



EXPEDITIONARY
LEARNING

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. |



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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*.