen for: “Revise our thinking about main ideas or key details.”• Direct students to take 1 or 2 minutes to do the following:<ol style="list-style-type: none">1. Reread your reasons and evidence (from Work Time B).2. Think about and discuss as a group:3. “Did I identify the author’s reasons and evidence that support the opinion?”4. “Did I use key vocabulary accurately in my paraphrased reasons or evidence?”5. Based on your new understanding of key vocabulary, revise the reasons or evidence you had listed.• As time permits, invite several students to share whole group to explain what they revised based on new understandings about key vocabulary.• Collect students’ journals to informally assess.	



Identifying Supporting Reasons and Evidence for an Opinion:
Exploring Why Jackie Robinson Was the Right Man to Break the Color Barrier
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Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Bring students together whole group. Focus their attention on the Jackie Robinson and Life in America anchor chart. Say: <ul style="list-style-type: none"> * “As we read today, we learned more information about Major League Baseball.” • Ask students to take 1 minute to turn and talk with a partner about details they could add to the far right-hand column of the anchor chart, “What was happening in America?” in the 1940s–1950s. • Ask several students to share their thinking aloud. Listen for ideas such as: “Branch Rickey chooses Jackie Robinson to break the color barrier in Major League Baseball,” and similar examples. Add students’ ideas to the anchor chart. • Read the first learning target aloud: <ul style="list-style-type: none"> * “I can summarize the information in <i>Promises to Keep</i> about why Jackie Robinson was chosen to break the color barrier in baseball.” • Ask students to indicate their progress toward the learning targets by using the Thumb-O-Meter protocol. • Repeat with the second, third, and fourth learning targets: <ul style="list-style-type: none"> * “I can identify the reasons and evidence Sharon Robinson uses to support an opinion in <i>Promises to Keep</i>.” * “I can explain how the reasons and evidence that I identify support Sharon Robinson’s opinion.” * “I can determine the meaning of new words and phrases from context in the book <i>Promises to Keep</i>.” • Note students who show thumbs-sideways or thumbs-down, as they may need more support summarizing information; identifying opinion, reasons, and evidence that support an opinion; or determining the meaning of unfamiliar words from context. • Give students a brief heads-up about the mid-unit assessment. They will read a new article about Jackie Robinson and get a chance to show what they know about how to identify the author’s opinion, reasons, and supporting evidence. 	<ul style="list-style-type: none"> • Some students might benefit from a sentence starter, such as: “One thing that happened in America during the 1940–50s was _____.”



Identifying Supporting Reasons and Evidence for an Opinion:
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Homework	Meeting Students' Needs
<ul style="list-style-type: none">Continue reading in your independent reading book for this module at home. <p><i>Note: In the next lesson, students will participate in a vocabulary “Alphabet Review” using index cards. Prepare the index cards for students to use during the Alphabet Review. Write one letter of the alphabet per index card. See Lesson 10 for details.</i></p>	



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 2: Lesson 9

Supporting Materials



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Author's Opinion, Reasons, and Evidence Graphic Organizer

Name:

Date:

Author's Opinion (WHAT the author believes):

Reason (WHY the author believes an opinion):	
Evidence (facts, details, information):	
Evidence:	
Evidence:	



Lesson 9 Task Card

Name: _____

Date: _____

Work with your group members to complete the following:

1. Independently reread pages 28 and 29 of the text.
2. Think about and discuss: What is one reason the author gives to support the opinion?
3. On your graphic organizer, record one reason you identify below the line titled: "Reason."
4. Locate three to five pieces of evidence that support the reason you identified. Mark these with evidence flags.
5. Discuss the evidence you located with your group members.
6. Paraphrase the evidence you identified and record onto your graphic organizer, below the lines titled: "Evidence."



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 2: Lesson 10

Mid-Unit Assessment: Identifying Author's Opinion, Reasons, and Supporting Evidence: "Courage on the Field"



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

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

Supporting Learning Targets

- I can identify the reasons and evidence the author uses to support an opinion in "Courage on the Field."
- I can determine the meaning of new words and phrases from context in an article.
- 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 2 assessment
- Tracking My Progress, Mid-Unit 2 recording form



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader: Alphabet Review (10 minutes)</p> <p>B. Review Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p>A. Review Opinion and Supporting Reasons and Evidence (5 minutes)</p> <p>B. Mid-Unit Assessment (25 minutes)</p> <p>C. Mid-Unit Assessment: Tracking My Progress (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief: Sharing Reflections on Learning Targets (5 minutes)</p> <p>4. Homework</p> <p>A. Read pages 30–39 of <i>Promises to Keep</i>. Answer the homework question on an index card.</p>	<ul style="list-style-type: none">• In Opening, Part A, students participate in an Alphabet Review with the Jackie Robinson and Life in America anchor chart and all their vocabulary cards from Unit 2. The purpose of this activity is to help students integrate their new vocabulary as they review this unit's central idea: "Individuals are shaped by and can shape society."• In advance: Prepare the index cards for students to use during the Alphabet Review. Write one letter of the alphabet per index card. Each student will receive one letter/card. If your class is large, it is fine to repeat some letters. Note that some letters may be harder for students to use; consider just using letters for the words in the lesson vocabulary lists from Lessons 1–9 cards.• The mid-unit assessment is "open book": Students may use their journals as well as refer to class anchor charts.• For students who may finish the assessment early, have index cards available. They can choose two key or unfamiliar words from the assessment text "Courage on the Field" to add to their vocabulary cards.• Post: Learning targets.



Lesson Vocabulary	Materials
<p>identify evidence, opinion, explain (M1 and M2A), support, context, reflect (M1 and M2A)</p> <p><i>Note: Do not pre-teach the vocabulary in the assessment text.</i></p>	<ul style="list-style-type: none">• Alphabet index cards (one per student; see Teaching Note)• Jackie Robinson and Life in America anchor chart (all lessons, for display)• Vocabulary cards (from previous lessons)• Opinion, Reasons, and Evidence graphic organizers (from previous Unit 2 lessons; students' completed copies)• Mid-Unit 2 Assessment: Identifying Opinion, Reasons, and Evidence in the Article "Courage on the Field" (one per student)• Close Readers Do These Things anchor chart (from Lesson 2)• Vocabulary Strategies anchor chart (from Unit 1, Lesson 1)• "Courage on the Field" (assessment text; one per student)• Students' journals• Tracking My Progress, Mid-Unit 2 recording form (one per student)• Index cards (one per student)• Mid-Unit 2 Assessment: Identifying Opinion, Reasons, and Evidence in the Article "Courage on the Field" (answers, for teacher reference)• 2-Point Rubric: Writing from sources/short-response (for teacher reference; use this to score students' assessments)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Alphabet Review (10 minutes)</p> <ul style="list-style-type: none">• Tell students: "Remember that in this unit, we are focusing on Jackie Robinson, an individual who was shaped by society but who also changed society. Now that you have closely read parts of <i>Promises to Keep</i>, in which the author, Sharon Robinson, expresses several opinions about her father, you will use what you have learned to identify another author's opinion about Jackie Robinson and the reasons and evidence that support that opinion."• Give one alphabet index card to each student. Tell students they will participate in an Alphabet Review, using the Jackie Robinson and Life in America anchor chart as well as their vocabulary cards, and they should write at least one word or phrase with that letter of the alphabet on their card. Remind students that their word should be something important they have learned that relates to the topic they have been studying: how Jackie Robinson was influenced by events in society and how he influenced society.• Give students 1 or 2 minutes to complete their card.• Ask students to line up around the room in alphabetical order according to their index cards. Invite students to share out their review items, reading them aloud for the class. Ask students to listen to whether or not the item shared is similar to the one they wrote. If it is, they are to sit down. Continue down the line until everyone has had an opportunity to share if they are still standing.	<ul style="list-style-type: none">• Intentionally assign students who struggle with language a letter of the alphabet that has many things to choose from in both the anchor chart and vocabulary cards.



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



Work Time	Meeting Students' Needs
<p>A. Review Opinion and Supporting Reasons and Evidence (5 minutes)</p> <ul style="list-style-type: none">• Remind students that in a moment they will be taking an assessment in which they will be reading to identify an opinion as well as reasons and evidence to support that opinion.• Tell them that they now have a few minutes to look back at the class anchor charts to review the ways that authors share their opinions and support these opinions with reasons and evidence.• Direct students to look at their Opinion, Reasons, and Evidence graphic organizers. Ask students to consider and discuss:<ul style="list-style-type: none">* "What did I learn about authors' opinions and about how authors <i>support</i> their opinions with reasons and evidence?"• Ask students to share out. Listen for:<ul style="list-style-type: none">– "Opinions are a person's point of view or position on an issue."– "Others may disagree with an author's opinion, so authors use evidence to support their opinions."– "Reasons are WHY authors have their opinions, and evidence is the proof, facts, specific details, or information that supports an opinion."	<ul style="list-style-type: none">• Take the opportunity to meet in small groups or individually with students who struggle with reading and written language to ensure that their graphic organizers are completed and to clarify any misconceptions.• Remind students of the things they did with their groups the past several lessons. Refer them to the posted list of multistep directions.



Work Time (continued)	Meeting Students' Needs
<p>B. Mid-Unit Assessment (25 minutes)</p> <ul style="list-style-type: none"> • Congratulate students on how hard they have been working on reading complex texts. Tell students that for the Mid-Unit 2 Assessment: Identifying Opinion, Reasons, and Evidence in the Article "Courage on the Field" they will independently read a new article about Jackie Robinson. • Ask students to refer to the Close Readers Do These Things anchor chart. Ask: <ul style="list-style-type: none"> * "What do we often do after we have read several texts about a topic?" • Listen for: <ul style="list-style-type: none"> – "Read a new text on the topic and respond to text-dependent questions." – "Demonstrate our understanding of main ideas and key details." – "Use vocabulary strategies to determine the meaning of vocabulary." • Display the Vocabulary Strategies anchor chart for students to reference during their assessment. Distribute the mid-unit assessment and the article "Courage on the Field." • Ask students to quickly scan the assessment. Address any clarifying questions. • Tell students they will have 20 minutes to complete the questions about "Courage on the Field." Remind them to refer to their students' journals and anchor charts for support. • Give students 20 minutes to work independently. 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, ask them to choose two key or unfamiliar words from "Courage on the Field." Ask students to copy each word onto its own index card, write a synonym AND definition on the back of the index card, and then add the cards to their vocabulary binders. Then invite those students to choose sections of <i>Promises to Keep</i> that they would like to reread or new sections to skim. 	<ul style="list-style-type: none"> • Consider providing a chunked version (a few paragraphs) of the article "Courage on the Field" to students who struggle with reading grade-level text. • Provide extended time to complete the mid-unit assessment for identified ELL or IEP students who struggle with language.



Work Time (continued)	Meeting Students' Needs
<p>C. Mid-Unit Assessment: Tracking My Progress (10 minutes)</p> <ul style="list-style-type: none">• Introduce the learning target:<ul style="list-style-type: none">* "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 2 recording form to students. Read through the tracker and provide clarification as necessary for students.• Ask students to independently complete their Tracking My Progress forms. Ask them to hold on to this sheet to refer to during the debrief.• Collect students' Mid-Unit 2 Assessments.	<ul style="list-style-type: none">• Consider allowing students who struggle with written language to dictate their Tracking Progress to the teacher or a partner.
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief: Sharing Reflections on Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Pair students up. Ask them to share the reflections on their Tracking My Progress recording forms.• Invite several students to share out whole group.• Collect students' Tracking My Progress forms to review.• Distribute one index card per student for homework.	<ul style="list-style-type: none">• Intentionally partner ELL students with students who speak the same home language for the debrief.



Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Read pages 30–39 of <i>Promises to Keep</i>. What is the gist of these pages?• Write the gist on an index card. Bring your index card as an admit ticket to the next class. □ <p><i>Note: Review students’ Mid-Unit 2 Assessments to assess their current level of mastery toward standards RI.5.2, RI.5.4, and RI.5.8 (see Mid-Unit 2 Assessment: Identifying Opinion, Reasons, and Evidence in the Article “Courage on the Field” answers, for teacher reference and the 2-Point Rubric: Writing from sources/short-response)</i></p> <p><i>Review students’ Tracking My Progress forms to gauge how accurately students are self-assessing.</i></p>	<ul style="list-style-type: none">• Provide an audio recording of <i>Promises to Keep</i> for students who struggle with reading grade-level text.• Students who struggle with language may need to dictate the gist of their vocabulary words to someone at home.



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 2: Lesson 10

Supporting Materials



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Mid-Unit 2 Assessment:

Identifying Opinion, Reasons, and Evidence in the Article “Courage on the Field”

Name: _____

Date: _____

Directions:	<ul style="list-style-type: none">• Read the article “Courage on the Field.”
	<ul style="list-style-type: none">• Read the assessment questions below. NOTE: These questions tell you what part of the article to focus on.
	<ul style="list-style-type: none">• Reread the article, one paragraph at a time. Think about the answers to the assessment questions.
	<ul style="list-style-type: none">• Answer the questions. Cite evidence from the text to support your answers when asked to do so.

1. The start of Jackie Robinson’s career in Major League Baseball was

- a. easy and fun
- b. difficult and a challenge
- c. in Chicago
- d. full of friends and family

2. **PART A:** According to the passage, the author’s **opinion** about Jackie Robinson is that he

- a. played professional baseball in New York
- b. suffered many struggles during his time in Major League Baseball
- c. was a special person
- d. helped to break the color barrier in Major League Baseball



Mid-Unit 2 Assessment:

Identifying Opinion, Reasons, and Evidence in the Article “Courage on the Field”

2. **PART B:** All of the following are **reasons** that the author gives to support his opinion from PART A, **EXCEPT**

- a. Jackie Robinson had more than talent.
- b. Jackie Robinson was able to keep his cool.
- c. Jackie Robinson was courageous.
- d. Jackie Robinson opened baseball’s doors to more black players.

3. **PART A:** In the sentence “Despite all the challenges, Robinson proved he was every bit as good as the white players,” what does the word *despite* mean?

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



Mid-Unit 2 Assessment:

Identifying Opinion, Reasons, and Evidence in the Article “Courage on the Field”

4. One reason the author uses to support his opinion is *Jackie Robinson would have to face many challenges*. Identify which of the following statements are *evidence* the author uses to support that reason (mark all that apply):
- a. Players on other teams shouted racial insults at him.
 - b. He received death threats from racist fans.
 - c. Many leaders credited Robinson with playing a key role in the civil rights movement.
 - d. Those teammates didn’t offer Robinson much support.
5. Discuss one main idea from “Courage on the Field.” Be sure to give details (cite evidence) from the article in your response.



Mid-Unit 2 Assessment:

Identifying Opinion, Reasons, and Evidence in the article “Courage on the Field”
(Answers, for Teacher Reference)

1. The start of Jackie Robinson’s career in Major League Baseball was **(RI.5.2)**
 - a. easy and fun
 - b. difficult and a challenge**
 - c. in Chicago
 - d. full of friends and family

2. **PART A:** According to the passage, the author’s **opinion** about Jackie Robinson is that he **(RI.5.8)**
 - a. played professional baseball in New York
 - b. suffered many struggles during his time in Major League Baseball
 - c. was a special person**
 - d. helped to break the color barrier in Major League Baseball

2. **PART B:** All of the following are **reasons** that the author gives to support his opinion from PART A, **EXCEPT (RI.5.8)**
 - a. Jackie Robinson had more than talent.
 - b. Jackie Robinson was able to keep his cool.
 - c. Jackie Robinson was courageous.
 - d. Jackie Robinson opened baseball’s doors to more black players.**

3. **PART A:** In the sentence “Despite all the challenges, Robinson proved he was every bit as good as the white players,” what does the word *despite* mean? **(RI.5.4)**

“Despite” means even though Jackie Robinson had challenges, he was still a good athlete.



Mid-Unit 2 Assessment:

Identifying Opinion, Reasons, and Evidence in the article “Courage on the Field”
(Answers, for Teacher Reference)

3. **PART B:** What text from the article helped you determine the meaning of the word *despite*?
(RI.5.4)

“By the end of the season, he had won over his teammates—and countless new fans. Robinson led the Dodgers in hits, runs, and stolen bases in 1947. He was also named baseball’s very first Rookie of the Year.”

4. One reason the author uses to support his opinion is *Jackie Robinson would have to face many challenges*. ☐ Identify which of the following statements are *evidence* the author uses to support that reason (mark all that apply): **(RI.5.8)**
- a. Players on other teams shouted racial insults at him.**
 - b. He received death threats from racist fans.**
 - c. Many leaders credited Robinson with playing a key role in the civil rights movement.
 - d. Those teammates didn’t offer Robinson much support.**
5. Discuss one main idea from “Courage on the Field.” Be sure to give details (cite evidence) from the article in your response.

[Note: there are several correct answers to this question, based on the subheadings in the article. Below is one sample response.]

Jackie Robinson had a strong character and was able to keep his cool as a leader. The text says, “Robinson never lost his cool” even when racists yelled at him or made death threats. He knew how to fight hard against all the “loneliness” and “abuse.” He knew everyone was looking at how he would behave, since he was the “only black man out there.” He was setting an example. It was partly because of his character that his teammates and fans began to respect him so much.



“Courage on the Field”

By Marc Stewart

In April 1947, Jackie Robinson played his first game for the Brooklyn Dodgers. Baseball—and America—would never be the same again.

Fifty years ago, on July 23, 1962, more than 10,000 people gathered at the Baseball Hall of Fame in Cooperstown, New York. They had come to witness a historic event. Jackie Robinson was about to become the first African-American to be inducted into the Hall of Fame.

Only 15 years earlier, few people would have dreamed that Robinson—or any black man—would receive such an honor.

The Color Barrier

When Robinson began his baseball career in the 1940s, discrimination was a part of everyday life for most African-Americans. In many parts of the United States, black people couldn’t attend the same schools or eat in the same restaurants as white people.

Professional baseball was also segregated. An unwritten rule had barred African-Americans from the major leagues since the 1880s. Instead, black ballplayers had to play under poor conditions and for low pay in the Negro Leagues.

Branch Rickey, the president of the Brooklyn (now Los Angeles) Dodgers, wanted to change that. But he knew it would take a special player to break baseball’s color barrier. That player would need more than talent. He’d also need the courage not to fight back when faced with racism on and off the field. The man Rickey picked was Jackie Robinson.

Keeping His Cool

The 28-year-old Robinson made history when he stepped onto the field for Brooklyn on April 15, 1947. No big-league player had ever faced the challenges that he did in his first season. He received death threats from racist fans. Players on other teams shouted racial insults at him. On road trips, he often wasn’t allowed to stay in the same hotels as his white teammates. Those teammates didn’t offer Robinson much support. Some of them didn’t like the idea of playing alongside a black man.

Through it all, Robinson never lost his cool. He knew there was too much at stake. “I had to fight hard against loneliness, abuse, and the knowledge that any mistake I made would be magnified because I was the only black man out there,” he later wrote in his autobiography.

Despite all the challenges, Robinson proved he was every bit as good as the white players. By the end of the season, he had won over his teammates—and countless new fans. Robinson led the Dodgers in hits, runs, and stolen bases in 1947. He was also named baseball’s very first Rookie of the Year.



“Courage on the Field”

Changing the Game

Robinson opened baseball’s doors to more black players. In 1948, slugging catcher Roy Campanella joined the Dodgers. He was followed in 1949 by pitching ace Don Newcombe. All three helped Brooklyn win its one and only World Series, in 1955. Because of Robinson, more teams signed black players, who finally got a chance to show all of America what they could do. Robinson retired from baseball after the 1956 season.

During his career, African-Americans had made many important gains in the struggle for equality. Many leaders credited Robinson with playing a key role in the civil rights movement. Martin Luther King Jr. called him “a legend in his own time.”

Robinson’s impact on the sports world is still felt today. “I wouldn’t be playing if it wasn’t for Jackie Robinson,” New York Yankees All- Star Derek Jeter told reporters in 2010. “He stands for a lot more than just baseball.”

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Tracking My Progress

Mid-Unit 2

Name: _____

Date: _____

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

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. The evidence to support my self-assessment is:



Tracking My Progress

Mid-Unit 2

Name: _____

Date: _____

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

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



2-Point Rubric: Writing from Sources/Short Response¹
(For Teacher Reference)

Use the below rubric for determining scores on short answers in this assessment.

2-point Response	The features of a 2-point response are:
	Valid inferences and/or claims from the text where required by the prompt Evidence of analysis of the text where required by the prompt Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt Complete sentences where errors do not impact readability
1-point Response	The features of a 1-point response are:
	A mostly literal recounting of events or details from the text as required by the prompt Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt Incomplete sentences or bullets
0-point Response	The features of a 0-point response are:
	A response that does not address any of the requirements of the prompt or is totally inaccurate No response (blank answer) A response that is not written in English A response that is unintelligible or indecipherable

¹From New York State Department of Education, October 6, 2012.



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 2: Lesson 11

Letters as Informational Text: Comparing and Contrasting Three Accounts about Segregation *(Promises to Keep, Pages 38–39)*



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

- I can determine the main idea(s) of an informational text based on key details. (RI.5.2)
- I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)
- I can determine the meaning of content words or phrases in an informational text. (RI.5.4)
- I can compare and contrast multiple accounts of the same event or topic. (RI.5.6)

Supporting Learning Targets

- I can describe how the text features of a letter help readers.
- I can compare and contrast three different points of view (Jackie Robinson's, his wife's, and his daughter's) of the same event.
- I can determine the meaning of new words and phrases from context in the book *Promises to Keep*.

Ongoing Assessment

- Three Perspectives Venn diagram
- Journals (synthesis writing)



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader (10 minutes)Review Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Letters as Informational Text (10 minutes)Reading for the Gist: How Jackie Robinson Experienced Segregation (15 minutes)Compare/Contrast Different Accounts of the Same Event (15 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief and Review Learning Targets (5 minutes)Homework<ol style="list-style-type: none">Read pages 40–45 of <i>Promises to Keep</i>. Answer the homework question on an index card. Finish the vocabulary cards.	<ul style="list-style-type: none">This lesson follows the same pattern as Lessons 3 and 6. Students compare and contrast multiple accounts of the same event. This lesson is focused on noting similarities and differences in the point of view they represent, as is called for by RI.5.6.In advance: Add a new row to the Jackie Robinson and Life in America anchor chart; in the left-hand column, write: “After Jackie Robinson returns from WWII”; in the center column, write: “1946–1947.”This lesson involves students reading the handwritten letter that is reproduced on page 39 of <i>Promises to Keep</i>. The letter itself is a primary source document, which is difficult to read. Consider reading it out loud to students if they have difficulty deciphering the cursive.Post: Learning targets.



Lesson Vocabulary	Materials
text feature(s), points of view (M1 and M2A); appreciate, aim, pessimism, despair, victim, martyr, triumphs, victories	<ul style="list-style-type: none">• <i>Promises to Keep</i> (book; one per student)• Jackie Robinson and Life in America anchor chart (all lessons, for display)• Informational Text anchor chart (from Module 2A, Unit 1, Lessons 1 and 2)• Features of Informational Text anchor chart (from Module 2A, Unit 1, Lessons 1 and 2)• Three Perspectives Venn diagram (example, for teacher reference)• Three Perspectives Venn diagram (one per student)• Index cards (seven per student: six for lesson, one for homework)• Vocabulary Strategies anchor chart (from Unit 1, Lesson 1)• Students' journals



Opening	Meeting Students' Needs
<p>A. Engaging the Reader (10 minutes)</p> <ul style="list-style-type: none">• Ask students to get into their groups of four and take out their text <i>Promises to Keep</i>. Display the Jackie Robinson and Life in America anchor chart (begun in Lesson 2; see example in supporting materials). Tell students that this was a very significant time in terms of Jackie Robinson's impact on life in America. Say:<ul style="list-style-type: none">* "Last night for homework you read about what happened during these two years that made Jackie Robinson famous and changed history."• Assign students to choose just one page that they read for homework to reread (either page 30, 31, 33, 34, or 36) in order to identify one fact about Jackie Robinson's life from that page. Tell the students:<ul style="list-style-type: none">* "We will be recording facts about what happened in Jackie Robinson's life and in America during these two years on the anchor chart."• Give students a few minutes to reread.• Then, using a quick Go 'Round process, call on all students one at a time to report one fact they have found. Record each new fact on the left-hand column of the anchor chart. Listen for facts such as: "signed with the Montreal Royals," "got married," "experienced racial threats," and "started playing for the Brooklyn Dodgers." (See sample or a completed anchor chart in supporting materials.)• Ask:<ul style="list-style-type: none">* "What does the book tell us about what was happening in America at this time?"• Listen for students to say that there was still racial segregation, especially in the South, and finally Major League Baseball teams were integrated for the first time. Challenge students to notice the impact on Jackie Robinson's life and on life in America. Be sure students understand how Jackie Robinson's life changed as life in America was changing.	<ul style="list-style-type: none">• Consider partnering students who struggle with reading grade-level text with stronger readers to reread the assigned pages.• Some students may need the facts in the text pre-highlighted.



Opening (continued)	Meeting Students' Needs
<p>B. Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to page 39 of the book. Ask: "What do you call this kind of informational text?" Listen for students to say that it is a letter.• Review the learning targets:<ul style="list-style-type: none">* "I can describe how the text features of a letter help readers."* "I can compare and contrast three different perspectives (Jackie Robinson's, his wife's, and his daughter's) of the same event."• Remind students of the work that they have done with <i>text features</i> and how they identified the text features of various types of informational texts. Ask students to name a few text features they have already identified for <i>Promises to Keep</i>. Listen for: "photographs," "timelines," "primary source documents," etc.• Remind students of the work they did in Module 1 (when reading <i>Esperanza Rising</i>) to understand the meaning of <i>point of view</i>, and how different characters may have different points of view on the same event. Ask students to discuss with a partner the definition of <i>point of view</i>. Ensure that they remember that <i>point of view</i> means perspective.	<ul style="list-style-type: none">• Provide nonlinguistic symbols between the words <i>compare</i> and <i>contrast</i> (arrows going back and forth between the words) in the learning target.



Work Time	Meeting Students' Needs
<p>A. Letters as Informational Text (10 minutes)</p> <ul style="list-style-type: none">• Display the Informational Text anchor chart and the Features of Informational Text anchor chart. If a letter is not already listed, add this to the Informational Text anchor chart.• In the Type column of the Features of Informational Text anchor chart, add “letters.” Remind students that in the middle Elements column, we list the features or elements of the text. Ask students to name the features of a letter, listening for responses such as: “greeting,” “signature,” “written in the first person (I),” or “may be handwritten.” Draw students’ attention to the printed text at the beginning of the letter. Explain (if necessary) that this is called “letterhead” and that it gives us information about the organizational affiliation of the sender.• Remind students that the elements of an informational text can help the reader more easily understand it. Ask them to consider how a letter’s features help the reader understand the text. Listen for responses such as:<ul style="list-style-type: none">– “I can look at the greeting to see who it is addressed to and the signature to see who it is from.”– “It’s personal, so it helps me understand what the writer means.”	<ul style="list-style-type: none">• Some students may not be familiar with handwritten letters in this era of electronic correspondence. Have a brief discussion about how correspondence has changed over the years from handwritten letters to telegraphs to faxes to emails.



Work Time (continued)	Meeting Students' Needs
<p>B. Reading for the Gist: How Jackie Robinson Experienced Segregation (15 minutes)</p> <ul style="list-style-type: none"> Ask students to turn to page 38 in <i>Promises to Keep</i>, and to read the text on that page independently. As they read, they should think about the questions: <ul style="list-style-type: none"> * “How did Jackie Robinson’s teammates treat him?” * “How did this change over time?” Tell them to talk with their group members about the answers to these questions when they are finished reading. Listen in on conversations, clarifying when necessary. Pause students’ conversations and ask them to use strategies to determine the meaning of the word <i>appreciate</i> (value) in the first sentence. Ask them to share the meaning with their group members and to come up with a gist statement for this page that includes the word <i>appreciate</i>. Circulate and listen for: “At first, Jackie’s teammates appreciated how he played but ignored him off the field, but after a few months they ‘warmed up’ to him as a person.” Distribute the Three Perspectives Venn diagram to students (refer to the Three Perspectives Venn diagram, sample answers, for teacher reference throughout the discussion). Ask them to label one circle “Sharon Robinson’s Point of View.” Explain that <i>point of view</i> and opinion are very similar. In this lesson, focusing on three people’s points of view is not an opinion; instead, it is the way they saw an event from their experience. In this circle, invite students to write a sentence that summarizes Sharon Robinson’s perspective (point of view) on her father’s experience during his early months with the Dodgers. Look for students to write sentences such as: “After the first few months, his teammates came to accept him on and off the field.” Focus students’ attention on page 39. Ask them: <ul style="list-style-type: none"> * “Who wrote this letter? How do you know?” When they say, “Jackie Robinson,” ask them to name the evidence in the text that led them to this answer. Look for students to identify the signature—<i>Jack</i>—as well as the Brooklyn Dodgers letterhead. Then ask them: <ul style="list-style-type: none"> * “Who do you think was the person who received this letter? What is your evidence?” 	<ul style="list-style-type: none"> Highlight the sentence in the text that has the word <i>appreciate</i>. Some students may benefit from a partially filled-in Three Perspectives Venn diagram note-catcher. Highlight key words and phrases in the letter that would help students determine the gist. Struggling readers may need the teacher to reread aloud the last three paragraphs on page 29.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Again, once they identify Jackie Robinson's wife, ask them to name the evidence that led them to that inference. Look for students to mention the greeting, and to say that they know that Jackie Robinson always began his letters to his wife with "Darling."• Focus students' attention on the two sentences at the end of the second paragraph (starting: "The newspapermen ..." and ending, "It makes my promise that much easier and even if it were hard I would be careful"). Read these sentences aloud as the students follow along silently in the text.• Ask:<ul style="list-style-type: none">* "What does Jackie Robinson say his aim is?"• Listen for the answers like: "To get into the best possible shape and prove his worth as a baseball player."• Ask:<ul style="list-style-type: none">* "What does the word <i>aim</i> mean?"• Ensure that students understand that in this context, <i>aim</i> is a synonym for goal.• Ask students to recall what Jackie Robinson's promise might be, and what the evidence is for their ideas. If they need prompting, remind them to return to page 29 in the book and to reread the last three paragraphs. Have them share their thoughts with their group. Circulate and listen for students to be talking about Jackie's promise to control his temper, be nonviolent in the face of threats, and gain acceptance through strong character and athletic ability.• Tell students to label a second circle on their Three Perspectives Venn diagrams: "Jackie Robinson's Point of View." In this circle they should write a sentence that summarizes Jackie's thoughts about his early months on the Dodgers. Look for students to record ideas such as: "Jackie missed his family but was very focused on improving his skills as a baseball player."	



Work Time (continued)	Meeting Students' Needs
<p>C. Compare/Contrast Different Accounts of the Same Event (15 minutes)</p> <ul style="list-style-type: none">• Tell students to read the text that is at the bottom of page 39, in italics. Ask:<ul style="list-style-type: none">* “Who is the speaker in these paragraphs? How do you know?”• When you have confirmed that students understand that Jackie’s wife, Rachel, is the speaker, ask students to talk with their partners about how Rachel Robinson remembers Jackie’s early years in Major League Baseball. Circulate and listen for students to say that it was hard for both of them to listen to the fans’ yelling, but that together they worked hard to keep their spirits up.• Distribute six index cards to each student. Write the following pairs of words on the board and ask students to find them in the text:<ul style="list-style-type: none">– Pessimism and despair– Victim and martyr– Triumphs and victories• Tell students that the meanings of these pairs of words are closely connected—so if they know the definition of one of the words in the pair, they can figure out the other.• Ask them to work with their group members to find the definitions of all six words using strategies from the Vocabulary Strategies anchor chart:<ul style="list-style-type: none">– <i>pessimism</i>: belief that the worst will happen– <i>despair</i>: lack of hope– <i>victim</i>: person who is harmed by another– <i>martyr</i>: person who chooses to suffer for a cause– <i>triumphs</i>: great victories– <i>victories</i>: wins or successes	<ul style="list-style-type: none">• Write the vocabulary words on the index cards for students who struggle with writing.• If there is not enough time to complete the vocabulary cards during the lesson, students may finish them for homework.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• After a few minutes, invite a few students to share out their definitions with the class so that all students can check their work. Ask students to record each word on a card, writing definitions and illustrations on the back.• Tell students to label the third circle on their Three Perspectives Venn diagram: “Rachel Robinson’s Point of View.” In this circle they should write a sentence that summarizes Rachel’s thoughts about Jackie’s early months on the Dodgers. Look for students to record ideas such as: “It was hard for us to hold back our anger, but we supported each other through this difficult time.”• Now have students work with their group members to come up with ideas about what all three points of view have in common. Instruct them to fill in these ideas in the middle intersection of the three circles. Circulate, looking for students to be sharing ideas such as:<ul style="list-style-type: none">– “Jackie focused on being a great baseball player and made sure that he didn’t react with anger.– “His teammates came to accept him after a few months.”	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> Ask students to take out their students' journals. Revisit the learning target: <ul style="list-style-type: none"> * "I can compare and contrast three different points of view (Jackie Robinson's, his wife's, and his daughter's) of the same event." Tell students to record in their journals one way that the three points of view are different, and one way in which they are the same. Collect the students' journals to review their writing. Distribute one index card to students for homework. 	<ul style="list-style-type: none"> Students who struggle with writing may benefit from dictating the debrief to a partner or teacher.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> Read pages 40–45 of <i>Promises to Keep</i>. What is the gist of these pages? Write the gist on an index card. Finish the vocabulary cards that were begun during the lesson. Be sure that on the back of each index card you draw a picture to show what the word means AND write a definition for the word. Bring all index cards as an admit ticket to the next class. □ <p><i>Note: Review students' journals. Look for student responses that show they understand that all three recognized that Jackie Robinson was gradually accepted over time, that Jackie focused on improving his athletic skills, that his wife was open about their ups and downs, etc. Note which students struggled with this writing so that they can receive extra support.</i></p>	<ul style="list-style-type: none"> Provide an audio recording of <i>Promises to Keep</i> for students who struggle with reading grade-level text. Consider prewriting vocabulary words on index cards for students who struggle with writing. Students who struggle with language may need to dictate the gist and the definitions of their vocabulary words to someone at home.



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 2: Lesson 11

Supporting Materials



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Jackie Robinson and Life in America Anchor Chart
(Example, for Teacher Reference)

Jackie Robinson's Life	Time Period	What Was Happening in America?
Before Jackie Robinson was born	1600s 1700s 1800s	
Family fled from sharecropping in Georgia to move to California. Wasn't allowed to go to the parks, the YMCA, or the soda fountain because he was black. Moved to house in white neighborhood in California, and the neighbors tried to get them to move away.	1915–1930	The Great Migration—1.5 million black people migrated from the South to the North. Before then, 7 million African Americans lived in the South and fewer than 1 million lived in the rest of the United States. 1919—"Red Summer." Many black people were assaulted or killed during race riots and lynchings. African Americans in the South were faced with poverty and segregation.



Jackie Robinson and Life in America Anchor Chart
(Example, for Teacher Reference)

Jackie Robinson's Life	Time Period	What Was Happening in America?
Avoided serious trouble as a teenager.	1930–1939	World War II The 1936 Olympics
Served in the army as a second lieutenant. Protested injustice by refusing to play any sport for the army. Was arrested for refusing to sit in the back of the bus; defended himself in military court and won. Honorably discharged from the army in 1944.	1939–1945	World War II: United States at war in Europe against Hitler. The army is segregated. Buses are segregated.
Signed with the Montreal Royals. Got married. Experienced racial threats. Started playing for the Brooklyn Dodgers.	1946–47	There was still racial segregation, especially in the South. Minor league and finally Major League Baseball teams were integrated for the first time.



Three Perspectives Venn Diagram
(Sample Answers, for Teacher Reference)

**Sharon Robinson's
Perspective**

**Jackie Robinson's
Perspective**

After the first few months, his teammates came to accept him on and off the field.

Jackie missed his family but was very focused on improving his skills as a baseball player.

Jackie focused on being a great baseball player and made sure that he didn't react with anger.

It was hard to listen to the fans' yelling, but together we worked hard to keep our spirits up.

**Rachel Robinson's
Perspective**



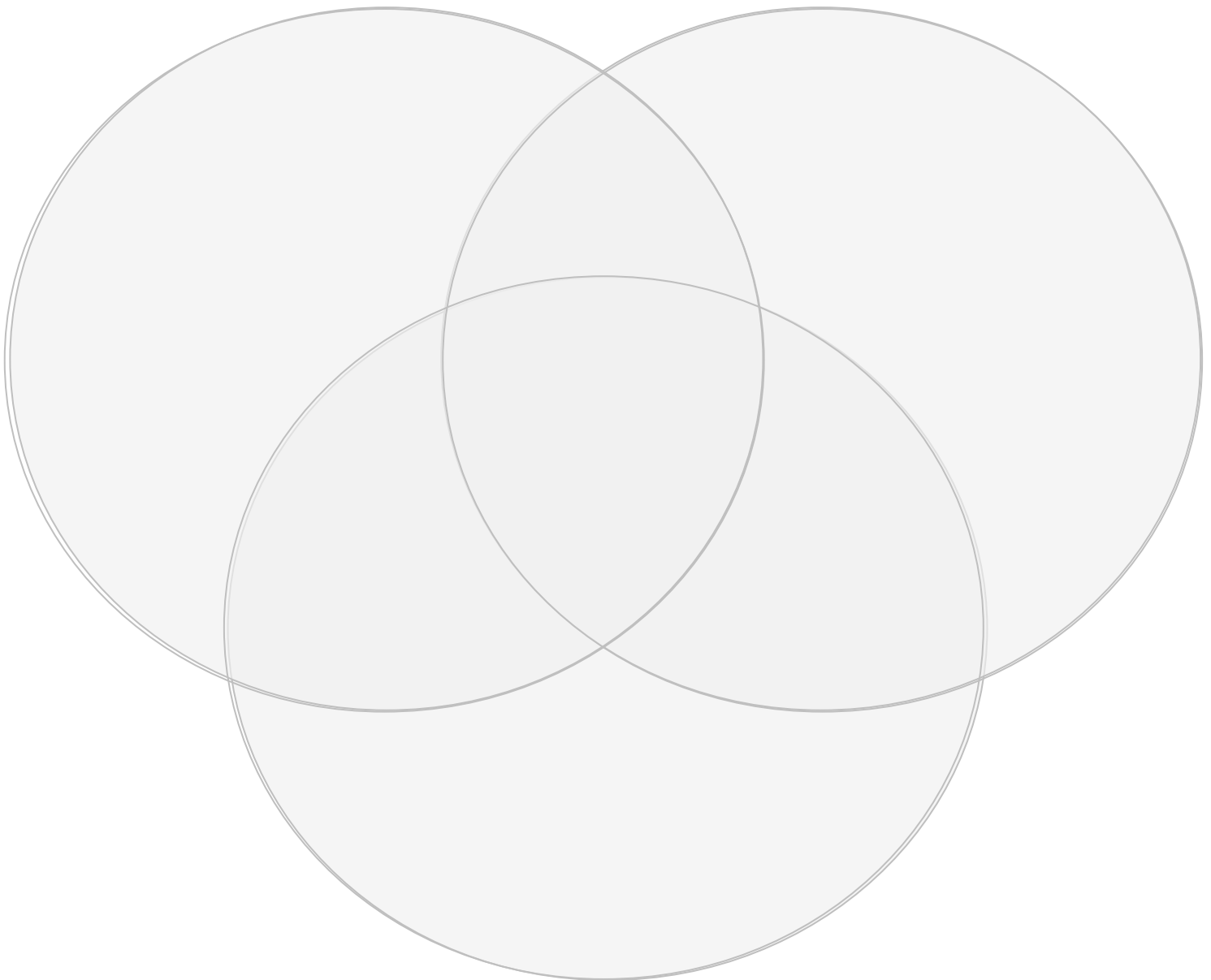
Three Perspectives Venn Diagram

Name: _____

Date: _____

**Sharon Robinson's
Perspective**

**Jackie Robinson's
Perspective**



**Rachel Robinson's
Perspective**



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 2: Lesson 12

Identifying Supporting Reasons and Evidence for an Opinion: Exploring Jackie Robinson's Promise *(Promises to Keep, Pages 38–45)*



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

Supporting Learning Targets

- I can summarize the information in *Promises to Keep* about how Jackie Robinson was treated after joining the Brooklyn Dodgers.
- I can identify the reasons and evidence Sharon Robinson uses to support an opinion in *Promises to Keep*.
- I can explain how the reasons and evidence I identify support Sharon Robinson's opinion.
- I can determine the meaning of new words and phrases from context in the book *Promises to Keep*.

Ongoing Assessment

- Journals (Author's Opinion, Reasons, and Evidence graphic organizer)
- Vocabulary cards
- Evidence flags



Identifying Supporting Reasons and Evidence for an Opinion:
Exploring Jackie Robinson's Promise (*Promises to Keep*, Pages 38–45)

Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Review Homework: Milling to Music (5 minutes)Engaging the Reader (5 minutes)Work Time<ol style="list-style-type: none">First Read: Getting the Gist about Jackie Robinson's Promise (10 minutes)Second Read: Identifying Author's Opinion, Reasons, and Evidence (20 minutes)Key Vocabulary to Deepen Understanding (15 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief and Review Learning Targets (5 minutes)Homework<ol style="list-style-type: none">Read pages 46–49 of <i>Promises to Keep</i>. Answer the homework question on an index card. Finish the vocabulary cards.	<ul style="list-style-type: none">This lesson follows a similar pattern to that of Lessons 2, 4, 7, and 9. Students will create and use an Author's Opinion, Reasons, and Evidence graphic organizer to record the opinion, reasons, and evidence they identify during a close read of pages 38–45 of <i>Promises to Keep</i>.After students identify the author's opinion, reasons, and evidence, they are asked to explain "how" the reasons support the opinion. Encourage students to explain their thinking and make clear connections between the opinion and reasons by using statements such as "The opinion ... is supported by the reason ... BECAUSE the reason is an example of ..."In advance: List vocabulary words, along with the page number from the text for each, on the board or a piece of chart paper.In advance: Add a new row to the Jackie Robinson and Life in America anchor chart. In the left-hand column, write: "Jackie Robinson joins the Brooklyn Dodgers." In the center column, write: "1947."Review: Jigsaw protocol and Milling to Music in Checking for Understanding Techniques (see Appendix).Post: Learning targets.



Lesson Vocabulary	Materials
reasons, evidence, opinion, context (review); resent, respect (38, caption), ambiguous, embraced (40), comradeship (41), integration (41), aggressor/aggressive (43), autobiography (44)	<ul style="list-style-type: none">• <i>Promises to Keep</i> (book; one per student)• Features of Informational Text anchor chart (from Module 2A, Unit 1, Lessons 1 and 2)• Students' journals• Close Readers Do These Things anchor chart (from Lesson 2)• Document camera or projector• Author's Opinion, Reasons, and Evidence graphic organizer (from Lesson 9; one to display)• Evidence flags (two per student)• Identifying Reasons task card (one per group)• Vocabulary Strategies anchor chart (from Unit 1, Lesson 1)• Index cards (eight per student: seven for Work Time C and one for homework)• Jackie Robinson and Life in America anchor chart (begun in Lesson 2)



Opening	Meeting Students' Needs
<p>A. Homework Review: Milling to Music (5 minutes)</p> <ul style="list-style-type: none"> Review Milling to Music with students. Ask students to meet with at least two other students to share the gist statements about pages 40–45 of <i>Promises to Keep</i> they wrote for homework. Ask students to hold onto their gist statements, as they will have the opportunity to revise them after reading these pages more closely during Work Time A. 	<ul style="list-style-type: none"> Intentionally partner ELL students with other students who speak the same home language for Milling to Music.
<p>B. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none"> Ask the class to take out <i>Promises to Keep</i> and place the students in their groups of four. They will remain in these groups until Closing and Assessment. Ask students to turn to page 38 and focus their attention on the caption at the bottom of the page. Read the first two sentences aloud to students: <ul style="list-style-type: none"> * “Dad used to say that it didn’t matter if somebody resented you. It only mattered if you could make him respect you.” Invite several students to share out the meaning of the word <i>resented</i>. Listen for: “dislike,” “hate,” “offended by,” etc. Ask students to share the meaning of the word <i>respect</i>. Listen for: “admire,” “think highly of,” etc. Ask students to discuss in groups: <ul style="list-style-type: none"> * “What did Jackie Robinson think really mattered?” * “What in the text makes you think so?” * “How is this an opinion?” Cold call each group to share their thinking aloud. Listen for ideas like: <ul style="list-style-type: none"> – “Jackie Robinson thought respect mattered more than whether or not someone liked you.” – “This is an opinion because it is a judgment about what matters and doesn’t matter.” Explain to students that today they will read to learn more about how Jackie Robinson earned the respect of his teammates and fans, ultimately helping to change the way African Americans were treated in the United States. 	<ul style="list-style-type: none"> Some students would benefit from a sentence starter or stem, such as: “Jackie Robinson thought _____ really mattered. This was his opinion because _____.”



Work Time	Meeting Students' Needs
<p>A. First Read: Getting the Gist about Jackie Robinson's Promise (10 minutes)</p> <ul style="list-style-type: none"> Read the first learning target with the students: <ul style="list-style-type: none"> * "I can summarize the information in <i>Promises to Keep</i> about how Jackie Robinson was treated after joining the Brooklyn Dodgers." Direct students to open their books to pages 40–45 and display the Features of Informational Text anchor chart. Then ask students to look closely at pages 40–45 to identify the text features they notice on these pages. Ensure that they identify the photographs, comic book cover, and captions that are on the sides and bottoms of these pages. Ask several students to share out how these text features help us as readers. Listen for: <ul style="list-style-type: none"> – "The photographs help us 'see' the people the text may refer to." – "The comic book helps us understand how popular Jackie Robinson was." – "The captions share important details about the pictures." Ask students what they typically do when they first read a new text. Listen for students to say: "Read to determine the gist," or "Summarize the main idea of the text." Ask students to follow along silently as they hear a first read of pages 40–45 (start: "White fan reaction ..." and end "... the motion picture <i>The Jackie Robinson Story</i>"). Prompt students 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 passage?" * "How did Jackie Robinson's teammates and fans feel about him?" * "What in the text makes you think so?" Direct students to review the gist statements they wrote for homework, and then turn to a new page in their students' journals to record a revised gist of this passage. Cold call a few students to share their revised gist statements. Listen for ideas such as: <ul style="list-style-type: none"> – "Jackie Robinson earned the respect of his teammates and fans." – "Jackie Robinson was admired by everyone." – Jackie Robinson became one of the most popular people in America." 	<ul style="list-style-type: none"> Provide nonlinguistic symbols for <i>gist</i> (light bulb with a #1) and <i>main idea</i> (a light bulb). 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 (continued)	Meeting Students' Needs
<p>B. Second Read: Identifying Author's Opinion, Reasons, and Evidence (20 minutes)</p> <ul style="list-style-type: none"> Read the second and third learning target aloud: <ul style="list-style-type: none"> "I can identify the reasons and evidence Sharon Robinson uses to support an opinion in <i>Promises to Keep</i>." "I can explain how the reasons I identify supports Sharon Robinson's opinion." Remind students they have been working on identifying author's reasons and evidence since Unit 1, when they read about the history of sports in America and considered the opinions of the authors of those articles. Cold call several students to share what they recall about the meaning of the words <i>reasons</i> (WHY the author believes an opinion or has a point of view), <i>evidence</i> (facts, specific details), <i>opinion</i> (WHAT the author believes; author's point of view), and <i>explain</i> (make clear; describe one's thinking). Refer students to the Close Readers Do These Things anchor chart and ask them what they have often done during the second read of a text. Listen for: <ul style="list-style-type: none"> "Identify main ideas, details." "Read to locate or determine specific ideas/information." Use a document camera or projector to display the Author's Opinion, Reasons, and Evidence graphic organizer and ask students to create this graphic organizer on a new page in their journals. Tell students they will first work with their group members to determine the author's opinion: "WHAT the author believes." Focus students' attention once again on the caption at the bottom of page 38. Read the first three sentences of the caption aloud (start: "Dad used to say ..." and end "... and the fans"). Ask students to follow along silently as these two paragraphs are read aloud. Allow students 1 to 2 minutes to discuss in their groups: <ul style="list-style-type: none"> * "WHAT does Sharon Robinson believe about her father?" Invite several students to share their thinking whole group. Listen for: "She believes her father's skill earned/gained him the respect of his teammates and the fans." Ask students to paraphrase and record the opinion onto the graphic organizers in their journals, on the line below: Author's Opinion. 	<ul style="list-style-type: none"> Provide nonlinguistic symbols for <i>reasons</i> (a question mark), <i>evidence</i> (a check mark), and <i>opinion</i> (an exclamation point). Consider providing a partially filled-in Author's Opinion, Reasons, and Evidence graphic organizer. Consider further chunking text for students who struggle with reading at grade level to just a few sentences. Consider allowing students who struggle with reading to find one piece of evidence instead of two. Intentionally give students in each group who struggle with reading complex text the same chunk of text and give them more guided practice with the teacher during this time.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Review the Jigsaw protocol with students. Assign each member of the group one chunk of the text:<ul style="list-style-type: none">– Chunk 1: page 40– Chunk 2: page 41– Chunk 3: page 43– Chunk 4: page 44, first paragraph and caption• Distribute two evidence flags to each student.• Display the Identifying Reasons task card. Distribute one task card to each group. Read each step aloud to students. Clarify any instructions as necessary.• Direct students to take 7 to 8 minutes to complete the steps listed on their task card.• Circulate to support as needed.• After groups complete the steps listed on the task card, cold call several students to share out the reasons and evidence they identified in each chunk of text.• Ask several students to explain how the reason and evidence they identified supports the author's opinion that her father's skill earned him the respect of his teammates and the fans. Listen for students to make connections between the opinion and the reasons and evidence they identified.	



Work Time (continued)	Meeting Students' Needs
<p>C. Key Vocabulary to Deepen Understanding (15 minutes)</p> <ul style="list-style-type: none">Review the learning target:<ul style="list-style-type: none">* “I can determine the meaning of new words and phrases from context in the book <i>Promises to Keep</i>.”Remind students they have been working on this target throughout this module and in previous modules by developing their ability to determine the meaning of new words in a variety of texts. Display the Vocabulary Strategies anchor chart to refresh students' memory of strategies they have used.Cold call several students to recall the purpose for determining the meaning of key or unknown vocabulary. Listen for:<ul style="list-style-type: none">– “To deepen our understanding of the text.”– “Understanding key or unknown vocabulary helps us understand the text better.”Distribute seven index cards to each student.Write the following words from the text where all students can see them: <i>ambiguous, embraced, comradeship, integration, aggressor, aggressive, and autobiography</i>.Ask students to take 5 to 6 minutes to complete the following in their groups:<ul style="list-style-type: none">– Record each of the seven words onto index cards.– Go back to the text to use context clues and apply vocabulary strategies to help determine what each word means.– Write a synonym or short definition for the word, and draw a picture to show its meaning on the back of each card.Circulate to listen in and support as needed. Be sure that students determine the correct meanings for each word, as they will use their new understandings about vocabulary to revise reasons or evidence they identified during Work Time B.	<ul style="list-style-type: none">Consider narrowing the focus on specific key words for students who struggle with language to three to four of the vocabulary words rather than all seven.List and post the directions for completing vocabulary cards so students can refer to them as they work.Consider allowing students who struggle with writing to dictate their definitions to a partner or teacher.If students do not finish the vocabulary cards during the lesson, they may finish for homework.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• After students complete their index cards, take 2 minutes to cold call a member from each group to share out the meaning of each vocabulary word, whole group. Listen for:<ul style="list-style-type: none">– <i>ambiguous</i>: unclear, confusing, uncertain– <i>embraced</i>: accepted, welcomed, supported– <i>comradeship</i>: friendship, companionship– <i>integration</i>: combination, the adding to something to make it whole– <i>aggressor</i> (n.): attacker, assailant– <i>aggressive</i> (adj.): forceful, assertive, hard-hitting– <i>autobiography</i>: a story someone writes about his or her own life; the word comes from auto (= self) + biography (= story of a person's life)• Refer students once again to the Things Close Readers Do anchor chart. Ask them to recall what that they have frequently done after determining the meaning of key or unknown words from the text. Listen for: "Revise our thinking about main ideas or key details."• Direct students to take 1 or 2 minutes to do the following:<ol style="list-style-type: none">1. Reread their reasons and evidence from Work Time B.2. Based on new understandings about vocabulary, think about and discuss with group members:3. Did I identify reasons and evidence that support the author's opinion?4. Did I use key vocabulary accurately in my reasons and paraphrased evidence?5. Revise reasons and evidence based on new understandings about key vocabulary.• As time allows, invite several students to share their revisions whole group and explain what they revised based on new understandings about key vocabulary.• Collect students' journals to informally assess.	



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. Focus their attention on the Jackie Robinson and Life in America anchor chart. Say: “As we read today, we learned many more details about what life was like in America for African Americans in the 1940s–1950s, after Jackie Robinson joined Major League Baseball.” • Ask students to take 1 minute to turn and talk with a partner about details they could add to the far right-hand column of the anchor chart: “What was happening in America?” • Ask several students to share their thinking aloud. Listen for ideas such as: “Jackie Robinson became one of the most popular people in America,” “Brooklyn fans embraced Jackie Robinson and his family,” “People had mixed reactions to integration in baseball,” and similar examples. Add students’ ideas to the anchor chart. • Read the first learning target aloud: <ul style="list-style-type: none"> * “I can summarize the information in <i>Promises to Keep</i> about how Jackie Robinson was treated after joining the Brooklyn Dodgers.” • Ask students to indicate their progress toward the learning targets by showing a thumbs-up or thumbs-down. • Repeat with the second, third, and fourth learning targets: <ul style="list-style-type: none"> * “I can identify the reasons and evidence Sharon Robinson uses to support an opinion in <i>Promises to Keep</i>.” * “I can explain how the reasons I identify support Sharon Robinson’s opinion.” * “I can determine the meaning of new words and phrases from context in the book <i>Promises to Keep</i>.” • Note students who show thumbs-down, as they may need more support summarizing information; identifying opinion, reasons, and evidence that an author uses to support an opinion; or determining the meaning of unfamiliar words from context. • Distribute one index card to students for homework. 	<ul style="list-style-type: none"> • Some students would benefit from a sentence starter, such as: “One thing that happened in America during the 1940–1950s was _____.”



Identifying Supporting Reasons and Evidence for an Opinion:
Exploring Jackie Robinson's Promise (*Promises to Keep*, Pages 38–45)

Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read pages 46–49 of <i>Promises to Keep</i>. On your index card, write at least two details to add to the Jackie Robinson and Life in America anchor chart for 1940s–1950s.• Finish vocabulary cards from the lesson today. Be sure to include a drawing to show what the word means AND write its definition on the back of each card. Bring all index cards as an admit ticket to the next class.	<ul style="list-style-type: none">• Provide an audio recording of <i>Promises to Keep</i> for students who struggle with reading grade-level text.• Consider prewriting vocabulary words on index cards for students who struggle with writing.• Students who struggle with language may need to dictate details from the text and the definitions of their vocabulary words to someone at home.



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 2: Lesson 12

Supporting Materials



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Identifying Reasons Task Card

Name: _____

Date: _____

Work with your group members to complete the following:

1. Independently read your chunk of text.
2. Think about and discuss: What is one reason the author gives to support her opinion?
3. On your graphic organizer, record one reason you identify below the line titled: "Reason."
4. Locate two pieces of evidence that support the reason you identified. Mark these with evidence flags.
5. Discuss the evidence you located with your group members.
6. Paraphrase the evidence you identified, and record onto your graphic organizer below the lines titled: "Evidence."



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 2: Lesson 13

Developing an Opinion Based on the Textual Evidence: Jackie Robinson's Role in the Civil Rights Movement (*Promises to Keep*, Pages 50–57)



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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 determine the main idea(s) of an informational text based on key details. (RI.5.2)

I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8)

Supporting Learning Targets

- I can summarize the information in *Promises to Keep* about Jackie Robinson's role in the civil rights movement.
- I can explain Jackie Robinson's impact on civil rights, using quotes from the text in *Promises to Keep*.
- I can develop an opinion based on multiple pieces of evidence from the text.
- I can support my opinion with reasons and evidence from the text.

Ongoing Assessment

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



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Homework Review and Engaging the Reader (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. First Read: Getting the Gist about Jackie □ as a “Civil Rights Champion” (10 minutes) B. Second Read: Developing an Opinion Based on Evidence (15 minutes) C. Modified Jigsaw: Rereading to Determine Reasons and Identify Evidence to Support My Opinion (25 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. Reread pages 50–57 of <i>Promises to Keep</i>. Answer homework questions on index card. 	<ul style="list-style-type: none"> • This lesson follows a pattern similar to that of Lessons 2, 4, 7, and 12. But this lesson also marks a transition from RI.5.8 (reading to identify an author’s opinion) to W.5.1 (writing opinions). Students first read to identify evidence. They then develop their own opinions. They then reread to identify reasons (why they believe the opinion they developed) to paraphrase the supporting evidence they find. Thus, students are practicing the authentic iterative cycle writers take when examining evidence, forming opinions based on evidence, and then revisiting the text to refine their thinking. • Students again work with the Opinion, Reasons, and Evidence graphic organizer in this lesson. But note that the graphic organizer looks slightly different (see supporting materials). The word “author’s” no longer appears in the title, since that related to RI.5.8 (i.e., identifying Sharon Robinson’s opinion from the text). Instead, the graphic organizer now has the word “My” opinion, to clearly mark for students the transition from RI.5.8 to W.5.1. Today, they are forming their own opinions about Jackie Robinson. • In this lesson, students learn how to transition from the graphic organizer to writing an introduction. In the next two lessons, they continue to work to identify more evidence and reasons from the text and learn to write body paragraphs for an opinion essay. • In this lesson, students hear the chapter “A Civil Rights Champion” read aloud (except the captions). During both Lessons 13 and 14, students then revisit these pages several times more independently. The captions, although interesting, do not convey key information for these lessons. Students may want to go back and read the captions during independent reading time or for homework. • The writing instruction in Lessons 13–17 reinforces and builds on much of the work students did while writing their essays about <i>Esperanza Rising</i>. In advance: Review Module 1, Unit 2, Lessons 16–18. • Note that in Lessons 13–17, students are not taught to write a formal conclusion paragraph. Writing conclusions serves as part of the bridge at the start of Unit 3. • Review: Jigsaw protocol (see Appendix). • Post: Learning targets.



Lesson Vocabulary	Materials
summarize, explain, quotes, opinion, supporting, reasons, evidence (from previous lessons), impact, develop; civil rights (50 M1), champion (50), demonstrations (53), inducted (55); diversity, address, equality, philosophy (57)	<ul style="list-style-type: none">• Jackie Robinson and Life in America anchor chart (all lessons)• Document camera or projector• <i>Promises to Keep</i> (book; one per student)• Features of Informational Text anchor chart (from Module 2A, Unit 1, Lessons 1 and 2)• Students' journals• Evidence flags (10 per student)• Reading task card (one per student)• Opinion, Reasons, and Evidence graphic organizer (new; see supporting materials; one to display)• Determining Reasons and Evidence to Support My Opinion task card (one per student)• Index cards (four per student)



Opening	Meeting Students' Needs
<p>A. Homework Review and Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their homework cards from Lesson 12. Display the Jackie Robinson and Life in America anchor chart using a document camera or projector.• Ask students to turn and talk with a partner about what information from pages 46–49 of <i>Promises to Keep</i> can be added to the right-hand column of the chart: “What was happening in America” for the time period 1940s–1950s.• Cold call several students to share out what their partners said. Listen for: “The Brooklyn Dodgers won the World Series in 1955,” “More black players cross the color barrier to join Major League Baseball,” “There was an integration period in Major League Baseball from 1947 to 1956,” “Jim Crow laws were still in effect,” and similar ideas. Add students’ ideas to the anchor chart.• Collect students’ homework cards with information about “What was happening in America” from pages 46–49. Ask students to add their two vocabulary homework cards to their vocabulary folders.• Say:<ul style="list-style-type: none">* “We have read a great deal about the ways Jackie Robinson affected American society by breaking the color barrier in Major League Baseball. Today we will continue to read about Jackie Robinson’s life and learn about his role in the civil rights movement, as well as begin to write about opinions you form using reasons and evidence from the text.”	<ul style="list-style-type: none">• For homework review, intentionally partner ELL students with other students who speak the same home language.



Work Time	Meeting Students' Needs
<p>A. First Read: Getting the Gist about Jackie as a “Civil Rights Champion” (10 minutes)</p> <ul style="list-style-type: none"> Ask students to take out <i>Promises to Keep</i>; place students in their groups of four. They will remain in groups until the Closing and Assessment portion of the lesson. Read the first learning target with the students: <ul style="list-style-type: none"> * “I can summarize the information in <i>Promises to Keep</i> about Jackie Robinson’s role in the civil rights movement.” Direct students to open their books to pages 50–57, and display the Features of Informational Text anchor chart. Ask students to look closely at pages 50–57 to identify the text features they notice on these pages. Ensure that they identify the photographs and captions that are on the sides and bottoms of these pages. Ask several students to share out how these text features help us as readers. Listen for: <ul style="list-style-type: none"> – “The photographs give us an idea about what this passage is mostly about.” – “The captions share important details about the pictures.” Read the title “A Civil Rights Champion” (page 50) aloud. Ask students to discuss: <ul style="list-style-type: none"> * “What is the meaning of the term <i>civil rights</i>?” Listen for students to share ideas like: <ul style="list-style-type: none"> – “I know from the UDHR (Module 1) that ‘rights’ are promises that are kept for everybody, so civil rights might mean having the same rights for everyone in the United States no matter their race or gender.” Reinforce to students the connection between the word “rights” in the phrase <i>civil rights</i> and the “rights” in the phrase <i>human rights</i> (based on UDHR that students studied during Module 1). Explain that the word <i>civil</i> means “citizens,” so <i>civil rights</i> are promises that are kept for all the citizens of a community or nation. Ask students to focus now on the word <i>champion</i>. Invite students to turn to a partner and share what they know about that word. Ask a few students to share out. Most students will probably share a meaning related to the context of athletics: “winner, the best, etc.” Explain to students that Jackie Robinson was, in fact, an athletic champion: He helped to win many baseball games. But in the context of this chapter title, the word <i>champion</i> means someone who feels so strongly about something that they want to do something about it. 	<ul style="list-style-type: none"> Consider chunking the reading of pages 50–57 by pausing after each page and discussing the gist of each page. Some students may benefit from rereading pages 50–57 before forming a gist of the entire passage.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask students:• “What does Jackie Robinson feel strongly about?” Listen for students to say things like: “civil rights” and “discrimination against black people.”• Ask students to follow along silently as they hear a first read of pages 50–57. (Do not read the captions. Start at “After the 1956 baseball season ... “ and end, “Dad lived his philosophy.”)• Prompt students 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 chapter?”* “What was Jackie Robinson's role in the civil rights movement?”• Direct students to turn to a new page in their students' journals to write the gist of this chapter.• Cold call a few students to share what they have written. Listen for ideas such as:<ul style="list-style-type: none">– “Jackie Robinson felt it was important to be involved in the civil rights movement, to make an impact on the lives of others.”– Jackie Robinson was very involved with the civil rights movement to make sure there was equality for black people in America.”	



Work Time (continued)	Meeting Students' Needs
<p>B. Second Read: Developing an Opinion Based on Evidence (15 minutes)</p> <ul style="list-style-type: none"> Introduce the learning targets: <ul style="list-style-type: none"> * “I can explain Jackie Robinson’s impact on civil rights, using quotes from the text in <i>Promises to Keep</i>.” * “I can develop an opinion based on multiple pieces of evidence from the text.” Cold call several students to share out what they recall about the meaning of the word <i>explain</i> (make clear; describe my thinking). Invite several students to recall the meaning of the word “influence” (from Lesson 5), which is similar to “impact.” Listen for suggestions like: “to have an effect on something or someone.” Cold call several students to recall and share the meaning of the words <i>quotes</i> (directly from the text; what someone says; in quotation marks), <i>opinion</i> (WHAT the author believes; author’s point of view), and <i>evidence</i> (facts, specific details). Tell students that today they will work to develop their <u>own</u> opinions about Jackie Robinson’s impact on American society, rather than identifying the author’s (Sharon Robinson’s) opinion as they have in previous lessons. Emphasize this key transition from reading and analyzing others’ opinions to forming one’s <u>own</u>. Ask students to think about and then briefly discuss with their group: <ul style="list-style-type: none"> * “What does it mean to ‘develop’ an opinion?” Cold call each group to share whole class. Listen for: <ul style="list-style-type: none"> – “Have my own point of view about Jackie Robinson.” – “WHAT I think about Jackie Robinson.” – “A judgment I make about Jackie Robinson.” Say: “Before we can develop an opinion about a topic, we have to know some facts and details about the topic so we can support our opinions with evidence. Our topic for this unit is Jackie Robinson’s impact on American society. Up to this point we have read mainly about Jackie Robinson’s impact on society through his participation in Major League Baseball. What we don’t know much about yet is what Jackie Robinson’s impact on society was after he stopped playing baseball.” Explain to students that when we want to learn more about a topic, it often helps to ask a question to help focus our attention on the most important details. 	<ul style="list-style-type: none"> Provide nonlinguistic symbols for <i>quotes</i> (a quotation mark), <i>evidence</i> (a check mark), and <i>opinion</i> (an exclamation point). Post the question on the white board or a piece of chart paper for students to refer to as they reread the text and mark it for evidence. Consider further chunking the text for students who struggle with reading grade-level material by asking them to find evidence for one paragraph at a time. Some students would benefit from text with sentences that have evidence within the text highlighted.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Tell students that as they independently reread pages 52–57 they will mark quotes in the text that give facts and details (evidence) to help answer the question:<ul style="list-style-type: none">* “After leaving baseball, how did Jackie Robinson use his popularity to champion civil rights?”• Distribute 10 evidence flags to each student.• Display the Reading task card and distribute one to each student.• Read each step aloud to students. Clarify any instructions as necessary.• Direct students to take 7 to 8 minutes to complete the steps listed on their task cards.• Circulate to support as needed. Check in with each group to do the following:<ol style="list-style-type: none">1. Ensure that the facts and details they marked with evidence flags help them to answer the question: After leaving baseball, how did Jackie Robinson use his popularity to champion civil rights?2. Focus their attention on (and suggest strategies to help them determine the meaning of) key words that may help them to identify and understand evidence:<ul style="list-style-type: none">• demonstrations: protests, marches, rallies• inducted: welcomed, accepted into• diversity: variety, range• address (n.): formal talk, speech• equality: fairness, equal opportunity• philosophy: viewpoint, thinking, way of life, values, beliefs• Invite a few groups to share aloud their thinking during group work. Listen for students to share ideas such as: “Jackie Robinson used his popularity or continued to promote civil rights by giving motivational speeches, writing newspaper columns, raising money for civil rights organizations, protesting, giving speeches, hosting jazz concerts to raise money for the civil rights movement, encouraging other athletes to support civil rights, and fighting for social justice and equality.”	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> After 7 or 8 minutes, pause students in their work. Ask them to remain in their groups, but focus whole group. Ask students to take 2 minutes to think about and then discuss in groups: <ul style="list-style-type: none"> * “What opinion do you have about Jackie Robinson as a champion for civil rights?” Cold call each group to share. Listen for: <ul style="list-style-type: none"> – “Jackie Robinson changed society a great deal through his involvement with civil rights.” – “Jackie Robinson was a great man who continued to impact society through his work for civil rights” – Jackie Robinson worked endlessly to ensure civil rights for African Americans.” 	<ul style="list-style-type: none">
<p>C. Modified Jigsaw: Rereading to Determine Reasons and Identify Evidence to Support My Opinion (25 minutes)</p> <ul style="list-style-type: none"> Introduce the learning target: <ul style="list-style-type: none"> * “I can support my opinion with reasons and evidence from the text.” Display the Opinion, Reasons, and Evidence graphic organizer and ask students to create this in their journals. Ask students to notice the difference in this graphic organizer compared to the ones they have used previously. Invite a few students to share what they notice. Listen for: “the word ‘author’s’ is now replaced with ‘MY.’” Ask students to share why they think this word was changed, given what they are working on. Listen for students to share ideas such as: <ul style="list-style-type: none"> * “The opinions are now ours; we are now working on writing our own opinion instead of just stating the author’s.” Review the Jigsaw protocol with students. Tell students that during this part of work time, students will participate in a “modified jigsaw.” The difference between this jigsaw and ones that students have participated in in the past is that today they will each read two chunks of text instead of one. Display the Determining Reasons and Evidence to Support My Opinion task card and distribute one per student. Point out that this task card has a Part I and a Part II. Read aloud the instructions for Part I. Clarify any directions as needed. Ask students to take 8–10 minutes to complete Part I of the task card. 	<ul style="list-style-type: none"> Some students will benefit from a partially filled-in Opinion, Reasons, and Evidence graphic organizer. Consider allowing students who struggle with reading complex text to read with a partner or the teacher.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Circulate to support as needed. Prompt students' thinking as they work by asking:<ul style="list-style-type: none">* "Is that an opinion?"* "Could it be argued?"* "Does your first reason explain WHY you believe the opinion?"* "Is the evidence related to your first reason? Does the evidence support the opinion? Are they facts and specific details?"• After 8–10 minutes, pause students in their work. Read aloud the instructions for Part II of the task card.• Assign students a different chunk of the text to read for Part II of the task card (chunk 1 now reads chunk 2; chunk 2 now reads chunk 3, etc.). Clarify directions as necessary.• Allow students 7–8 minutes to complete Part II of the task card.• Circulate to support as needed. Continue to prompt students' thinking by asking:<ul style="list-style-type: none">* "Does your second reason explain WHY you believe the opinion?"* "Is the evidence related to your second reason? Does the evidence support the opinion? Are they facts and specific details?"• After students complete Part II, invite members from each group to share out their opinion, one of their reasons, and one piece of evidence related to the reason.• Listen for students to share ideas such as:<ul style="list-style-type: none">– "My opinion is that Jackie Robinson worked hard for civil rights after retiring from Major League Baseball."– "One reason WHY I believe this opinion is because Jackie Robinson contributed to the cause of civil rights in several ways."– "This reason is supported by the fact (evidence) that he gave motivational speeches."	



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. Focus their attention on the Jackie Robinson and Life in America anchor chart. • Say: “As we read today, we learned many more details about Jackie Robinson’s impact on society through his involvement in the civil rights movement.” • In the far left column of the anchor chart, write: “After Jackie Robinson retired from baseball.” In the center column, add: “1950s–1970s.” • Ask students to take 1 minute to turn and talk with a partner about details they could add to the far right column of the anchor chart, “What was happening in America?” • Ask several students to share their thinking aloud. Listen for ideas such as: “the civil rights movement,” “protests for equality,” “Dr. Martin Luther King Jr. is involved in civil rights,” “all Major League Baseball teams have black, white, and Hispanic players but still only white executives and managers,” “Jackie Robinson gives his last public address,” and similar examples. Add students’ ideas to the anchor chart. • Read the first learning target aloud: <ul style="list-style-type: none"> * “I can summarize the information in <i>Promises to Keep</i> about Jackie Robinson’s role in the civil rights movement.” • Ask students to indicate their progress toward the learning targets by showing a thumbs-up or thumbs-down. • Repeat with the second through fourth learning targets. Note students who show thumbs-down, as they may need more support summarizing information; developing an opinion; supporting opinions with reasons and evidence; or determining the meaning of unfamiliar words from context. • Distribute four index cards to students for homework. 	<ul style="list-style-type: none"> • Some students would benefit from a sentence starter, such as: “One thing that happened in America during the 1950s was _____. One thing that happened in America during the 1960s was _____. One thing that happened in America during the 1970s was _____.”



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread pages 50–57 of <i>Promises to Keep</i>. On one of your index cards, write one thing that was happening in America during the 1960s.• Choose three of the following vocabulary words from today's lesson: <i>impact, develop, civil rights, champion, demonstrations, inducted, diversity, address, equality, philosophy</i>.• Record each word on an index card. On the back of each index card, draw a picture to show what the word means AND write a definition for the word. Bring your index cards as an admit ticket to the next class.	<ul style="list-style-type: none">• Provide an audio recording of <i>Promises to Keep</i> for students who struggle with reading grade-level text.• Consider prewriting vocabulary words on index cards for students who struggle with writing.• Students who struggle with language may need to dictate details from the text and the definitions of their vocabulary words to someone at home.



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 2: Lesson 13

Supporting Materials



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Reading Task Card

Name:

Date:

Work with your group members to complete the following: ☐

1. Think about the question: After leaving baseball, how did Jackie Robinson use his popularity to champion civil rights?
2. Independently reread the text on pages 52–57 to locate facts and details (evidence) that answer the question.
3. Mark 7–10 facts or specific details that you locate with evidence flags.
4. Look for any of the following words that show up in your chunk of the reading. Be sure to use context clues to figure out what the word means. Think about why this word is particularly important given what your chunk of the text is about.
 - a. *demonstrations*
 - b. *inducted*
 - c. *diversity*
 - d. *address*
 - e. *equality*
 - f. *philosophy*
5. Think about and then discuss with your group members: Do the facts and details you located help to answer the question?



Opinion, Reasons, and Evidence Graphic Organizer

Name: _____

Date: _____

MY Opinion (WHAT I believe about the topic; a “judgment”):

Reason #1: (WHY the author believes an opinion):	
Evidence (facts, details, information):	
Evidence:	
Evidence:	



Opinion, Reasons, and Evidence Graphic Organizer

Reason #2:	
Evidence (facts, details, information):	
Evidence:	
Evidence:	



Determining Reasons and Evidence to Support My Opinion Task Card

Name: _____

Date: _____

Part I:	
OPINION	<ul style="list-style-type: none">• Think about and discuss: What is your opinion of Jackie Robinson as a champion for civil rights?
	<ul style="list-style-type: none">• On your graphic organizer, write a topic sentence that states an opinion (on the line below: “MY Opinion”).
	<ul style="list-style-type: none">• Make sure to use a “judgment” word in your sentence.
REASON	<ul style="list-style-type: none">• Reread your first chunk of text (1, 2, 3, or 4) to help you identify a reason to support your opinion (WHY you believe the opinion).
	<ul style="list-style-type: none">• On your graphic organizer, write one reason WHY you believe your opinion (in the space next to: “Reason 1”).
	<ul style="list-style-type: none">• Use words or phrases from the text in your reason.
EVIDENCE	<ul style="list-style-type: none">• Review your evidence flags to choose three facts and specific details that relate to Reason 1 and that support your opinion.
	<ul style="list-style-type: none">• On your graphic organizer, paraphrase and record evidence in each of the three “Evidence” rows (under Reason 1).
	<ul style="list-style-type: none">• Use words or phrases from the text in your paraphrased evidence.



Determining Reasons and Evidence to Support My Opinion Task Card

Part II:	
REASON	<ul style="list-style-type: none">• Reread another chunk of text (1, 2, 3, or 4) to help you identify a second reason to support your opinion (WHY you believe the opinion).
	<ul style="list-style-type: none">• On your graphic organizer, write another reason WHY you believe your opinion (in the space next to: “Reason 2”).
	<ul style="list-style-type: none">• Use words or phrases from the text in your reason.
EVIDENCE	<ul style="list-style-type: none">• Review your evidence flags to choose three facts and specific details that relate to Reason 2 and that support your opinion.
	<ul style="list-style-type: none">• On your graphic organizer, paraphrase and record evidence in each of the three “Evidence” rows (under Reason 2).
	<ul style="list-style-type: none">• Use words or phrases from the text in your paraphrased evidence.



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 2: Lesson 14

Writing an Introduction and Body Paragraph That Support an Opinion: Jackie Robinson's Role in the Civil Rights Movement



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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. a. I can introduce the topic of my opinion piece.

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

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

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

Supporting Learning Targets

- I can write a topic sentence that states an opinion.
- I can write a paragraph to introduce a topic and my opinion.
- I can write a body paragraph that groups evidence together to support a reason.

Ongoing Assessment

- Index cards (from homework)
- Journals (Opinion, Reasons, and Evidence graphic organizer; introduction paragraph; Reason 1 body paragraph)



Writing an Introduction and Body Paragraph That Support an Opinion:

Jackie Robinson's Role in the Civil Rights Movement

Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Reviewing Homework (5 minutes)</p> <p>B. Engaging the Writer (5 minutes)</p> <p>2. Work Time</p> <p>A. Writing Introduction Paragraphs (15 minutes)</p> <p>B. Writing Reason 1 Body Paragraph: Grouping Evidence for a Reason (20 minutes)</p> <p>C. Generating Criteria for an Opinion Essay and Self-Assessing My Writing (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief and Reviewing Learning Targets (5 minutes)</p> <p>4. Homework</p> <p>A. Continue your independent reading for this module at home.</p>	<ul style="list-style-type: none">• In this lesson, students write an introduction paragraph and first body paragraph (based on one reason and supporting evidence they identified in Lesson 13). Then, in Lesson 15, students will apply their learning about writing body paragraphs more independently to write body paragraph 2, add linking words, and write a conclusion statement.• This lesson builds on some work students did in Lesson 7; review that lesson in advance.• Review: Fist to Five in Checking for Understanding Techniques (see Appendix).• Post: Learning targets.



Writing an Introduction and Body Paragraph That Support an Opinion:
Jackie Robinson's Role in the Civil Rights Movement

Lesson Vocabulary	Materials
introduce, body, groups	<ul style="list-style-type: none">• Jackie Robinson and Life in America anchor chart (all lessons)• <i>Promises to Keep</i> (book; one per student)• Students' journals• Opinion, Reasons, and Evidence graphic organizer (from Lesson 13)• Document camera or projector• Model introduction paragraph and graphic organizer (one to display)• Model Introduction Paragraph Broken Down (sample, for teacher Reference)• Model Reason #1 paragraph (one per student)• Model Reason #1 Paragraph Broken Down (sample, for teacher Reference)• Criteria for Writing Opinion Essays anchor chart (new; teacher-created; for display)• Criteria for Writing Opinion Essays anchor chart (sample, for teacher reference)



Writing an Introduction and Body Paragraph That Support an Opinion:
Jackie Robinson's Role in the Civil Rights Movement

Opening	Meeting Students' Needs
<p>A. Reviewing Homework (5 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their homework cards from Lesson 13. Focus students on the Jackie Robinson and Life in America anchor chart.• Ask students to turn and talk with a partner about what information from pages 50–57 of <i>Promises to Keep</i> can be added to the right-hand column of the chart (“What was happening in America?”) for the 1960s time period.• Cold call several students to share out what their partner said. Listen for: “Negro baseball players were finally elected into the Baseball Hall of Fame,” “The civil rights movement was very active,” and similar ideas. Add these ideas to the anchor chart.• Collect students’ homework card with “What was happening in America?” information from pages 50–57. Ask students to add their two vocabulary cards to their vocabulary folders.	<ul style="list-style-type: none">• For homework review, intentionally partner ELL students with other students who speak the same home language.
<p>B. Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their students’ journals and turn to the Opinion, Reasons, and Evidence graphic organizer they created during Lesson 13. Invite students to reread their opinion, reasons, and evidence to remind themselves of the work they did.• Tell students that today they will write introduction paragraphs as well as learn how to write a body paragraph for one of their reasons with evidence.	<ul style="list-style-type: none">• Some students will benefit from a partially filled-in Opinion, Reasons, and Evidence graphic organizer.



Work Time	Meeting Students' Needs
<p>A. Writing Introduction Paragraphs (15 minutes)</p> <ul style="list-style-type: none"> Review the learning targets: <ul style="list-style-type: none"> * "I can write a topic sentence that states an opinion." * "I can write a paragraph to introduce a topic and my opinion." Ask students to recall the criteria for a good "topic sentence that states an opinion," from Lesson 7. Listen for students to share ideas such as: <ul style="list-style-type: none"> – "Tells the reader what the writing will mostly be about." – "Introduces a topic and opinion." – "The topic is the person, place, or thing that will be written about." – "An opinion is a judgment about the topic, such as, 'It is the best, worst, most amazing.'" Say to students: "We are now going to learn how to take the opinion sentence you wrote and use it to help us write an introduction—a paragraph with two or three sentences that introduces a whole essay about our opinion. We will start by examining a model introduction paragraph written to introduce an opinion about Branch Rickey. Recall that we read about him on pages 26–29 of <i>Promises to Keep</i>." Ask students to turn and share with a partner what they remember about Branch Rickey (the person who convinced the Dodgers and the baseball commission to hire Jackie Robinson). Use the document camera or projector to project the Model introduction paragraph and graphic organizer. Read it aloud as the class follows along. Then invite students to share with a partner what they notice. Invite a few students to share out. Listen for comments such as: "The paragraph only has three sentences," "There is a sentence that introduces the topic and states the opinion," "There is a 'judgment' word," "The other sentences tell what the rest of the essay is going to be about by introducing the reasons," or similar comments. Probe as needed, asking students to focus on each sentence in turn (e.g., "What specifically do you notice about the first sentence? What words seem important? Why?"). Remind students that they have already practiced writing introduction paragraphs that stated the topic in Module 1, when they wrote about Esperanza. And in this unit, in Lesson 7, they focused on two key criteria: stating the topic plus including an opinion that uses a "judgment" word. Now they will add one more criteria: "Tells what the rest of the essay will be about." 	<ul style="list-style-type: none"> Provide nonlinguistic symbols for <i>opinion</i> (exclamation point) and <i>topic</i> (thought bubble). Some students may need their own copy of the Model graphic organizer and introduction paragraph to refer to as they work.



Writing an Introduction and Body Paragraph That Support an Opinion:
Jackie Robinson's Role in the Civil Rights Movement

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Ask the class:• “What do you notice about how the sentences and phrases in the graphic organizer were turned into sentences for the introduction?”• Invite a few students to share out. Listen for: “The topic and opinion are clearly stated in the first sentence,” “The reasons that support the opinion follow the opinion sentence,” and “No evidence (facts, specific details) is given in the introduction.” As students share their ideas, either underline or highlight them in the projected paragraph. (See the Model Introduction Paragraph Broken Down, Sample, for Teacher Reference for specific sentences from the introduction paragraph students may mention).• Ask students to turn to a new page in their journal and to have a go at drafting an introduction paragraph. Before students start, clarify that this is just a first draft. They will continue to work on this over the next few lessons (including sharing their drafts with a partner to get feedback).• Direct students to refer to their own Opinion, Reasons, and Evidence graphic organizers (from Lesson 13) as they write their introduction paragraphs.• Briefly review directions:<ol style="list-style-type: none">1. Introduce the topic and state an opinion about the topic in a sentence; include a “judgment” word.2. Write two sentences that will introduce what the rest of the essay will be about by using the two reasons they recorded on their graphic organizers (from Lesson 13).3. Use the model paragraph as a guide.• Circulate to offer support and guidance.• As time allows, cold call several students to share their introduction paragraphs whole group.	



Work Time (continued)	Meeting Students' Needs
<p>B. Writing Reason 1 Body Paragraph: Grouping Evidence for a Reason (20 minutes)</p> <ul style="list-style-type: none">• Read aloud the learning target:<ul style="list-style-type: none">* "I can write a body paragraph that groups together evidence to support a reason."• Ask students to think about the meaning of the word <i>groups</i> in this learning target. Invite a few students to share their thoughts. Listen for: "putting together," "joining, etc."• Tell students that in a moment, they will use their notes from their Opinion, Reasons, and Evidence graphic organizers (from Lesson 13) to help them write their first body paragraph. This paragraph will be about Reason 1.• Tell them that, first, they will look at a model to see how to do this. Continue to project the Model graphic organizer and paragraph (from Work Time A) for students.• Then distribute the Model Reason #1 paragraph. Read it aloud to students. Ask them to look at the graphic organizer that is projected. Tell students to do the following:<ol style="list-style-type: none">1. Underline the sentence that states the reason.2. Write a #1 above the first piece of evidence.3. Write a #2 above the second piece of evidence.4. Write a #3 above the third piece of evidence.5. Circle the sentence that restates the reason.• After a few minutes, ask students to turn and talk to a partner about what they notice about how the reason and evidence was turned into a paragraph. Invite a few students to share their notices. Listen for comments such as:<ul style="list-style-type: none">– "The paragraph starts by stating the reason."– "The evidence is written in a complete sentence."– "The paragraph ends by restating the reason." (See the Model Reason #1 Paragraph Broken Down, Sample for Teacher Reference for specific sentences from the Reason 1 paragraph students may mention).	<ul style="list-style-type: none">• Post the instructions for examining the Model Reason 1 paragraph for students to refer to as they work.• Consider allowing students who struggle with writing to dictate their first body paragraph to a partner or the teacher.• Consider allowing students who struggle with reading complex text to read with a partner or the teacher.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Tell students that now it is their turn:<ul style="list-style-type: none">* “You will now draft your first body paragraph, for the first reason you identified. Use the evidence from your graphic organizer.”• Ask students to turn to a new page in their journals and to take about 10 minutes to draft their first body paragraphs.• Circulate to provide support and clarify instructions if needed. Let students know they will have an opportunity to share their paragraphs for peer critique during the next lesson.• As time allows, invite students to share their Reason 1 body paragraphs with the whole group.	
<p>C. Generating Criteria for an Opinion Essay and Self-Assessing My Writing (10 minutes)</p> <ul style="list-style-type: none">• With the students, create the Criteria for Writing Opinion Essays anchor chart. Ask students to share:<ul style="list-style-type: none">* “What do you know about the criteria for a high-quality introduction paragraph?”• Listen for students to share:<ul style="list-style-type: none">– “States the topic and opinion.”– “Use a judgment word.”– “Tell what the rest of the essay will be about (the reasons)”• On the anchor chart, list the criteria under the heading: Introduction. See Criteria for Writing Opinion Essays anchor chart (sample, for teacher reference) in the supporting materials. Let students know that you will add to this chart as they establish criteria for the rest of their paragraphs. Ask:<ul style="list-style-type: none">* “What do you know so far about the criteria for a high-quality body paragraph for an opinion essay?”• Listen for students to share: “Introduce a reason to support the opinion,” and “State evidence related to the reason.”• Ask students to reread their paragraphs with these criteria in mind:<ul style="list-style-type: none">* “Does your paragraph meet each of these criteria?”* “What is one criterion you would like help with from a partner?”• Direct students to share their thinking with their group members.• Cold call several students to share their ideas with the class.	



Writing an Introduction and Body Paragraph That Support an Opinion:
Jackie Robinson's Role in the Civil Rights Movement

Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Gather students as a whole class. Ask students to think and then share with a partner:<ul style="list-style-type: none">* “What is important to remember when writing opinion essays?”• Invite a few partners to share out, asking other students to give a thumbs-up if they thought the same thing.• Read each learning target aloud, pausing after each one for students to show a Fist to Five based on how they feel they are progressing toward meeting each target. Notice which students show 2, 1, or fist for any learning target, as they may need individual follow-up or clarification.	<ul style="list-style-type: none">• Provide a sentence starter (e.g., “One important thing to remember when writing an opinion essay is _____.”) for students who struggle with language .
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue your independent reading for this module at home.	



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 2: Lesson 14

Supporting Materials



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Model Introduction Paragraph and Graphic Organizer

MY Opinion (WHAT I believe about the topic; a “judgment”):

Branch Rickey played an important role in breaking the color barrier of Major League Baseball. He made the bold decision to recruit African American players into the Major Leagues. Eventually, he started what was known as the “Noble Experiment” by hiring Jackie Robinson as the first African American to play for the major league team the Brooklyn Dodgers.

Reason #1 (WHY I believe the opinion):	He made the bold decision to recruit African American players into the major leagues.
Evidence (facts, details, information):	He tried to convince the Dodger board to allow him to recruit African American players from the Negro Leagues (page 26).
Evidence:	He proposed integrated baseball to the first commissioner of baseball, Judge Kenesaw Mountain Landis (page 27).
Evidence:	After a new commissioner of baseball was appointed, Branch Rickey asked again that black players be allowed to play in the major leagues (page 27).
Reason #2 (WHY I believe the opinion):	He started what was known as the “Noble Experiment” by hiring Jackie Robinson as the first African American to play for the major league team the Brooklyn Dodgers (page 27).
Evidence (facts, details, information):	On August 28, 1945, Branch Rickey met with Jackie Robinson to discuss him playing for the Dodgers (page 28).
Evidence:	He studied Jackie Robinson as a player and person, to make sure he was the right one to break Major League Baseball’s color barrier (page 28).
Evidence:	He told Jackie Robinson that he would need to adopt a nonviolent approach to change for the first few years, for the sake of racial equality (page 28).



Model Introduction Paragraph Broken Down
(Sample, for Teacher Reference)

Topic:	Branch Rickey’s role in breaking the color barrier in Major League Baseball.
Opinion:	Branch Rickey played an important role in breaking the color barrier of Major League Baseball.
Reasons:	He made the bold decision to recruit African American players into Major League Baseball; and Branch Rickey started a “Noble Experiment” by hiring Jackie Robinson as the first African American to play for the major league team the Brooklyn Dodger

S.



Model Reason #1 Paragraph

Branch Rickey made the bold decision to recruit African American players into the major leagues. A year after he was hired as the president of the Brooklyn Dodgers, Branch Rickey tried to convince the Dodger board to allow him to recruit African American players from the Negro Leagues. He also proposed integrated baseball to the first commissioner of baseball, Judge Kenesaw Mountain Landis, but Landis refused. However, he would not give up, and after a new commissioner of baseball was appointed, Branch Rickey once again proposed that black players be allowed to play in the major leagues, and the new commissioner agreed. Branch Rickey would not give up on his goal to make Major League Baseball an integrated sport where black and white players could play on the same field.



Model Reason #1 Paragraph Broken Down
(Sample, for Teacher Reference)

State the reason:	<u>Branch Rickey made the bold decision to recruit African American players into the Major Leagues.</u>
Evidence #1:	<u>A year after he was hired as the president of the Brooklyn Dodgers, Branch Rickey tried to convince the Dodger board to allow him to recruit African American players from the Negro Leagues.</u>
Evidence #2:	<u>He also proposed integrated baseball to the first commissioner of baseball, Judge Kenesaw Mountain Landis, but Landis refused.</u>
Evidence #3:	<u>However, he would not give up, and after a new commissioner of baseball was appointed, Branch Rickey once again proposed that black players be allowed to play in the major leagues, and the new commissioner agreed</u>
Restating the reason:	<u>Branch Rickey would not give up on his goal to make Major League Baseball an integrated sport where black and white players could play on the same field.</u>



Criteria for Writing Opinion Essays Anchor Chart
(Sample, for Teacher Reference)

Introduction Paragraph:	• State the topic and opinion.
	• Use a judgment word.
	• Tell what the rest of the essay will be about (the reasons).
Body Paragraphs:	• Introduce a reason.
	• State evidence related to the reason; supports the opinion.



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 2: Lesson 15

Writing a Second Body Paragraph and Conclusion for an Opinion Essay: Jackie Robinson's Role in the Civil Rights Movement (*Promises to Keep*, Pages 50–57)



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Writing a Second Body Paragraph and Conclusion for an Opinion Essay:

Jackie Robinson's Role in the Civil Rights Movement

(Promises to Keep, Pages 50–57)

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

I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8)

I can 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 that support my opinion.
- c. I can use linking words to connect my opinion and reasons.
- 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 choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)

Supporting Learning Targets

- I can write a body paragraph that groups evidence together to support a reason.
- I can use linking words to connect my reasons and evidence to my opinion.
- I can write a conclusion statement for my opinion essay.
- I can use feedback from a peer to revise my opinion essay to better meet the criteria.

Ongoing Assessment

- Vocabulary cards
- Journals (Opinion, Reasons, and Evidence graphic organizer; two body paragraphs; conclusion statement)



Writing a Second Body Paragraph and Conclusion for an Opinion Essay:

Jackie Robinson's Role in the Civil Rights Movement

(*Promises to Keep*, Pages 50–57)

Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader and Writer (5 minutes)</p> <p>2. Work Time</p> <p>A. Writing Reason 2 Body Paragraph: Grouping Evidence for a Reason (15 minutes)</p> <p>B. Using Linking Words and Writing a Conclusion Statement: Revising Opinion Essays (20 minutes)</p> <p>C. Critique and Feedback Session: Opinion Essay (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief and Reviewing Learning Targets (5 minutes)</p> <p>4. Homework</p> <p>A. Do a first read of pages 58–62 of <i>Promises to Keep</i>. On your index card, write the gist of the reading.</p>	<ul style="list-style-type: none">• This lesson follows a pattern similar to that of Lessons 13 and 14, combining RI.5.8 (reading to identify an author's opinion) and W.5.1 (writing opinions).• As noted in Lesson 13, students are not taught to write a formal conclusion paragraph in Unit 2, but rather a conclusion statement, as indicated by W.5.1d for the end of the essay.• No new vocabulary words are introduced. Students review and apply vocabulary words from Lessons 13 and 14.• In advance: Create the Linking Words anchor chart (based on linking words listed in Work Time B).• Review: Milling to Music in Checking for Understanding Techniques (see Appendix).• Post: Learning targets.



Writing a Second Body Paragraph and Conclusion for an Opinion Essay:

Jackie Robinson's Role in the Civil Rights Movement

(Promises to Keep, Pages 50–57)

Lesson Vocabulary	Materials
groups, linking, connect, feedback, revise	<ul style="list-style-type: none">• Students' journals• Criteria for Writing Opinion Essays anchor chart (from Lesson 14)• Opinion, Reasons, and Evidence graphic organizer (from Lesson 13)• Document camera or projector• Model introduction paragraph and graphic organizer (from Lesson 14; one to display)• Model Reason #2 paragraph (one per student)• Highlighters (one per student)• Linking Words anchor chart (new; teacher-created)• Conclusion Statement samples (one to display)• <i>Promises to Keep</i> (book; one per student)• Index cards (one per student)



Writing a Second Body Paragraph and Conclusion for an Opinion Essay:

Jackie Robinson's Role in the Civil Rights Movement

(*Promises to Keep*, Pages 50–57)

Opening	Meeting Students' Needs
<p>A. Engaging the Reader and Writer (5 minutes)</p> <ul style="list-style-type: none">Ask students to take out their students' journals and turn to the introduction paragraph and Reason 1 body paragraph they wrote during Lesson 14. Invite students to reread their body paragraphs to remind themselves of the work they did.	
Work Time	Meeting Students' Needs
<p>A. Writing Reason 2 Body Paragraph: Grouping Evidence for a Reason (15 minutes)</p> <ul style="list-style-type: none">Review the learning target:<ul style="list-style-type: none">"I can write a body paragraph that groups evidence together to support a reason."Post the Criteria for Writing Opinion Essays anchor chart. Ask students to briefly turn and talk with a partner about the criteria for a body paragraph:<ul style="list-style-type: none">"How did you use this criteria to write the Reason 1 body paragraph (in Lesson 14)?""What element of the criteria do you want to focus on most as you write the Reason 2 body paragraph?"Invite several partners to share their thinking whole group.Tell students they will once again use their notes from their Opinion, Reasons, and Evidence graphic organizers (from Lesson 13) to help them write their second body paragraphs. This paragraph will be about Reason 2. Tell them that first, they will look at a model to review how to do this. Use the document camera or projector to project the Model introduction paragraph and graphic organizer for students.Then distribute the Model Reason #2 paragraph. Read the Model Reason 2 paragraph aloud to students. Ask them to look at the graphic organizer that is projected. Ask students to do the following:<ol style="list-style-type: none">Underline the sentence that states the reason.Write a #1 above the first piece of evidence.Write a #2 above the second piece of evidence.Write a #3 above the third piece of evidence.Circle the sentence that restates the reason.	<ul style="list-style-type: none">Provide nonlinguistic symbols for <i>reasons</i> (a question mark) and <i>evidence</i> (a check mark).Consider further chunking of the text for students who struggle with reading grade-level text by asking them to find evidence for one paragraph at a time.Some students would benefit from text that is highlighted with sentences that have evidence within the text.Some students may benefit from having an individual sheet that has the Criteria for Writing Opinion Essays listed so they may check each one off as they complete it.



Writing a Second Body Paragraph and Conclusion for an Opinion Essay:

Jackie Robinson's Role in the Civil Rights Movement

(*Promises to Keep*, Pages 50–57)

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> After a few minutes, ask students to turn and talk to a partner about what they notice about how the reason and evidence was turned into a paragraph. Invite a few students to share their notices. Listen for comments such as: <ul style="list-style-type: none"> “The paragraph starts by stating the reason.” “The evidence is written in a complete sentence.” “The paragraph ends by restating the reason.” Tell students that now they will draft their second body paragraph, for the second reason and pieces of evidence each identified and recorded on their graphic organizers (from Lesson 13). Ask students to turn to a new page in their journal and to take about 7 to 8 minutes to draft their second body paragraph. Circulate to provide support and clarify instructions if needed. Let students know they will have an opportunity to share their paragraphs for peer critique during Work Time C. 	<ul style="list-style-type: none">
<p>B. Using Linking Words and Writing a Conclusion Statement: Revising Opinion Essays (20 minutes)</p> <ul style="list-style-type: none"> Read aloud the learning targets: <ul style="list-style-type: none"> * “I can use linking words to connect my reasons and evidence to my opinion.” * “I can write a conclusion statement for my opinion essay.” Focus students on the word <i>linking</i> and ask them to talk with a partner about what they know about that word. Ask a few partners to share. Listen for: “It means to join things together, like when things are connected, grouping things.” Ask students to think about what the word <i>connect</i> means in the first learning target. Invite a few students to share their thoughts. Be sure that “the words have to show how the reasons are organized in the essay or that the evidence goes with the reason” is shared. Distribute highlighters. Ask students to take a few minutes to look again at the Model Reason 2 paragraph. This time, they should focus on words that help the reader know which reason it is and how the evidence links to the reason. Ask students to highlight the words that are linking words, those that show order, or somehow connect the reasons and evidence. Invite a few students to share some of the words they highlighted. Listen for the words or phrases: “On August 28, 1945 [date],” “however,” “after,” or “once.” 	<ul style="list-style-type: none"> Provide a nonlinguistic symbol for <i>linking</i> (two rings interlocked). Allow students who struggle with writing to dictate the draft of their Reason 2 body paragraph and their conclusion statement to a partner or the teacher.



Writing a Second Body Paragraph and Conclusion for an Opinion Essay:

Jackie Robinson's Role in the Civil Rights Movement

(*Promises to Keep*, Pages 50–57)

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Display the Linking Words anchor chart and list the words shared. Ask students to share other linking words they know from their readings or writing with their group members. Call on a few groups to share their words aloud. Some words students may share are: one, first, second, third, next, most, now, besides, finally, in addition, furthermore, another, in addition, as well as, because, since, therefore, as a result, so, especially, and for example.• Ask students to review body paragraph 1 (from Lesson 14) and body paragraph 2 (from Work Time A). Allow students a few minutes to reread and revise their draft body paragraphs. Ask:<ul style="list-style-type: none">* “What linking words did you already include?”* “Where might you add a linking word?”• Direct students to share their linking words with a partner. Cold call several students to share aloud whole group.• Refocus students whole group. Draw students' attention back to the Criteria for Writing Opinion Essays anchor chart. Ask:<ul style="list-style-type: none">* “What else should we add to our list of criteria?”• Listen for students to say: “Use linking words,” and add this response to the anchor chart.• Display the Conclusion Statement samples and read each aloud.• Ask students to think about and 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:<ul style="list-style-type: none">– “A sentence that ties all the ideas together at the end of an essay.– “Restates the main opinion.”• Direct students to reread their topic sentences that state an opinion and introduction paragraph, and then briefly skim to read their body paragraphs.• Ask students to think about and then discuss with a partner:<ul style="list-style-type: none">* How could I restate my opinion as a conclusion statement?* How can I tie the ideas in my essay together in one sentence?	



Writing a Second Body Paragraph and Conclusion for an Opinion Essay:

Jackie Robinson's Role in the Civil Rights Movement

(*Promises to Keep*, Pages 50–57)

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Give students 2 minutes to write a conclusion statement for their essays. • Invite several students to share whole group. • Focus the class once again on the Criteria for Writing Opinion Essay anchor chart. Ask students: <ul style="list-style-type: none"> * “What else should we add to our list of criteria?” * Listen for them to say: “conclusion” or “conclusion statement,” and add it to the anchor chart. 	
<p>C. Critique and Feedback Session: Opinion Essay (15 minutes)</p> <ul style="list-style-type: none"> • Review the learning target: <ul style="list-style-type: none"> * “I can use feedback from a peer to revise my opinion essay to better meet the criteria.” • Tell students they will now work with a partner to critique and give feedback on each other's essays, based on the Criteria for Writing an Opinion Essay (introduction, body paragraphs, conclusion statement). • Partner students and remind them, when working with their partner, to do the following: <ul style="list-style-type: none"> – Be specific. – Be kind. – Stay on topic (talk about the criteria). – Thank your partner. • Allow students 8–10 minutes total to critique and give feedback on each other's essays. Circulate to listen and provide support to redirect or clarify if necessary. • Allow 3 to 4 minutes for students to revise their introductions, body paragraphs, or conclusion statements based on the feedback they received from their partners. • Congratulate students on working hard in applying their new writing skills. Tell students that in the next lesson they will return to the text and finish reading <i>Promises to Keep</i>. They will continue to practice forming an opinion, determining reasons, and identifying evidence. 	<ul style="list-style-type: none"> • Intentionally switch a student's partner after every critique and feedback to allow students to have as much exposure to as many different peers' writing as possible. • Provide nonlinguistic symbols for <i>feedback</i> (two people talking) and <i>revise</i> (a person writing). • Create and post an anchor chart for Things to Remember When Giving Feedback. • Provide sentence stems for students to use when giving feedback, such as: “I like that you _____. You _____ well. One thing that you could do better is _____.”



Writing a Second Body Paragraph and Conclusion for an Opinion Essay:

Jackie Robinson's Role in the Civil Rights Movement

(*Promises to Keep*, Pages 50–57)

Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Reviewing 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 Criteria for Writing an Opinion Essay, help me to improve my draft essay?• Invite several students to share their thinking aloud.• Read each learning target aloud and ask students to think about how they have progressed in meeting each one. Ask students to choose one that they feel they are meeting very well and one they feel they still need to work on. Remind them that in a few days (Lesson 17), they will be writing an opinion essay “on demand” to show what they know.• Ask students to share with a partner the learning target they are meeting well and the one with which they are struggling.• Distribute one index card to each student for homework.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Do a first read of pages 58–62 of <i>Promises to Keep</i>. On your index card, write the gist of the reading. Bring your index card as an admit ticket to the next class.	<ul style="list-style-type: none">• Provide an audio recording of <i>Promises to Keep</i> for students who struggle with reading grade-level text.• Students who struggle with language may need to dictate their gist to someone at home.



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 2: Lesson 15

Supporting Materials



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Model Reason #2 Paragraph

Branch Rickey started what was known as the “Noble Experiment” by hiring Jackie Robinson as the first African American to play for the major league team the Brooklyn Dodgers. On August 28, 1945 Branch Rickey met with Jackie Robinson to discuss him playing Major League Baseball for the Brooklyn Dodgers’ field team, the Montreal Royals. However, even before arranging the meeting, Branch Rickey took the time to study Jackie Robinson as a player and person, to make sure he was the right one to break Major League Baseball’s color barrier. After a lengthy conversation, Branch Rickey told Jackie Robinson that he would need to adopt a nonviolence approach for the sake of achieving racial equality in baseball. Once Jackie Robinson agreed to Rickey’s terms, the “Noble Experiment” began with Jackie Robinson as the first African American to break the color barrier in Major League Baseball.



Conclusion Statement Samples

1. The importance of Branch Rickey's role in helping to break the color barrier in Major League Baseball cannot be denied.
2. Branch Rickey helped to change Major League Baseball forever.
3. Branch Rickey made bold decisions and started the "Noble Experiment" with Jackie Robinson to help make Major League Baseball an integrated sport.



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 2: Lesson 16

Developing an Opinion Based on the Textual Evidence: Jackie Robinson's Legacy (*Promises to Keep*, Pages 58–63)



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

Supporting Learning Targets

- I can summarize the information in *Promises to Keep* about Jackie Robinson's legacy.
- I can explain Jackie Robinson's legacy, using quotes from the text in *Promises to Keep*.
- I can develop an opinion based on multiple pieces of evidence from the text.
- I can determine the meaning of new words and phrases from context in the book *Promises to Keep*.

Ongoing Assessment

- Evidence flags
- Vocabulary cards
- Gist card (from homework)



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Homework Review and Engaging the Reader (5 minutes)</p> <p>2. Work Time</p> <p>A. Read-aloud: Getting the Gist about Jackie Robinson's Legacy (10 minutes)</p> <p>B. Rereading Pages 60 and 61: Developing an Evidence-Based Opinion about Jackie Robinson's Legacy (20 minutes)</p> <p>C. Key Vocabulary to Deepen Understanding (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief and Reviewing Learning Targets (5 minutes)</p> <p>4. Homework</p> <p>A. Continue your independent reading for this module. Finish the vocabulary cards from the lesson today.</p>	<ul style="list-style-type: none">• This lesson follows a pattern similar to Lesson 13. Students work with pages 58–63 of <i>Promises to Keep</i>, which they read once independently for homework. They will locate evidence, develop an opinion, and then support their opinion with a reason and multiple pieces of evidence. This reading is in preparation for the end of unit assessment (Lesson 17), in which students will use the information they gather in this lesson to fill out the graphic organizer and write an opinion essay about Jackie Robinson's legacy.• In advance: Add a new row to the Jackie Robinson and Life in America anchor chart. In the left-hand column, write: "After Jackie Robinson died"; in the center column, write: "1972–present."• Post: Learning targets.



Lesson Vocabulary	Materials
summarize, explain, quotes, opinion, supporting, reasons, evidence, topic sentence, context (all from previous lessons), develop; legacy (60); path, tribute, contributions, engaged (61)	<ul style="list-style-type: none"> • Document camera or projector • Jackie Robinson and Life in America anchor chart (all lessons) • <i>Promises to Keep</i> (book; one per student) • Features of Informational Text anchor chart (from Module 2A, Unit 1, Lessons 1 and 2) • Evidence flags (six per student) • Lesson 16 Reading task cards (one per student) • Students' journals • Vocabulary Strategies anchor chart (from Unit 1, Lesson 1) • Index cards (five per student)

Opening	Meeting Students' Needs
<p>A. Homework Review and Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to take out their homework cards from Lesson 15. Use a document camera or projector to display the Jackie Robinson and Life in America anchor chart. Ask students to review their gist cards on their own, and then turn to talk with a partner about what information from pages 58–62 of <i>Promises to Keep</i> can be added to the right-hand column of the chart ("What was happening in America?") for the 1970s time period. • Cold call several students to share out what their partner said. Listen for: "Jackie Robinson died," "The Robinson Foundation was started," and similar ideas. Add students' ideas to the anchor chart. • Say: "Throughout this module, we have been thinking about this big question: 'How have athletes broken barriers during the historical era in which they lived?' We have read a great deal about the ways Jackie Robinson impacted American society by breaking the color barrier in Major League Baseball. Today we will continue to read about Jackie Robinson's life and learn about his role in the civil rights movement, as well as begin to write about opinions you form using reasons and evidence from the text." 	<ul style="list-style-type: none"> • Intentionally partner ELL students with others who speak the same home language for homework review.



Work Time	Meeting Students' Needs
<p>A. Read-aloud: Getting the Gist about Jackie Robinson's Legacy (10 minutes)</p> <ul style="list-style-type: none"> Ask students to take out <i>Promises to Keep</i>. Place them in their groups of four. (Students will remain in their groups until Closing and Assessment.) Read the first learning target with the students: <ul style="list-style-type: none"> * "I can summarize the information in <i>Promises to Keep</i> about Jackie Robinson's legacy." Direct students to open their books to pages 58–63. Display the Features of Informational Text anchor chart. Ask students to look closely at pages 58–63 to identify the text features they notice. Be sure they identify the photographs and captions that are on the sides and bottoms of these pages. Ask several students to share out: <ul style="list-style-type: none"> * "How do these text features help us as readers?" Listen for: <ul style="list-style-type: none"> – "These photographs are in color, so it makes me think this passage will have details from the present, or a more recent time period." – "Gives us an idea about what this passage might be about." – "The captions share important details about the pictures." Read aloud the title of this chapter, "Jackie Robinson's Legacy" (page 58). Ask students to think about and share out the meaning of the word <i>legacy</i>. Listen for them to share ideas such as: <ul style="list-style-type: none"> – "A person's reputation." – "What people think of a person after they are no longer living." – "When a person has influence on a society or community even after he she is no longer living." Tell students even though they read these pages for homework, they will hear them read aloud again in order to dig into this challenging text. Ask students to follow along silently as they listen to pages 58–62 in their entirety, plus the caption on page 63: "Through their words and actions, my parents taught me the importance of keeping promises." 	<ul style="list-style-type: none"> Consider chunking the reading of pages 58–62 by pausing after each page and discussing the gist of each page. Some students may benefit from rereading pages 58–62 before forming a gist of the entire passage.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> Prompt students to take 1 or 2 minutes to think about and discuss with their group members: <ul style="list-style-type: none"> * “What was Jackie Robinson’s <i>legacy</i>?” Cold call a few students to share what they wrote. Listen for ideas such as: <ul style="list-style-type: none"> – “Jackie Robinson’s legacy continues through the work of his foundation, and his family’s work with the Jackie Robinson Foundation.” – “Because Jackie Robinson made such an impact on our society, there are parks and other facilities named after him.” 	
<p>B. Rereading Pages 60 and 61: Developing an Evidence-Based Opinion about Jackie Robinson’s Legacy (20 minutes)</p> <ul style="list-style-type: none"> Introduce the learning targets: <ul style="list-style-type: none"> * “I can explain Jackie Robinson’s legacy, using quotes from the text in <i>Promises to Keep</i>.” * “I can develop an opinion based on multiple pieces of evidence from the text.” Cold call several students to share out what they recall about the meaning of the words <i>explain</i> (make clear; describe my thinking), <i>quotes</i> (directly from the text; what someone says; in quotation marks), <i>opinion</i> (WHAT the author believes; author’s point of view), and <i>evidence</i> (facts, specific details). Tell students that now, as in a previous lesson (Lesson 13), they will work to develop their own opinion about Jackie Robinson’s impact on American society. To do so, they of course have to first read carefully, thinking about the author’s (Sharon Robinson’s) opinion and evidence. But as they transition to writing, they will also have their OWN opinion about how Jackie Robinson’s impact on society is a legacy. Cold call several students to share what they recall about what it means to develop an opinion. Listen for: <ul style="list-style-type: none"> – “Have my own point of view about Jackie Robinson, based on information I locate in the text.” – “WHAT I think about Jackie Robinson, based on facts and specific details.” – A judgment I make about Jackie Robinson, based on new information.” 	<ul style="list-style-type: none"> Provide nonlinguistic symbols for <i>quotes</i> (a quotation mark), <i>evidence</i> (a check mark), and <i>opinion</i> (an exclamation point). Post the question on a white board or piece of chart paper for students to reference as they reread the text and mark it for evidence. Some students would benefit from highlighted sentences that show evidence within the text. Provide a sentence stem for students, such as: “I believe _____ about Jackie Robinson’s legacy.”



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Be clear with students that in the next lesson they will write an essay based on the reading they are doing today. So now, it is particularly important they read carefully.• Remind students that when we want to learn more about a topic it is helpful to ask a question to focus our attention on the most important details from the text.• Tell students that as they read they will mark quotes in the text that give facts and details (evidence) to help answer the question:<ul style="list-style-type: none">* “What is Jackie Robinson’s legacy?”• Ask several students to restate the question in their own words.• Distribute six evidence flags to each student.• Display the Lesson 16 Reading task cards and distribute one to each student. Read each step aloud. Clarify any instructions as necessary.• Direct students to take about 10 minutes to complete the steps listed on their task cards.• Circulate to support as needed. Check in with each group to check the evidence flags showing the facts and details that helped them to answer the question:<ul style="list-style-type: none">* “What is Jackie Robinson’s legacy?”• Listen for students to share ideas such as:<ul style="list-style-type: none">– “Children across the United States choose to study Jackie Robinson for history projects.”– “His number 42 is retired.”– “There are organizations, parks, and schools across America named after him.”– “The Jackie Robinson Foundation provides opportunities for students to become community leaders.”– “Foundation scholars give back to their communities.”• Ask students to take 2 minutes to think about and then discuss in groups:<ul style="list-style-type: none">* “What opinion do you have about Jackie Robinson’s legacy?”	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Invite students to write their opinions under the gist they wrote in their students' journals. Tell students to now return to the evidence they flagged in the text, reread it, and think about two reasons they have for the opinion they wrote. Ask them to write those two reasons under their opinion. • Cold call each group to share their ideas about their opinions whole class. Listen for: <ul style="list-style-type: none"> – “Jackie Robinson has an extraordinary amount of influence in America even today.” – “Even though Jackie Robinson is no longer living, he left an incredible legacy of leadership and hope.” 	
<p>C. Key Vocabulary to Deepen Understanding (20 minutes)</p> <ul style="list-style-type: none"> • Review the learning target: <ul style="list-style-type: none"> * “I can determine the meaning of new words and phrases from context in the book <i>Promises to Keep</i>.” • Remind students that they have been working on this target throughout this module and in previous modules. Display the Vocabulary Strategies anchor chart for student reference. • Distribute five index cards per student. • Write the following words from the text where all students can see them: <i>legacy, path, tribute, contribution, engaged</i>. • Ask students to take 8–10 minutes to complete the following in their groups: <ol style="list-style-type: none"> 1. Record each of the seven words onto index cards. 2. Go back into the text to use context clues and apply vocabulary strategies to help determine the meaning of each word. 3. Write a synonym or short definition for the word and draw a picture to show the meaning of the word, on the back of each card. • Circulate to listen in and support as needed. Be sure students determine the correct meanings for each word, as they will use their new understanding about vocabulary to revise the opinion topic sentence, reason, or evidence they identified during Work Time B. 	<ul style="list-style-type: none"> • Consider narrowing the focus on specific key words for students who struggle with language to two or three of the vocabulary words rather than all five. • List and post the directions for completing vocabulary cards so students can refer to them as they work. • Consider allowing students who struggle with writing to dictate their definitions to a partner or teacher. • If students do not finish the vocabulary cards during the lesson, they may finish for homework.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• After students complete their index cards, take 2 minutes to cold call a member from each group to share out the meaning of each vocabulary word, whole group. Listen for:<ul style="list-style-type: none">– <i>legacy</i>: a person's influence on a society or community even after he or she is no longer living– <i>path</i>: course of action– <i>tribute</i>: compliment; honor; sign of respect; acknowledgement– <i>contributions</i> : involvement; role in achieving something– <i>engaged</i>: be involved in; take part in• Collect students' journals.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Bring students together whole group. Focus their attention on the Jackie Robinson and Life in America anchor chart. Say:<ul style="list-style-type: none">* “As we finished the book <i>Promises to Keep</i> today, we learned about the legacy of Jackie Robinson.”• Ask students to take 1 minute to turn and talk with a partner about details they could add to the far right-hand column of the anchor chart, “What was happening in America?”• Ask several students to share their thinking aloud. They should be noticing Jackie Robinson had an influence on what was happening. Listen for ideas such as: “Parks, organizations, and schools are named after Jackie Robinson,” “The Jackie Robinson Foundation develops young leaders and scholars who contribute to their communities,” “The struggle for equality continues,” and similar examples. Add students’ ideas to the anchor chart.• Read the first learning target aloud:<ul style="list-style-type: none">* “I can summarize the information in <i>Promises to Keep</i> about Jackie Robinson’s legacy.”• Ask students to indicate their progress toward the learning targets by showing thumbs-up or thumbs-down.• Repeat with the rest of the learning targets. Note students who show thumbs-down; they may need more support summarizing information; developing an opinion; supporting opinions with reasons and evidence; or determining the meaning of unfamiliar words from context.• Remind students they will complete the end of unit assessment in the next lesson. They will get to show all they have learned about writing opinion essays by using information they found in the text today to organize their thinking. Then they will write an introduction paragraph and two body paragraphs, one for each reason they identified today. They may use their journals and all of the anchor charts they have created as a class.	<ul style="list-style-type: none">• Some students would benefit from a sentence starter, such as: “One thing that was happening in America that was a reflection of Jackie Robinson’s legacy was _____.”



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue your independent reading for this module.• Finish the vocabulary cards from the lesson today. Be sure to draw a picture to show what the word means AND write a definition for it on the back of each card. Bring your index cards as an admit ticket to the next class.	<ul style="list-style-type: none">• Consider prewriting vocabulary words on index cards for struggling writing students.• Students who struggle with language may need to dictate the definitions of their vocabulary words to someone at home.



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Grade 5: Module 3A: Unit 2: Lesson 16

Supporting Materials



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Lesson 16 Reading Task Card

Name: _____

Date: _____

Work with your group members to complete the following: ☐

1. Think about the question: What is Jackie Robinson's legacy?
2. Independently reread pages 60 and 61 to locate facts and details (evidence) to answer the question. (Start at: "Each year, children ..." and end with "... and active in an ever changing world.")
3. Mark three to five facts or specific details that you locate with evidence flags.
4. Think about and then discuss with your group members: Do the facts and details you located help to answer the question?



EXPEDITIONARY
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Grade 5: Module 3A: Unit 2: Lesson 17

End of Unit Assessment: Writing an Opinion Essay with Supporting 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.
- c. I can use linking words to connect my opinion and reasons.
- d. I can construct a concluding statement or section for my opinion piece.

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

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

Supporting Learning Targets

- I can write a paragraph to introduce the topic and my opinion.
- I can write reason body paragraphs that group evidence together to support a reason.
- I can use linking words to connect my reasons and evidence to my opinion.
- I can reflect on my learning about how evidence is used to support an opinion.
- I can write a conclusion statement for my opinion essay.

Ongoing Assessment

- End of Unit 2 Assessment
- Tracking My Progress, End of Unit 2 recording form



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader and Reviewing Learning Targets (7 minutes)</p> <p>2. Work Time</p> <p>A. End of Unit Assessment (40 minutes)</p> <p>B. End of Unit: Tracking My Progress (8 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief: Sharing Reflections on 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">• Students take the End of Unit 2 Assessment: On-Demand Opinion, Reason, and Evidence Essay about Jackie Robinson's Legacy. They build on their graphic organizers from Lesson 16 in order to plan and write a three-paragraph essay sharing their opinions about Jackie Robinson's legacy stating two reasons with evidence from pages 58–62 of <i>Promises to Keep</i>. In Unit 3, students will learn how to write a conclusion about their opinion.• This assessment is an “open book” on-demand writing assessment. Students may use their texts, their notes, and their vocabulary cards.• For this assessment, students are expected to meet just the key criteria for success listed in the Teacher Resources, not the fuller PARCC rubric. The full PARCC Analytical Writing Rubric is included in the supporting materials simply for teacher reference. In Unit 3, students' will work with the teacher across multiple lessons to co-construct a similar rubric, and their writing will then be assessed using the rubric.



Lesson Vocabulary	Materials
topic, opinion, body paragraphs, group, evidence, support, reason, linking words (all from previous lessons)	<ul style="list-style-type: none">• <i>Promises to Keep</i> (book; one per student)• End of Unit 2 Assessment: Writing an Opinion Essay with Supporting Evidence about Jackie Robinson's Legacy (which includes the Opinions, Reasons, and Evidence graphic organizer that students use to plan their essay) (one per student)• Lined paper (two pieces per student)• Students' journals• Vocabulary cards (students' own from throughout the unit)• Jackie Robinson and Life in America anchor chart (from Lesson 2)• Criteria for Writing Opinion Essays anchor chart (from Lesson 14)• Linking Words anchor chart (from Lesson 15)• Tracking My Progress, End of Unit 2 recording form (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader and Reviewing Learning Targets (7 minutes)</p> <ul style="list-style-type: none"> • Compliment students on all that they have learned about Jackie Robinson through their close analytical reading of <i>Promises to Keep</i>. Get them excited about the opportunity they have today to write their own opinion about his legacy and support that opinion with reasons and interesting facts and details (evidence). Remind them that they will be writing about a section of the text they have already read three times (during Lesson 16). • Ask students to turn to a partner and share something they want to remember from the pages they discussed yesterday (about Jackie Robinson's legacy) that they want to be sure to include in their essay. • Review the first three learning targets: <ul style="list-style-type: none"> – “I can write a paragraph to introduce the topic and my opinion.” – “I can write body paragraphs that group evidence together to support a reason.” – “I can use linking words to connect my reasons and evidence to my opinion.” • Review key vocabulary. Focus students' attention on the words <i>topic</i>, <i>opinion</i>, <i>body paragraphs</i>, <i>group</i>, <i>evidence</i>, <i>support</i>, <i>reason</i>, <i>linking words</i>, and <i>evidence</i>. Ask students to share the meaning of these words aloud. Listen for definitions such as: <ul style="list-style-type: none"> – topic: what something is about; subject – opinion: point of view; position on an issue – body paragraphs: the paragraphs after the introduction in an essay – group: put together – evidence: proof; facts; data; information – support: reinforce; provide evidence; make claim stronger – reason: why someone believes what they believe – linking words: connected words; words that help the reader know what goes together or comes next 	<ul style="list-style-type: none"> • Students who struggle with recalling the meaning of many academic words at one time would benefit from learning target annotations from previous lessons. Display them for students to see, and divide the class into groups to focus on each one. Allow them to share out the meaning of the key academic vocabulary in each.



Work Time	Meeting Students' Needs
<p>A. End of Unit Assessment (40 minutes)</p> <ul style="list-style-type: none">• Distribute the End of Unit 2 Assessment: Writing an Opinion Essay with Supporting Evidence about Jackie Robinson's Legacy (which includes the Opinions, Reasons, and Evidence graphic organizer that students will use to plan their essay) and two pieces of lined paper. Invite students to quickly skim the assessment.• Point out to students that they are going to write an essay. Tell students they for this assessment, they should refer to <i>Promises to Keep</i> from this unit, their students' journals with graphic organizers they recorded opinions and evidence onto, their vocabulary cards, and the anchor charts: Jackie Robinson and Life in America, Criteria for Writing Opinion Essays, and Linking Words the class created.• Direct students to focus on the Criteria for Success listed at the bottom of the assessment. Ask students to pay particular attention to the fact that they will need to organize their opinion, reasons, and evidence before writing their paragraphs.• Review with students the criteria for a good opinion essay on the Criteria for Writing Opinion Essays 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 2, Tracking My Progress recording form.	<ul style="list-style-type: none">• Provide students who struggle with language extra time to complete the assessment.• Consider allowing students who struggle with writing the opportunity to dictate their end of unit assessment to a teacher.



Work Time (continued)	Meeting Students' Needs
<p>B. End of Unit: Tracking My Progress (8 minutes)</p> <ul style="list-style-type: none">• Introduce the learning target:<ul style="list-style-type: none">* “I can reflect on my learning about how evidence is used to support an opinion.”• Ask students to recall the meaning of the word <i>reflect</i> (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).• Distribute the Tracking My Progress, End of Unit 2 recording form to students. Explain that this is a self-assessment, exactly like the Tracking My Progress forms they completed for previous assessments. They will reflect on their progress toward the learning targets. Read through the tracker and provide clarification as necessary for students.• 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">• Provide nonlinguistic symbol for <i>reflect</i> (a thought bubble above a person's head).• Consider allowing students who struggle with language to dictate their Tracking My Progress recording 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 Jackie Robinson's legacy through their close reads and discussions.• Pair up 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 unit. Say:<ul style="list-style-type: none">* "In Unit 3, you will apply what you have learned about forming opinions, identifying reasons and evidence, and writing opinion essays while you research one of two other famous athletes from the past."• Collect students' Tracking My Progress recording forms.	<ul style="list-style-type: none">• Intentionally partner ELL students with students who speak the same home 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: Be sure to prepare all research texts for the three expert groups that students will be in for Unit 3. Group research will begin in Lesson 3 of that unit.</i></p> <p><i>Review the end of unit assessments to assess students' progress on standards W.5.1 and W.5.9. Be prepared to return the assessments to students in Lesson 9 of Unit 3.</i></p>	



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Grade 5: Module 3A: Unit 2: Lesson 17

Supporting Materials



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End of Unit 2 Assessment:

Writing an Opinion Essay with Supporting Evidence about
Jackie Robinson's Legacy

Name: _____

Date: _____

What opinion do you have about Jackie Robinson's legacy? After reading *Promises to Keep* about how Jackie Robinson changed America, write an essay in which you share an opinion about Jackie Robinson's legacy. Include an introduction paragraph and two body paragraphs, one for each reason. Be sure each reason paragraph includes at least three pieces of evidence from the text. (Remember, you don't have to write a conclusion yet.) Also be sure you include key vocabulary from the text.

Directions:

1. Refer to your resources: *Promises to Keep* (pages 58–63), your journal, your vocabulary cards, and our class anchor charts.
2. Remind yourself of your opinion about Jackie Robinson's legacy that you wrote in your journal.
3. Organize your ideas: Use the Opinion, Reasons, and Evidence graphic organizer to plan your writing. Be sure to refer to the notes you took in your journal and the evidence flags in the text.
4. Write an essay that includes the following:
 - an introduction paragraph
 - two body paragraphs (one for each reason)
 - supporting evidence for the reason and opinion
 - key vocabulary



End of Unit 2 Assessment:
Writing an Opinion Essay with Supporting Evidence about
Jackie Robinson's Legacy

Name: _____

Date: _____

**Criteria for
Success and
Self-Assessment:**

- I organized my essay before writing, using the Opinion, Reasons, and Evidence graphic organizer.
- I wrote an introduction paragraph that:
 - Introduces the topic and clearly shows what I think about Jackie Robinson's legacy (my opinion)
 - Introduces the reasons I believe my opinion
- I wrote two body paragraphs that each:
 - Clearly introduce each reason
 - Provide three pieces of evidence (facts, specific details, information) to support my reason and opinion
- I wrote high-quality paragraphs that use:
 - Correct punctuation
 - Correct grammar
 - Complete sentences that stay on topic
 - Key vocabulary used accurately



End of Unit 2 Assessment:
Opinion, Reasons, and Evidence Graphic Organizer

Name: _____

Date: _____

MY Opinion (WHAT I believe about the topic; a “judgment”):

Reason #1: (WHY the author believes an opinion):	
Evidence (facts, details, information):	
Evidence:	
Evidence:	
Evidence:	



End of Unit 2 Assessment:
Opinion, Reasons, and Evidence Graphic Organizer

Name:

Date:

Reason #2: (WHY the author believes an opinion):	
Evidence (facts, details, information):	
Evidence:	
Evidence:	
Evidence:	



Grades 4 and 5 Expanded Scoring Rubric for Analytic and Narrative Writing

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Reading Comprehension of Key Ideas and Details *Notes: Type of textual evidence required is grade and prompt specific and included in the scoring guide		The student response provides an accurate analysis of what the text says explicitly and inferentially and references the text explicitly to support the analysis, showing full comprehension of complex ideas expressed in the text(s).	The student response provides a mostly accurate analysis of what the text says explicitly and inferentially and references the text to support the analysis, showing comprehension of ideas expressed in the text(s).	The student response provides a minimally accurate analysis of what the text says and may reference the text showing limited comprehension of ideas expressed in the text(s).	The student response provides an inaccurate analysis or no analysis of the text, showing little to no comprehension of ideas expressed in the text(s).



Grades 4 and 5 Expanded Scoring Rubric for Analytic and Narrative Writing

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Writing Written Expression Development of Ideas		The student response addresses the prompt and provides effective and comprehensive development of the topic and/or narrative elements by using clear reasoning, details, and/or description; the development is consistently appropriate to the task, purpose, and audience.	The student response addresses the prompt and provides effective development of the topic and/or narrative elements by using reasoning, details, and/or description; the development is largely appropriate to the task, purpose, and audience.	The student response addresses the prompt and develops the topic and/or narrative elements minimally by using limited reasoning, details, and/or description; the development is limited in its appropriateness to the task, purpose, and/or audience.	The student response is underdeveloped and therefore inappropriate to the task, purpose, and/or audience.



Grades 4 and 5 Expanded Scoring Rubric for Analytic and Narrative Writing

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Writing Written Expression Organization		The student response demonstrates effective coherence, clarity, and cohesion, and includes a strong introduction and conclusion.	The student response demonstrates coherence, clarity, and cohesion, and includes an introduction and conclusion.	The student response demonstrates limited coherence, clarity, and/or cohesion, and may or may not include a clear introduction and/or conclusion.	The student response demonstrates a lack of coherence, clarity, and cohesion.
Writing Written Expression Clarity of Language		The student response uses language well to attend to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary effectively to clarify ideas.	The student response attends to the norms and conventions of the discipline. The response includes concrete words and phrases, sensory details, linking and transitional words, and/or domain-specific vocabulary to clarify ideas.	The student response shows limited awareness of the norms of the discipline. The response includes limited descriptions, sensory details, linking and transitional words, or domain-specific vocabulary to clarify ideas.	The student response shows little to no awareness of the norms of the discipline. The student response lacks the descriptions, sensory details, linking and transitional words, or domain-specific vocabulary needed to clarify ideas.



Grades 4 and 5 Expanded Scoring Rubric for Analytic and Narrative Writing

Construct Measured	Score Point 4	Score Point 3	Score Point 2	Score Point 1	Score Point 0
Writing Knowledge of Language and Conventions	The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.	The student response demonstrates command of the conventions of standard English consistent with edited writing. There may be a few distracting errors in grammar and usage, but meaning is clear.	The student response demonstrates limited coherence, clarity, and/or cohesion, and may or may not include a clear introduction and/or conclusion. The student response demonstrates inconsistent command of the conventions of standard English. There are a few patterns of errors in grammar and usage that may occasionally impede understanding.	The student response demonstrates limited command of the conventions of standard English. There are multiple errors in grammar and usage demonstrating minimal control over language. There are multiple distracting errors in grammar and usage that sometimes impede understanding.	The student response demonstrates little to no command of the conventions of standard English. There are frequent and varied errors in grammar and usage, demonstrating little or no control over language. There are frequent distracting errors in grammar and usage that often impede understanding.



Tracking My Progress:
End of Unit 2

Name: _____

Date: _____

Learning target: I can write a paragraph to introduce the topic and my opinion.

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



Tracking My Progress:
End of Unit 2

Name: _____

Date: _____

Learning target: I can write body paragraphs that group evidence together to support a reason.

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



Tracking My Progress:
End of Unit 2

Name: _____

Date: _____

Learning target: I can use linking words to connect my reasons and evidence to my opinion.

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



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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.



EXPEDITIONARY
LEARNING

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



EXPEDITIONARY
LEARNING

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: <ul style="list-style-type: none"> * “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">1. Opening<ol style="list-style-type: none">A. Homework Review and Engaging the Writer (5 minutes)2. Work Time<ol style="list-style-type: none">A. Choosing a Graphic Organizer and Grouping Together Related Ideas (20 minutes)B. Key Vocabulary to Deepen Understanding (15 minutes)C. Revising Opinions, Reasons, and Evidence (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief (10 minutes)4. 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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Novey/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
<p>A. Homework Review (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 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 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><i>Roberto Clemente Groups: Read Independently</i></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.

H.R. 4130., Althea Gibson Excellence Act



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.



EXPEDITIONARY
LEARNING

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

Supporting Materials



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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:



EXPEDITIONARY
LEARNING

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"> 1. Opening <ol style="list-style-type: none"> A. Model Letters and Creating a Rubric for an Opinion Letter: The Introduction (13 minutes) B. Review Learning Targets (2 minutes) 2. Work Time <ol style="list-style-type: none"> A. Forming an Opinion as a Class: Jackie Robinson's Legacy (10 minutes) B. Identifying Reasons and Evidence as a Class to Support Our Opinion (20 minutes) C. Write an Introduction as a Class (10 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 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
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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"> Opening <ol style="list-style-type: none"> Engage the Writer: Vocabulary Card Concept Map (10 minutes) Review Learning Targets (5 minutes) Work Time <ol style="list-style-type: none"> End of Unit Assessment (30 minutes) Tracking My Progress (10 minutes) Closing and Assessment <ol style="list-style-type: none"> Debrief: Sharing Reflections on 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"> 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
<p>justify, topic, opinion, reasons, evidence, linking words, connect, support, conclusion (all from previous lessons)</p>	<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">1. Opening<ol style="list-style-type: none">A. Engaging the Writer (10 minutes)2. Work Time<ol style="list-style-type: none">A. Review Opinion Letter Rubric and Group Norms (10 minutes)B. Peer Critique and Feedback Session (20 minutes)C. Revise Using Critique and Feedback (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. 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.



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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">1. Opening<ol style="list-style-type: none">A. Engaging the Review (5 minutes)B. Engaging the Writer (5 minutes)2. Work Time<ol style="list-style-type: none">A. Review Peer Critique Process and Rubric (10 minutes)B. Peer Critique and Feedback Session (20 minutes)C. Revise Using Critique and Feedback (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. 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



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
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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.