



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>	



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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.

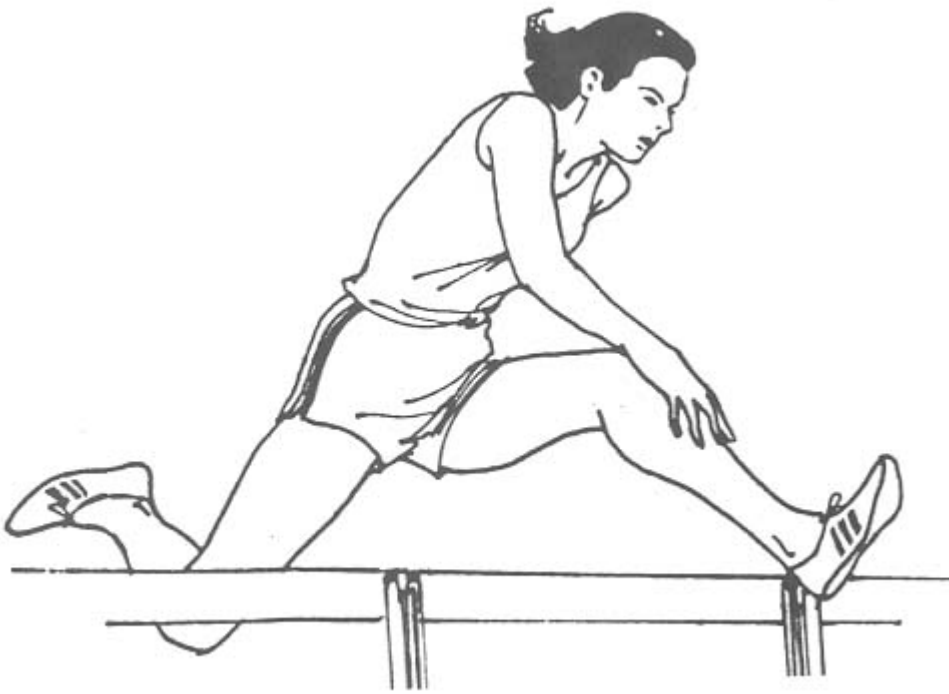
Sporting events provide a sense of community for many **American**. More time has been made for leisure activities like **sports** due to a decrease in work hours. **American** share the same sporting events with other countries such as soccer, gymnastics, and swimming.



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:
