



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 2: Lesson 10

Mid-Unit Assessment: Identifying Author's Opinion, Reasons, and Supporting Evidence: "Courage on the Field"



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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 reasons and evidence the author uses to support an opinion in "Courage on the Field."
- I can determine the meaning of new words and phrases from context in an article.
- 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 2 assessment
- Tracking My Progress, Mid-Unit 2 recording form



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader: Alphabet Review (10 minutes)</p> <p>B. Review Learning Targets (5 minutes)</p> <p>2. Work Time</p> <p>A. Review Opinion and Supporting Reasons and Evidence (5 minutes)</p> <p>B. Mid-Unit Assessment (25 minutes)</p> <p>C. Mid-Unit Assessment: Tracking My Progress (10 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. Read pages 30–39 of <i>Promises to Keep</i>. Answer the homework question on an index card.</p>	<ul style="list-style-type: none">• In Opening, Part A, students participate in an Alphabet Review with the Jackie Robinson and Life in America anchor chart and all their vocabulary cards from Unit 2. The purpose of this activity is to help students integrate their new vocabulary as they review this unit's central idea: "Individuals are shaped by and can shape society."• In advance: Prepare the index cards for students to use during the Alphabet Review. Write one letter of the alphabet per index card. Each student will receive one letter/card. If your class is large, it is fine to repeat some letters. Note that some letters may be harder for students to use; consider just using letters for the words in the lesson vocabulary lists from Lessons 1–9 cards.• The mid-unit assessment is "open book": Students may use their journals as well as refer to class anchor charts.• For students who may finish the assessment early, have index cards available. They can choose two key or unfamiliar words from the assessment text "Courage on the Field" to add to their vocabulary cards.• Post: Learning targets.



Lesson Vocabulary	Materials
<p>identify evidence, opinion, explain (M1 and M2A), support, context, reflect (M1 and M2A)</p> <p><i>Note: Do not pre-teach the vocabulary in the assessment text.</i></p>	<ul style="list-style-type: none">• Alphabet index cards (one per student; see Teaching Note)• Jackie Robinson and Life in America anchor chart (all lessons, for display)• Vocabulary cards (from previous lessons)• Opinion, Reasons, and Evidence graphic organizers (from previous Unit 2 lessons; students' completed copies)• Mid-Unit 2 Assessment: Identifying Opinion, Reasons, and Evidence in the Article "Courage on the Field" (one per student)• Close Readers Do These Things anchor chart (from Lesson 2)• Vocabulary Strategies anchor chart (from Unit 1, Lesson 1)• "Courage on the Field" (assessment text; one per student)• Students' journals• Tracking My Progress, Mid-Unit 2 recording form (one per student)• Index cards (one per student)• Mid-Unit 2 Assessment: Identifying Opinion, Reasons, and Evidence in the Article "Courage on the Field" (answers, for teacher reference)• 2-Point Rubric: Writing from sources/short-response (for teacher reference; use this to score students' assessments)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Alphabet Review (10 minutes)</p> <ul style="list-style-type: none">• Tell students: "Remember that in this unit, we are focusing on Jackie Robinson, an individual who was shaped by society but who also changed society. Now that you have closely read parts of <i>Promises to Keep</i>, in which the author, Sharon Robinson, expresses several opinions about her father, you will use what you have learned to identify another author's opinion about Jackie Robinson and the reasons and evidence that support that opinion."• Give one alphabet index card to each student. Tell students they will participate in an Alphabet Review, using the Jackie Robinson and Life in America anchor chart as well as their vocabulary cards, and they should write at least one word or phrase with that letter of the alphabet on their card. Remind students that their word should be something important they have learned that relates to the topic they have been studying: how Jackie Robinson was influenced by events in society and how he influenced society.• Give students 1 or 2 minutes to complete their card.• Ask students to line up around the room in alphabetical order according to their index cards. Invite students to share out their review items, reading them aloud for the class. Ask students to listen to whether or not the item shared is similar to the one they wrote. If it is, they are to sit down. Continue down the line until everyone has had an opportunity to share if they are still standing.	<ul style="list-style-type: none">• Intentionally assign students who struggle with language a letter of the alphabet that has many things to choose from in both the anchor chart and vocabulary cards.



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 reasons and evidence the author uses to support an 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 reasons and evidence to support an opinion."• 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, one at a time. Listen for definitions such as:<ul style="list-style-type: none">– <i>identify</i>: find out; decide; determine– <i>evidence</i>: facts; proof; data; information– <i>opinion</i>: 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	<ul style="list-style-type: none">• Provide nonlinguistic symbols (e.g., a magnifying glass for <i>identify</i>, a checkmark for <i>evidence</i>, a person with a thought bubble for <i>opinion</i>) for academic words in learning targets.



Work Time	Meeting Students' Needs
<p>A. Review Opinion and Supporting Reasons and Evidence (5 minutes)</p> <ul style="list-style-type: none">• Remind students that in a moment they will be taking an assessment in which they will be reading to identify an opinion as well as reasons and evidence to support that opinion.• Tell them that they now have a few minutes to look back at the class anchor charts to review the ways that authors share their opinions and support these opinions with reasons and evidence.• Direct students to look at their Opinion, Reasons, 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 <i>support</i> their opinions with reasons and evidence?"• Ask students to share out. Listen for:<ul style="list-style-type: none">– "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."– "Reasons are WHY authors have their opinions, and evidence is the proof, facts, specific details, 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 that their graphic organizers are completed and to clarify any misconceptions.• Remind students of the things they did with their groups the past several lessons. Refer them to the posted list of multistep directions.



Work Time (continued)	Meeting Students' Needs
<p>B. Mid-Unit Assessment (25 minutes)</p> <ul style="list-style-type: none">• Congratulate students on how hard they have been working on reading complex texts. Tell students that for the Mid-Unit 2 Assessment: Identifying Opinion, Reasons, and Evidence in the Article "Courage on the Field" they will independently read a new article about Jackie Robinson.• Ask students to refer to the Close Readers Do These Things anchor chart. Ask:<ul style="list-style-type: none">* "What do we often do after we have read several texts about a topic?"• Listen for:<ul style="list-style-type: none">– "Read a new text on the topic and respond to text-dependent questions."– "Demonstrate our understanding of main ideas and key details."– "Use vocabulary strategies to determine the meaning of vocabulary."• Display the Vocabulary Strategies anchor chart for students to reference during their assessment. Distribute the mid-unit assessment and the article "Courage on the Field."• Ask students to quickly scan the assessment. Address any clarifying questions.• Tell students they will have 20 minutes to complete the questions about "Courage on the Field." Remind them to refer to their students' journals and anchor charts for support.• Give students 20 minutes to work independently. 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.• If students finish early, ask them to choose two key or unfamiliar words from "Courage on the Field." Ask students to copy each word onto its own index card, write a synonym AND definition on the back of the index card, and then add the cards to their vocabulary binders. Then invite those students to choose sections of <i>Promises to Keep</i> that they would like to reread or new sections to skim.	<ul style="list-style-type: none">• Consider providing a chunked version (a few paragraphs) of the article "Courage on the Field" 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
<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 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.• 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 2 recording form 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.• Collect students' Mid-Unit 2 Assessments.	<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. Debrief: 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' Tracking My Progress forms to review.• Distribute one index card per student for homework.	<ul style="list-style-type: none">• Intentionally partner ELL students with students who speak the same home language for the debrief.



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read pages 30–39 of <i>Promises to Keep</i>. What is the gist of these pages?• Write the gist on an index card. Bring your index card as an admit ticket to the next class. □ <p><i>Note: Review students' Mid-Unit 2 Assessments to assess their current level of mastery toward standards RI.5.2, RI.5.4, and RI.5.8 (see Mid-Unit 2 Assessment: Identifying Opinion, Reasons, and Evidence in the Article "Courage on the Field" answers, for teacher reference and the 2-Point Rubric: Writing from sources/short-response)</i></p> <p><i>Review students' Tracking My Progress forms to gauge how accurately students are self-assessing.</i></p>	<ul style="list-style-type: none">• Provide an audio recording of <i>Promises to Keep</i> for students who struggle with reading grade-level text.• Students who struggle with language may need to dictate the gist of their vocabulary words to someone at home.



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Grade 5: Module 3A: Unit 2: Lesson 10

Supporting Materials



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Mid-Unit 2 Assessment:

Identifying Opinion, Reasons, and Evidence in the Article “Courage on the Field”

Name: _____

Date: _____

Directions:	<ul style="list-style-type: none">• Read the article “Courage on the Field.”
	<ul style="list-style-type: none">• Read the assessment questions below. NOTE: These questions tell you what part of the article to focus on.
	<ul style="list-style-type: none">• Reread the article, one paragraph at a time. Think about the answers to the assessment questions.
	<ul style="list-style-type: none">• Answer the questions. Cite evidence from the text to support your answers when asked to do so.

1. The start of Jackie Robinson’s career in Major League Baseball was

- a. easy and fun
- b. difficult and a challenge
- c. in Chicago
- d. full of friends and family

2. **PART A:** According to the passage, the author’s **opinion** about Jackie Robinson is that he

- a. played professional baseball in New York
- b. suffered many struggles during his time in Major League Baseball
- c. was a special person
- d. helped to break the color barrier in Major League Baseball



Mid-Unit 2 Assessment:

Identifying Opinion, Reasons, and Evidence in the Article “Courage on the Field”

2. **PART B:** All of the following are **reasons** that the author gives to support his opinion from PART A, **EXCEPT**

- a. Jackie Robinson had more than talent.
- b. Jackie Robinson was able to keep his cool.
- c. Jackie Robinson was courageous.
- d. Jackie Robinson opened baseball’s doors to more black players.

3. **PART A:** In the sentence “Despite all the challenges, Robinson proved he was every bit as good as the white players,” what does the word *despite* mean?

3. **PART B:** What text from the article helped you determine the meaning of the word *despite*?



Mid-Unit 2 Assessment:

Identifying Opinion, Reasons, and Evidence in the Article “Courage on the Field”

4. One reason the author uses to support his opinion is *Jackie Robinson would have to face many challenges*. Identify which of the following statements are *evidence* the author uses to support that reason (mark all that apply):
- a. Players on other teams shouted racial insults at him.
 - b. He received death threats from racist fans.
 - c. Many leaders credited Robinson with playing a key role in the civil rights movement.
 - d. Those teammates didn’t offer Robinson much support.
5. Discuss one main idea from “Courage on the Field.” Be sure to give details (cite evidence) from the article in your response.



Mid-Unit 2 Assessment:

Identifying Opinion, Reasons, and Evidence in the article “Courage on the Field”
(Answers, for Teacher Reference)

1. The start of Jackie Robinson’s career in Major League Baseball was **(RI.5.2)**
 - a. easy and fun
 - b. difficult and a challenge**
 - c. in Chicago
 - d. full of friends and family

2. **PART A:** According to the passage, the author’s **opinion** about Jackie Robinson is that he **(RI.5.8)**
 - a. played professional baseball in New York
 - b. suffered many struggles during his time in Major League Baseball
 - c. was a special person**
 - d. helped to break the color barrier in Major League Baseball

2. **PART B:** All of the following are **reasons** that the author gives to support his opinion from PART A, **EXCEPT (RI.5.8)**
 - a. Jackie Robinson had more than talent.
 - b. Jackie Robinson was able to keep his cool.
 - c. Jackie Robinson was courageous.
 - d. Jackie Robinson opened baseball’s doors to more black players.**

3. **PART A:** In the sentence “Despite all the challenges, Robinson proved he was every bit as good as the white players,” what does the word *despite* mean? **(RI.5.4)**

“Despite” means even though Jackie Robinson had challenges, he was still a good athlete.



Mid-Unit 2 Assessment:

Identifying Opinion, Reasons, and Evidence in the article “Courage on the Field”
(Answers, for Teacher Reference)

3. **PART B:** What text from the article helped you determine the meaning of the word *despite*?
(RI.5.4)

“By the end of the season, he had won over his teammates—and countless new fans. Robinson led the Dodgers in hits, runs, and stolen bases in 1947. He was also named baseball’s very first Rookie of the Year.”

4. One reason the author uses to support his opinion is *Jackie Robinson would have to face many challenges*. ☐ Identify which of the following statements are *evidence* the author uses to support that reason (mark all that apply): **(RI.5.8)**
- a. Players on other teams shouted racial insults at him.**
 - b. He received death threats from racist fans.**
 - c. Many leaders credited Robinson with playing a key role in the civil rights movement.
 - d. Those teammates didn’t offer Robinson much support.**
5. Discuss one main idea from “Courage on the Field.” Be sure to give details (cite evidence) from the article in your response.

[Note: there are several correct answers to this question, based on the subheadings in the article. Below is one sample response.]

Jackie Robinson had a strong character and was able to keep his cool as a leader. The text says, “Robinson never lost his cool” even when racists yelled at him or made death threats. He knew how to fight hard against all the “loneliness” and “abuse.” He knew everyone was looking at how he would behave, since he was the “only black man out there.” He was setting an example. It was partly because of his character that his teammates and fans began to respect him so much.



“Courage on the Field”

By Marc Stewart

In April 1947, Jackie Robinson played his first game for the Brooklyn Dodgers. Baseball—and America—would never be the same again.

Fifty years ago, on July 23, 1962, more than 10,000 people gathered at the Baseball Hall of Fame in Cooperstown, New York. They had come to witness a historic event. Jackie Robinson was about to become the first African-American to be inducted into the Hall of Fame.

Only 15 years earlier, few people would have dreamed that Robinson—or any black man—would receive such an honor.

The Color Barrier

When Robinson began his baseball career in the 1940s, discrimination was a part of everyday life for most African-Americans. In many parts of the United States, black people couldn’t attend the same schools or eat in the same restaurants as white people.

Professional baseball was also segregated. An unwritten rule had barred African-Americans from the major leagues since the 1880s. Instead, black ballplayers had to play under poor conditions and for low pay in the Negro Leagues.

Branch Rickey, the president of the Brooklyn (now Los Angeles) Dodgers, wanted to change that. But he knew it would take a special player to break baseball’s color barrier. That player would need more than talent. He’d also need the courage not to fight back when faced with racism on and off the field. The man Rickey picked was Jackie Robinson.

Keeping His Cool

The 28-year-old Robinson made history when he stepped onto the field for Brooklyn on April 15, 1947. No big-league player had ever faced the challenges that he did in his first season. He received death threats from racist fans. Players on other teams shouted racial insults at him. On road trips, he often wasn’t allowed to stay in the same hotels as his white teammates. Those teammates didn’t offer Robinson much support. Some of them didn’t like the idea of playing alongside a black man.

Through it all, Robinson never lost his cool. He knew there was too much at stake. “I had to fight hard against loneliness, abuse, and the knowledge that any mistake I made would be magnified because I was the only black man out there,” he later wrote in his autobiography.

Despite all the challenges, Robinson proved he was every bit as good as the white players. By the end of the season, he had won over his teammates—and countless new fans. Robinson led the Dodgers in hits, runs, and stolen bases in 1947. He was also named baseball’s very first Rookie of the Year.



“Courage on the Field”

Changing the Game

Robinson opened baseball’s doors to more black players. In 1948, slugging catcher Roy Campanella joined the Dodgers. He was followed in 1949 by pitching ace Don Newcombe. All three helped Brooklyn win its one and only World Series, in 1955. Because of Robinson, more teams signed black players, who finally got a chance to show all of America what they could do. Robinson retired from baseball after the 1956 season.

During his career, African-Americans had made many important gains in the struggle for equality. Many leaders credited Robinson with playing a key role in the civil rights movement. Martin Luther King Jr. called him “a legend in his own time.”

Robinson’s impact on the sports world is still felt today. “I wouldn’t be playing if it wasn’t for Jackie Robinson,” New York Yankees All- Star Derek Jeter told reporters in 2010. “He stands for a lot more than just baseball.”

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Tracking My Progress

Mid-Unit 2

Name: _____

Date: _____

Learning target: I can identify the reasons and evidence the author uses to support an opinion.

1. Target in my own words is:

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:



Tracking My Progress

Mid-Unit 2

Name: _____

Date: _____

Learning target: I can determine the meaning of new words and phrases from context in an informational article.

1. The target in my own words is:

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:



2-Point Rubric: Writing from Sources/Short Response¹
(For Teacher Reference)

Use the below rubric for determining scores on short answers in this assessment.

2-point Response	The features of a 2-point response are:
	Valid inferences and/or claims from the text where required by the prompt Evidence of analysis of the text where required by the prompt Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt Complete sentences where errors do not impact readability
1-point Response	The features of a 1-point response are:
	A mostly literal recounting of events or details from the text as required by the prompt Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt Incomplete sentences or bullets
0-point Response	The features of a 0-point response are:
	A response that does not address any of the requirements of the prompt or is totally inaccurate No response (blank answer) A response that is not written in English A response that is unintelligible or indecipherable

¹From New York State Department of Education, October 6, 2012.