



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"><li>• 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.</li><li>• Students are also asked to accurately incorporate key vocabulary terms from Lessons 3, 5, and 7 in their revised opinion, reasons, and evidence.</li><li>• 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).</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• Review: Milling to Music strategy (Appendix).</li></ul>



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



Opening	Meeting Students' Needs
<p><b>A. Engaging the Writer: Milling to Music (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Review the Milling to Music protocol with students.</li><li>• Distribute <b>Althea Gibson quote strips</b> to students who have been researching Althea Gibson (some students will have the same quote).</li><li>• Distribute the <b>Roberto Clemente quote strips</b> to students who have been researching Roberto Clemente (some students will have the same quote).</li><li>• Allow students 6 to 7 minutes to complete the following:<ol style="list-style-type: none"><li>1. Read your quote.</li><li>2. Think about how the quote describes the barriers and/or legacy of your athlete.</li><li>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.</li></ol></li><li>• Circulate to support as needed.</li><li>• 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.</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• For the Milling to Music strategy, encourage ELL students who speak the same L1 to find one another.</li><li>• Take the opportunity to meet in small groups or individually with students who struggle with reading and written language to ensure they have completed their graphic organizers and to clarify any misconceptions.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Mid-Unit Assessment (35 minutes)</b></p> <ul style="list-style-type: none"><li>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."</li><li>Ask students to recall and share out the meaning of the words: revise – change; correct; improve<ul style="list-style-type: none"><li><i>opinion</i> – WHAT I think; point of view; judgment</li><li><i>barriers</i> – difficulties; challenges</li><li><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</li><li><i>choose</i> – pick; decide; want</li><li><i>reasons</i> – WHY I believe the opinion</li><li><i>evidence</i> – facts; specific details; information</li><li><i>support</i> – prove; confirm; strengthen</li><li><i>logically group</i> – use chronological order or order of importance related – linked; connected</li><li><i>accurately</i> – correctly; precisely</li></ul></li><li>Be sure students have the following resources:<ul style="list-style-type: none"><li>Expert Text Articles 1, 2, and 3</li><li>Journals (with graphic organizers created and revised during Lessons 2–7)</li><li>Chalk Talk Charts</li><li>Words about Barriers chart</li><li>Words about Legacy chart</li></ul></li></ul>	<ul style="list-style-type: none"><li>Provide extended time to complete the mid-unit assessment for identified ELL or IEP students who struggle with language.</li><li>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</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Distribute the <b>Mid-Unit 3 Assessment: Notes for a Letter to a Publisher</b> and <b>Mid-Unit Assessment Rubric</b> 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.</li><li>• Distribute <b>lined paper</b> 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.</li><li>• Give students 20 to 25 minutes to complete the assessment.</li><li>• 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.</li><li>• If students finish early, they may begin to fill out their Mid-Unit Tracking My Progress forms.</li></ul>	
<p><b>B. Mid-Unit Assessment: Tracking My Progress (10 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• Remind students that they have done this type of self-assessment at the end of most mid-unit and end-of-unit assessments during previous modules.</li><li>• Distribute the <b>Tracking My Progress, Mid-Unit 3 recording form</b> 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.</li><li>• Collect students' mid-unit assessments.</li></ul>	<ul style="list-style-type: none"><li>• Consider allowing students who struggle with language to dictate their Tracking My Progress form to a partner or the teacher.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief: Sharing Reflections on and Review of Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Pair students up. Ask them to share the reflections on their Mid-Unit Tracking My Progress forms.</li><li>• Invite several students to share out with the whole group.</li><li>• Collect students' Mid-Unit Tracking My Progress forms to review.</li></ul>	<ul style="list-style-type: none"><li>• Intentionally partner students so that ELL students are partnered with a student who speaks their same L1 language during the Debrief.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Continue reading in your independent reading book for this unit at home.</li></ul> <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"><li>• Provide prerecorded audio independent reading books for those students that struggle with reading independently.</li></ul>





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## 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 a legacy</i> is unclear but includes a judgment word.	Opinion about how the athlete <i>broke barriers and created a 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:

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2. How am I doing? Circle one.

**I need more help to learn this**



**I understand some of this**



**I am on my way!**



3. Evidence to support my self-assessment is:

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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:

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2. How am I doing? Circle one.

**I need more help to learn this**



**I understand some of this**



**I am on my way!**



3. Evidence to support my self-assessment is:

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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:

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2. How am I doing? Circle one.

**I need more help to learn this**



**I understand some of this**



**I am on my way!**



3. Evidence to support my self-assessment is:

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