



EXPEDITIONARY  
LEARNING

## **Grade 5: Module 3A: Unit 2: Lesson 9**

### **Identifying Supporting Reasons and Evidence for an Opinion: Exploring Why Jackie Robinson Was the Right Man to Break the Color Barrier (*Promises to Keep*, Pages 26–29)**



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Identifying Supporting Reasons and Evidence for an Opinion:  
Exploring Why Jackie Robinson Was the Right Man to Break the Color Barrier  
(*Promises to Keep*, Pages 26–29)

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

- I can explain what a text says using quotes from the text. (RI.5.1)
- 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 summarize the information in *Promises to Keep* about why Jackie Robinson was chosen to break the color barrier in baseball.
- I can identify the reasons and evidence Sharon Robinson uses to support an opinion in *Promises to Keep*.
- I can explain how the reasons and evidence that I identify support Sharon Robinson's opinion.
- I can determine the meaning of new words and phrases from context in the book *Promises to Keep*.

Ongoing Assessment

- Journals
- Vocabulary cards
- Author's Opinion, Reasons, and Evidence graphic organizer
- Evidence flags



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Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Review Homework and Engaging the Reader (5 minutes)</p> <p>2. Work Time</p> <p>A. First Read: Getting the Gist about Jackie Robinson Being the Right Man to Break the Color Barrier in Baseball (10 minutes)</p> <p>B. Second Read: Identifying the Author's Opinion, Reasons, and Evidence (25 minutes)</p> <p>C. Key Vocabulary to Deepen Understanding (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief and Reviewing Learning Targets (5 minutes)</p> <p>4. Homework</p> <p>A. Continue reading in your independent reading book for this module at home.</p>	<ul style="list-style-type: none"><li>• This lesson follows a similar pattern to that of Lessons 2, 4, and 7. Students read pages 26–29 of <i>Promises to Keep</i> and use an Author's Opinion, Reasons, and Evidence graphic organizer to record the opinion, reasons, and evidence they identify.</li><li>• After students identify the author's opinion, reasons, and evidence they explain "how" the reasons support the opinion. Encourage students to explain their thinking and make clear connections between the opinion and reasons by using statements such as: "The opinion _____ is supported by the reason _____ BECAUSE the reason is an example of _____."</li><li>• In advance: List vocabulary words, along with the page number from the text for each, on the board or a piece of chart paper.</li><li>• Review: Milling to Music and Thumb-O-Meter in Checking for Understanding Techniques (see Appendix).</li><li>• Post: Learning targets.</li></ul>



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Lesson Vocabulary	Materials
reasons, evidence, opinion, context (all from previous lessons in this unit)  page 28: series, monologue, right injustice  page 29: determination, nonviolent, Noble Experiment	<ul style="list-style-type: none"><li>• <i>Promises to Keep</i> (book; one per student)</li><li>• Document camera or projector</li><li>• Features of Informational Text anchor chart (from Module 2A, Unit 1, Lessons 1 and 2)</li><li>• Students' journals</li><li>• Close Readers Do These Things anchor chart (from Unit 1)</li><li>• Author's Opinion, Reasons, and Evidence graphic organizer (one for display)</li><li>• Evidence flags (five per student)</li><li>• Lesson 9 task card (one per project)</li><li>• Vocabulary Strategies anchor chart (from Unit 1, Lesson 1)</li><li>• Index cards (six per student)</li><li>• Jackie Robinson and Life in America anchor chart (begun in Lesson 2)</li></ul>



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Opening	Meeting Students' Needs
<p><b>A. Review Homework and Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Review Milling to Music with students. Ask students to meet with at least three other students to share the gist statements about pages 26–29 of <b><i>Promises to Keep</i></b> they wrote for homework.</li><li>• Ask students to keep their gist cards (for revision during Work Time) and place vocabulary cards with their other vocabulary cards from previous lessons.</li><li>• Say:<ul style="list-style-type: none"><li>* “We have read that many Americans, including journalists, started to ask questions about discrimination in Major League Baseball. Today we will read to learn about how Branch Rickey and Jackie Robinson worked together to make professional baseball an integrated sport.”</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Intentionally partner ELL students with students who speak the same home language for the Milling to Music protocol.</li></ul>



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Work Time	Meeting Students' Needs
<p><b>A. First Read: Getting the Gist about Jackie Robinson Being the Right Man to Break the Color Barrier in Baseball (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Read the first learning target with the students: <ul style="list-style-type: none"> <li>* “I can summarize the information in <i>Promises to Keep</i> about why Jackie Robinson was chosen to break the color barrier in baseball.”</li> </ul> </li> <li>Direct students to open their books to pages 26–29. Use a <b>document camera or projector</b> to display the <b>Features of Informational Text anchor chart</b>. Then ask students to look closely at pages 26–29 to identify the text features they notice on these pages. Ensure that they identify the photographs and magazine and newspaper covers as well as the captions on the sides of these pages. Ask several students to share out how these text features help us as readers. Listen for: <ul style="list-style-type: none"> <li>* “The photographs help us ‘see’ the people the text may refer to.”</li> <li>* “The magazine and newspaper covers’ headlines give us a clue about what was happening/important news from this time.”</li> <li>* “The captions share important details about the pictures.”</li> </ul> </li> <li>Remind students that during a first read, they typically determine the gist. Ask students to follow along silently in their heads as they hear a first read of the text on pages 26–29 in its entirety.</li> <li>Prompt students to take 1 or 2 minutes to think about and discuss with their group members: <ul style="list-style-type: none"> <li>* “What is the gist of this passage?”</li> <li>* “Why was Jackie Robinson chosen to break the color barrier in baseball?”</li> </ul> </li> <li>Direct students to turn to a new page in their <b>students’ journals</b> to record the gist of this passage.</li> <li>Cold call a few students to share what they have written. Listen for: “Jackie Robinson had the character and ability to succeed as the first African American in Major League Baseball,” or “He was the first player to break the color barrier in baseball.”</li> </ul>	<ul style="list-style-type: none"> <li>Students may benefit from having the text read to them in smaller chunks, possibly one page at a time, with a pause after each page to determine and discuss the gist.</li> <li>Consider having a brief discussion about academic vocabulary: <i>break</i> (be the first one) and <i>barrier</i> (something that stops something else).</li> </ul>



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Work Time (continued)	Meeting Students' Needs
<p><b>B. Second Read: Identifying the Author's Opinion, Reasons, and Evidence (25 minutes)</b></p> <ul style="list-style-type: none"> <li>Read the second and third learning targets aloud: <ul style="list-style-type: none"> <li>* "I can identify the reasons and evidence Sharon Robinson uses to support an opinion in <i>Promises to Keep</i>."</li> <li>* "I can explain how the reasons and evidence that I identify support Sharon Robinson's opinion."</li> </ul> </li> <li>Remind students they have been working on identifying an author's opinion and supporting reasons and evidence throughout the module.</li> <li>Cold call several students to share what they recall about the meaning of the words <i>reasons</i> (WHY the author believes an opinion or has a point of view), <i>evidence</i> (facts, specific details), <i>opinion</i> (WHAT the author believes; author's point of view), and <i>explain</i> (make clear; describe one's thinking).</li> <li>Refer students to the <b>Close Readers Do These Things anchor chart</b> and ask them what they have often done during the second read of a text. Listen for: <ul style="list-style-type: none"> <li>– "Identify main ideas/details."</li> <li>– "Read to locate or determine specific ideas/information."</li> </ul> </li> <li>Display the <b>Author's Opinion, Reasons, and Evidence graphic organizer</b> and ask students to create this graphic organizer on a new page in their journals.</li> <li>Tell students they will first work with their group members to determine the author's opinion: "WHAT the author believes."</li> <li>Focus students' attention on the last three paragraphs of page 27. Reread these paragraphs aloud (start: "Rickey studied the field ..." and end "... risk with Jackie Robinson?"). Ask students to follow along silently as you read these paragraphs aloud.</li> <li>Allow students 1 to 2 minutes to discuss in their groups: <ul style="list-style-type: none"> <li>* "What OPINION does Sharon Robinson share with us about Jackie Robinson's ability to integrate baseball?"</li> </ul> </li> <li>Invite several students to share their thinking whole group. Listen for: "The author says that Branch Rickey, scouts, and reporters universally agreed that Jackie Robinson was the right man to pioneer the integration of baseball."</li> </ul>	<ul style="list-style-type: none"> <li>Provide nonlinguistic symbols for <i>reasons</i> (a question mark), <i>evidence</i> (a check mark), and <i>opinion</i> (an exclamation point).</li> <li>Some students may need to be focused to specific paragraphs in order to determine the author's opinion.</li> <li>Consider allowing students who struggle with difficult text to find two to three pieces of evidence instead of five.</li> </ul>



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Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Ask students to think about and discuss what the “judgment” word is in this opinion. Cold call several students to share out. Listen for statements such as: “‘Right’ is a judgment word in this opinion sentence because it describes value, right versus wrong.”</li><li>• Ask students to turn to their graphic organizers in their journals and paraphrase and record the author’s opinion (on the line below Author’s Opinion).</li><li>• Distribute five <b>evidence flags</b> to each student. Display and distribute the <b>Lesson 9 task card</b>. Read each step aloud to students. Clarify any instructions as necessary. Ask students to take 10 minutes to complete the steps listed on their task cards.</li><li>• Circulate to support as needed.</li><li>• After 10 minutes, cold call several students to share out the reasons and evidence they identified in each chunk of text. Listen for examples such as:<ul style="list-style-type: none"><li>– “The opinion that Jackie Robinson was the right man to integrate baseball is supported by the reason Jackie Robinson had the ability, self-control, and courage to succeed.”</li><li>– “Evidence to support this includes he had successfully played on integrated teams, he was a serious guy, confident, determined, agreed to a nonviolence approach.”</li></ul></li><li>• Probe, asking several students to explain:<ul style="list-style-type: none"><li>* “How did the reason and evidence you identified help support Sharon Robinson’s opinion that Jackie Robinson was the right man to pioneer the integration of Major League Baseball?”</li></ul></li><li>• Listen for students to make connections between the opinion and the reasons and evidence they identified:<ul style="list-style-type: none"><li>– “The opinion that Jackie Robinson was the right man to pioneer integration in baseball is supported by the reason that he had the athletic ability, self-control, and courage—this tells us WHY he was the right man to pioneer integration in Major League Baseball. The evidence gives specific examples of the character qualities Jackie Robinson had that would make him the right person: he was an aggressive competitor, mature, confident, determined, etc.”</li></ul></li></ul>	





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Work Time (continued)	Meeting Students' Needs
<p><b>C. Key Vocabulary to Deepen Understanding (15 minutes)</b></p> <ul style="list-style-type: none"><li>Review the learning target:<ul style="list-style-type: none"><li>* “I can determine the meaning of new words and phrases from context in the book <i>Promises to Keep</i>.”</li></ul></li><li>Remind students they have been working on this target throughout the year by developing their ability to determine the meaning of new words in a variety of texts. Display the <b>Vocabulary Strategies anchor chart</b> to refresh students' memory of strategies they have used.</li><li>Cold call several students to recall the purpose for determining the meaning of key or unknown vocabulary. Listen for:<ul style="list-style-type: none"><li>– “It deepens our understanding of the text.”</li><li>– “Understanding key or unknown vocabulary helps us understand the text better.”</li></ul></li><li>Distribute six <b>index cards</b> to each student.</li><li>Write the following words from the text where all students can see them: <i>series, monologue, right injustice, determination, nonviolence, Noble Experiment</i>.</li><li>Ask students to take 6 to 8 minutes in their groups to complete the following:<ol style="list-style-type: none"><li>Record each of the six words onto the index cards.</li><li>Go back into the text to use context clues and apply vocabulary strategies to help determine the meaning of each word or phrase.</li><li>Write a synonym or short definition for the word or phrase, and draw a picture to show the meaning of the word or phrase on the back of each card.</li></ol></li><li>Circulate to listen in and support as needed. Be sure students determine the correct meanings for each word or phrase; they will use their new understandings about vocabulary to revise the reasons or evidence that they identified earlier (during Work Time B).</li></ul>	<ul style="list-style-type: none"><li>For students who struggle with language, consider narrowing the focus on specific key words to three to four of the vocabulary words rather than all six.</li><li>Consider allowing students who struggle with writing to dictate their definitions to a partner or teacher.</li><li>List and post the directions for revising reasons and evidence so that students can refer to them as they work.</li></ul>



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Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>After students complete their index cards, take 2 minutes to cold call students from various groups to share out the meaning of each vocabulary word. Listen for:<ul style="list-style-type: none"><li><i>series</i>: sequence, one after another</li><li><i>monologue</i>: uninterrupted speech (<i>mono-</i> [= one] + <i>-logue</i> [= speech])</li><li><i>right injustice</i>: correct unfairness or a wrong (right = correct, fix) (<i>in-</i> [= not] + <i>justice</i> [= fairness])</li><li><i>determination</i>: strength of mind; willpower; purpose</li><li><i>nonviolence</i>: peacefulness (<i>non-</i> [= not] + <i>violence</i> [= aggression, hostility])</li><li><i>Noble Experiment</i>: a different or new approach or strategy, for the purpose of improving something; an attempt to make something better</li></ul></li><li>Refer students to the Close Readers Do These Things anchor chart. Ask them to recall what they have frequently done after determining the meaning of key or unknown words from the text. Listen for: “Revise our thinking about main ideas or key details.”</li><li>Direct students to take 1 or 2 minutes to do the following:<ol style="list-style-type: none"><li>Reread your reasons and evidence (from Work Time B).</li><li>Think about and discuss as a group:</li><li>“Did I identify the author’s reasons and evidence that support the opinion?”</li><li>“Did I use key vocabulary accurately in my paraphrased reasons or evidence?”</li><li>Based on your new understanding of key vocabulary, revise the reasons or evidence you had listed.</li></ol></li><li>As time permits, invite several students to share whole group to explain what they revised based on new understandings about key vocabulary.</li><li>Collect students’ journals to informally assess.</li></ul>	



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Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief and Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Bring students together whole group. Focus their attention on the <b>Jackie Robinson and Life in America anchor chart</b>. Say: <ul style="list-style-type: none"> <li>* “As we read today, we learned more information about Major League Baseball.”</li> </ul> </li> <li>• Ask students to take 1 minute to turn and talk with a partner about details they could add to the far right-hand column of the anchor chart, “What was happening in America?” in the 1940s–1950s.</li> <li>• Ask several students to share their thinking aloud. Listen for ideas such as: “Branch Rickey chooses Jackie Robinson to break the color barrier in Major League Baseball,” and similar examples. Add students’ ideas to the anchor chart.</li> <li>• Read the first learning target aloud: <ul style="list-style-type: none"> <li>* “I can summarize the information in <i>Promises to Keep</i> about why Jackie Robinson was chosen to break the color barrier in baseball.”</li> </ul> </li> <li>• Ask students to indicate their progress toward the learning targets by using the Thumb-O-Meter protocol.</li> <li>• Repeat with the second, third, and fourth learning targets: <ul style="list-style-type: none"> <li>* “I can identify the reasons and evidence Sharon Robinson uses to support an opinion in <i>Promises to Keep</i>.”</li> <li>* “I can explain how the reasons and evidence that I identify support Sharon Robinson’s opinion.”</li> <li>* “I can determine the meaning of new words and phrases from context in the book <i>Promises to Keep</i>.”</li> </ul> </li> <li>• Note students who show thumbs-sideways or thumbs-down, as they may need more support summarizing information; identifying opinion, reasons, and evidence that support an opinion; or determining the meaning of unfamiliar words from context.</li> <li>• Give students a brief heads-up about the mid-unit assessment. They will read a new article about Jackie Robinson and get a chance to show what they know about how to identify the author’s opinion, reasons, and supporting evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Some students might benefit from a sentence starter, such as: “One thing that happened in America during the 1940–50s was _____.”</li> </ul>



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Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>Continue reading in your independent reading book for this module at home.</li></ul> <p><i>Note: In the next lesson, students will participate in a vocabulary “Alphabet Review” using index cards. Prepare the index cards for students to use during the Alphabet Review. Write one letter of the alphabet per index card. See Lesson 10 for details.</i></p>	



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## Supporting Materials



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Author's Opinion, Reasons, and Evidence Graphic Organizer

Name:

Date:

Author's Opinion (WHAT the author believes):

Reason (WHY the author believes an opinion):	
Evidence (facts, details, information):	
Evidence:	
Evidence:	



Lesson 9 Task Card

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

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

**Work with your group members to complete the following:**

1. Independently reread pages 28 and 29 of the text.
2. Think about and discuss: What is one reason the author gives to support the opinion?
3. On your graphic organizer, record one reason you identify below the line titled: "Reason."
4. Locate three to five pieces of evidence that support the reason you identified. Mark these with evidence flags.
5. Discuss the evidence you located with your group members.
6. Paraphrase the evidence you identified and record onto your graphic organizer, below the lines titled: "Evidence."