



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

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)



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Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Reviewing Homework (5 minutes)Engaging the Writer (5 minutes)Work Time<ol style="list-style-type: none">Writing Introduction Paragraphs (15 minutes)Writing Reason 1 Body Paragraph: Grouping Evidence for a Reason (20 minutes)Generating Criteria for an Opinion Essay and Self-Assessing My Writing (10 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief and Reviewing Learning Targets (5 minutes)Homework<ol style="list-style-type: none">Continue your independent reading for this module at home.	<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.



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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)



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.



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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">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.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. 	



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.	



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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

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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.