



EXPEDITIONARY  
LEARNING

## **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"><li>• 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.</li><li>• This assessment is an “open book” on-demand writing assessment. Students may use their texts, their notes, and their vocabulary cards.</li><li>• 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.</li></ul>



Lesson Vocabulary	Materials
topic, opinion, body paragraphs, group, evidence, support, reason, linking words (all from previous lessons)	<ul style="list-style-type: none"><li>• <i>Promises to Keep</i> (book; one per student)</li><li>• 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)</li><li>• Lined paper (two pieces per student)</li><li>• Students' journals</li><li>• Vocabulary cards (students' own from throughout the unit)</li><li>• Jackie Robinson and Life in America anchor chart (from Lesson 2)</li><li>• Criteria for Writing Opinion Essays anchor chart (from Lesson 14)</li><li>• Linking Words anchor chart (from Lesson 15)</li><li>• Tracking My Progress, End of Unit 2 recording form (one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader and Reviewing Learning Targets (7 minutes)</b></p> <ul style="list-style-type: none"> <li>• Compliment students on all that they have learned about Jackie Robinson through their close analytical reading of <b>Promises to Keep</b>. 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).</li> <li>• 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.</li> <li>• Review the first three learning targets:             <ul style="list-style-type: none"> <li>– “I can write a paragraph to introduce the topic and my opinion.”</li> <li>– “I can write body paragraphs that group evidence together to support a reason.”</li> <li>– “I can use linking words to connect my reasons and evidence to my opinion.”</li> </ul> </li> <li>• 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"> <li>– topic: what something is about; subject</li> <li>– opinion: point of view; position on an issue</li> <li>– body paragraphs: the paragraphs after the introduction in an essay</li> <li>– group: put together</li> <li>– evidence: proof; facts; data; information</li> <li>– support: reinforce; provide evidence; make claim stronger</li> <li>– reason: why someone believes what they believe</li> <li>– linking words: connected words; words that help the reader know what goes together or comes next</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. End of Unit Assessment (40 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>End of Unit 2 Assessment: Writing an Opinion Essay with Supporting Evidence about Jackie Robinson's Legacy</b> (which includes the Opinions, Reasons, and Evidence graphic organizer that students will use to plan their essay) and two pieces of <b>lined paper</b>. Invite students to quickly skim the assessment.</li><li>• 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 <b>students' journals</b> with graphic organizers they recorded opinions and evidence onto, their <b>vocabulary cards</b>, and the anchor charts: <b>Jackie Robinson and Life in America</b>, <b>Criteria for Writing Opinion Essays</b>, and <b>Linking Words</b> the class created.</li><li>• 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.</li><li>• Review with students the criteria for a good opinion essay on the Criteria for Writing Opinion Essays anchor chart. Address any clarifying questions.</li><li>• Circulate to supervise. Because this is a formal on-demand assessment, do not provide support other than formally approved accommodations.</li><li>• If students finish the assessment early, they may read independently or begin work on the End of Unit 2, Tracking My Progress recording form.</li></ul>	<ul style="list-style-type: none"><li>• Provide students who struggle with language extra time to complete the assessment.</li><li>• Consider allowing students who struggle with writing the opportunity to dictate their end of unit assessment to a teacher.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. End of Unit: Tracking My Progress (8 minutes)</b></p> <ul style="list-style-type: none"><li>• Introduce the learning target:<ul style="list-style-type: none"><li>* “I can reflect on my learning about how evidence is used to support an opinion.”</li></ul></li><li>• 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).</li><li>• Distribute the <b>Tracking My Progress, End of Unit 2 recording form</b> 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.</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• Provide nonlinguistic symbol for <i>reflect</i> (a thought bubble above a person's head).</li><li>• Consider allowing students who struggle with language to dictate their Tracking My Progress recording form to a partner or the teacher.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief: Sharing Reflections on Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Congratulate students on how much they have learned about Jackie Robinson's legacy through their close reads and discussions.</li><li>• Pair up students. Ask them to share the reflections on their Tracking My Progress recording forms.</li><li>• Invite several students to share out with the whole group.</li><li>• Pique students' interest for the upcoming unit. Say:<ul style="list-style-type: none"><li>* "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."</li></ul></li><li>• Collect students' Tracking My Progress recording forms.</li></ul>	<ul style="list-style-type: none"><li>• Intentionally partner ELL students with students who speak the same home language for 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. <input type="checkbox"/></li></ul> <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”):**

\_\_\_\_\_

\_\_\_\_\_

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



**End of Unit 2 Assessment:**  
Opinion, Reasons, and Evidence Graphic Organizer

\_\_\_\_\_  
**Name:**

\_\_\_\_\_  
**Date:**

<b>Reason #2: (WHY the author believes an opinion):</b>	
<b>Evidence (facts, details, information):</b>	
<b>Evidence:</b>	
<b>Evidence:</b>	
<b>Evidence:</b>	



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
<b>Reading Comprehension of Key Ideas and Details</b> *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
<b>Writing Written Expression Development of Ideas</b>		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
<b>Writing Written Expression Organization</b>		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.
<b>Writing Written Expression Clarity of Language</b>		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
<b>Writing</b>  <b>Knowledge of Language and Conventions</b>	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:

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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. The evidence to support my self-assessment is:

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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:

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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. The evidence to support my self-assessment is:

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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:

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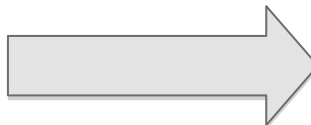
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2. How am I doing? Circle one.

**I need more help to learn this**



**I understand some of this**



**I am on my way!**



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

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