



EXPEDITIONARY  
LEARNING

## **Grade 5: Module 3A: Unit 2: Lesson 12**

### **Identifying Supporting Reasons and Evidence for an Opinion: Exploring Jackie Robinson's Promise** *(Promises to Keep, Pages 38–45)*



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.  
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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 how Jackie Robinson was treated after joining the Brooklyn Dodgers.
- 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 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 (Author's Opinion, Reasons, and Evidence graphic organizer)
- Vocabulary cards
- Evidence flags



Identifying Supporting Reasons and Evidence for an Opinion:  
Exploring Jackie Robinson's Promise (*Promises to Keep*, Pages 38–45)

Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Review Homework: Milling to Music (5 minutes)</li><li>Engaging the Reader (5 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>First Read: Getting the Gist about Jackie Robinson's Promise (10 minutes)</li><li>Second Read: Identifying Author's Opinion, Reasons, and Evidence (20 minutes)</li><li>Key Vocabulary to Deepen Understanding (15 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Debrief and Review Learning Targets (5 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Read pages 46–49 of <i>Promises to Keep</i>. Answer the homework question on an index card. Finish the vocabulary cards.</li></ol></li></ol>	<ul style="list-style-type: none"><li>This lesson follows a similar pattern to that of Lessons 2, 4, 7, and 9. Students will create and use an Author's Opinion, Reasons, and Evidence graphic organizer to record the opinion, reasons, and evidence they identify during a close read of pages 38–45 of <i>Promises to Keep</i>.</li><li>After students identify the author's opinion, reasons, and evidence, they are asked to 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>In advance: Add a new row to the Jackie Robinson and Life in America anchor chart. In the left-hand column, write: "Jackie Robinson joins the Brooklyn Dodgers." In the center column, write: "1947."</li><li>Review: Jigsaw protocol and Milling to Music in Checking for Understanding Techniques (see Appendix).</li><li>Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
reasons, evidence, opinion, context (review); resent, respect (38, caption), ambiguous, embraced (40), comradeship (41), integration (41), aggressor/aggressive (43), autobiography (44)	<ul style="list-style-type: none"><li>• <i>Promises to Keep</i> (book; one per student)</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 Lesson 2)</li><li>• Document camera or projector</li><li>• Author's Opinion, Reasons, and Evidence graphic organizer (from Lesson 9; one to display)</li><li>• Evidence flags (two per student)</li><li>• Identifying Reasons task card (one per group)</li><li>• Vocabulary Strategies anchor chart (from Unit 1, Lesson 1)</li><li>• Index cards (eight per student: seven for Work Time C and one for homework)</li><li>• Jackie Robinson and Life in America anchor chart (begun in Lesson 2)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Homework Review: Milling to Music (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Review Milling to Music with students. Ask students to meet with at least two other students to share the gist statements about pages 40–45 of <i>Promises to Keep</i> they wrote for homework.</li> <li>Ask students to hold onto their gist statements, as they will have the opportunity to revise them after reading these pages more closely during Work Time A.</li> </ul>	<ul style="list-style-type: none"> <li>Intentionally partner ELL students with other students who speak the same home language for Milling to Music.</li> </ul>
<p><b>B. Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask the class to take out <i>Promises to Keep</i> and place the students in their groups of four. They will remain in these groups until Closing and Assessment.</li> <li>Ask students to turn to page 38 and focus their attention on the caption at the bottom of the page.</li> <li>Read the first two sentences aloud to students: <ul style="list-style-type: none"> <li>* “Dad used to say that it didn’t matter if somebody resented you. It only mattered if you could make him respect you.”</li> </ul> </li> <li>Invite several students to share out the meaning of the word <i>resented</i>. Listen for: “dislike,” “hate,” “offended by,” etc.</li> <li>Ask students to share the meaning of the word <i>respect</i>. Listen for: “admire,” “think highly of,” etc.</li> <li>Ask students to discuss in groups: <ul style="list-style-type: none"> <li>* “What did Jackie Robinson think really mattered?”</li> <li>* “What in the text makes you think so?”</li> <li>* “How is this an opinion?”</li> </ul> </li> <li>Cold call each group to share their thinking aloud. Listen for ideas like: <ul style="list-style-type: none"> <li>– “Jackie Robinson thought respect mattered more than whether or not someone liked you.”</li> <li>– “This is an opinion because it is a judgment about what matters and doesn’t matter.”</li> </ul> </li> <li>Explain to students that today they will read to learn more about how Jackie Robinson earned the respect of his teammates and fans, ultimately helping to change the way African Americans were treated in the United States.</li> </ul>	<ul style="list-style-type: none"> <li>Some students would benefit from a sentence starter or stem, such as: “Jackie Robinson thought _____ really mattered. This was his opinion because _____.”</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. First Read: Getting the Gist about Jackie Robinson's Promise (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 how Jackie Robinson was treated after joining the Brooklyn Dodgers."</li> </ul> </li> <li>Direct students to open their books to pages 40–45 and display the <b>Features of Informational Text anchor chart</b>. Then ask students to look closely at pages 40–45 to identify the text features they notice on these pages. Ensure that they identify the photographs, comic book cover, and captions that are on the sides and bottoms 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 comic book helps us understand how popular Jackie Robinson was."</li> <li>– "The captions share important details about the pictures."</li> </ul> </li> <li>Ask students what they typically do when they first read a new text. Listen for students to say: "Read to determine the gist," or "Summarize the main idea of the text." Ask students to follow along silently as they hear a first read of pages 40–45 (start: "White fan reaction ..." and end "... the motion picture <i>The Jackie Robinson Story</i>").</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>* "How did Jackie Robinson's teammates and fans feel about him?"</li> <li>* "What in the text makes you think so?"</li> </ul> </li> <li>Direct students to review the gist statements they wrote for homework, and then turn to a new page in their <b>students' journals</b> to record a revised gist of this passage.</li> <li>Cold call a few students to share their revised gist statements. Listen for ideas such as: <ul style="list-style-type: none"> <li>– "Jackie Robinson earned the respect of his teammates and fans."</li> <li>– "Jackie Robinson was admired by everyone."</li> <li>– Jackie Robinson became one of the most popular people in America."</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Provide nonlinguistic symbols for <i>gist</i> (light bulb with a #1) and <i>main idea</i> (a light bulb).</li> <li>If you intend to call on a student who struggles with language to share out, consider letting the student know beforehand so s/he has time to prepare.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Second Read: Identifying Author's Opinion, Reasons, and Evidence (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Read the second and third learning target 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 I identify supports Sharon Robinson's opinion."</li> </ul> </li> <li>Remind students they have been working on identifying author's reasons and evidence since Unit 1, when they read about the history of sports in America and considered the opinions of the authors of those articles.</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>Use a <b>document camera or projector</b> to 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 once again on the caption at the bottom of page 38. Read the first three sentences of the caption aloud (start: "Dad used to say ..." and end "... and the fans"). Ask students to follow along silently as these two paragraphs are read aloud.</li> <li>Allow students 1 to 2 minutes to discuss in their groups: <ul style="list-style-type: none"> <li>* "WHAT does Sharon Robinson believe about her father?"</li> </ul> </li> <li>Invite several students to share their thinking whole group. Listen for: "She believes her father's skill earned/gained him the respect of his teammates and the fans." Ask students to paraphrase and record the opinion onto the graphic organizers in their journals, on the line below: Author's Opinion.</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>Consider providing a partially filled-in Author's Opinion, Reasons, and Evidence graphic organizer.</li> <li>Consider further chunking text for students who struggle with reading at grade level to just a few sentences.</li> <li>Consider allowing students who struggle with reading to find one piece of evidence instead of two.</li> <li>Intentionally give students in each group who struggle with reading complex text the same chunk of text and give them more guided practice with the teacher during this time.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Review the Jigsaw protocol with students. Assign each member of the group one chunk of the text:<ul style="list-style-type: none"><li>– Chunk 1: page 40</li><li>– Chunk 2: page 41</li><li>– Chunk 3: page 43</li><li>– Chunk 4: page 44, first paragraph and caption</li></ul></li><li>• Distribute two <b>evidence flags</b> to each student.</li><li>• Display the <b>Identifying Reasons task card</b>. Distribute one task card to each group. Read each step aloud to students. Clarify any instructions as necessary.</li><li>• Direct students to take 7 to 8 minutes to complete the steps listed on their task card.</li><li>• Circulate to support as needed.</li><li>• After groups complete the steps listed on the task card, cold call several students to share out the reasons and evidence they identified in each chunk of text.</li><li>• Ask several students to explain how the reason and evidence they identified supports the author's opinion that her father's skill earned him the respect of his teammates and the fans. Listen for students to make connections between the opinion and the reasons and evidence they identified.</li></ul>	





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 this module and in previous modules 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>– “To deepen our understanding of the text.”</li><li>– “Understanding key or unknown vocabulary helps us understand the text better.”</li></ul></li><li>Distribute seven <b>index cards</b> to each student.</li><li>Write the following words from the text where all students can see them: <i>ambiguous, embraced, comradeship, integration, aggressor, aggressive, and autobiography</i>.</li><li>Ask students to take 5 to 6 minutes to complete the following in their groups:<ul style="list-style-type: none"><li>– Record each of the seven words onto index cards.</li><li>– Go back to the text to use context clues and apply vocabulary strategies to help determine what each word means.</li><li>– Write a synonym or short definition for the word, and draw a picture to show its meaning on the back of each card.</li></ul></li><li>Circulate to listen in and support as needed. Be sure that students determine the correct meanings for each word, as they will use their new understandings about vocabulary to revise reasons or evidence they identified during Work Time B.</li></ul>	<ul style="list-style-type: none"><li>Consider narrowing the focus on specific key words for students who struggle with language to three to four of the vocabulary words rather than all seven.</li><li>List and post the directions for completing vocabulary cards so students can refer to them as they work.</li><li>Consider allowing students who struggle with writing to dictate their definitions to a partner or teacher.</li><li>If students do not finish the vocabulary cards during the lesson, they may finish for homework.</li></ul>



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 a member from each group to share out the meaning of each vocabulary word, whole group. Listen for:<ul style="list-style-type: none"><li>– <i>ambiguous</i>: unclear, confusing, uncertain</li><li>– <i>embraced</i>: accepted, welcomed, supported</li><li>– <i>comradeship</i>: friendship, companionship</li><li>– <i>integration</i>: combination, the adding to something to make it whole</li><li>– <i>aggressor</i> (n.): attacker, assailant</li><li>– <i>aggressive</i> (adj.): forceful, assertive, hard-hitting</li><li>– <i>autobiography</i>: a story someone writes about his or her own life; the word comes from auto (= self) + biography (= story of a person's life)</li></ul></li><li>• Refer students once again to the Things Close Readers Do anchor chart. Ask them to recall what that 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>1. Reread their reasons and evidence from Work Time B.</li><li>2. Based on new understandings about vocabulary, think about and discuss with group members:</li><li>3. Did I identify reasons and evidence that support the author's opinion?</li><li>4. Did I use key vocabulary accurately in my reasons and paraphrased evidence?</li><li>5. Revise reasons and evidence based on new understandings about key vocabulary.</li></ol></li><li>• As time allows, invite several students to share their revisions whole group and explain what they revised based on new understandings about key vocabulary.</li><li>• Collect students' journals to informally assess.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief and Review 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: “As we read today, we learned many more details about what life was like in America for African Americans in the 1940s–1950s, after Jackie Robinson joined Major League Baseball.”</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?”</li> <li>• Ask several students to share their thinking aloud. Listen for ideas such as: “Jackie Robinson became one of the most popular people in America,” “Brooklyn fans embraced Jackie Robinson and his family,” “People had mixed reactions to integration in 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 how Jackie Robinson was treated after joining the Brooklyn Dodgers.”</li> </ul> </li> <li>• Ask students to indicate their progress toward the learning targets by showing a thumbs-up or thumbs-down.</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 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-down, as they may need more support summarizing information; identifying opinion, reasons, and evidence that an author uses to support an opinion; or determining the meaning of unfamiliar words from context.</li> <li>• Distribute <b>one index card</b> to students for homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Some students would benefit from a sentence starter, such as: “One thing that happened in America during the 1940–1950s was _____.”</li> </ul>



Identifying Supporting Reasons and Evidence for an Opinion:  
Exploring Jackie Robinson's Promise (*Promises to Keep*, Pages 38–45)

Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read pages 46–49 of <i>Promises to Keep</i>. On your index card, write at least two details to add to the Jackie Robinson and Life in America anchor chart for 1940s–1950s.</li><li>• Finish vocabulary cards from the lesson today. Be sure to include a drawing to show what the word means AND write its definition on the back of each card. Bring all index cards as an admit ticket to the next class.</li></ul>	<ul style="list-style-type: none"><li>• Provide an audio recording of <i>Promises to Keep</i> for students who struggle with reading grade-level text.</li><li>• Consider prewriting vocabulary words on index cards for students who struggle with writing.</li><li>• Students who struggle with language may need to dictate details from the text and the definitions of their vocabulary words to someone at home.</li></ul>



EXPEDITIONARY  
LEARNING

# Grade 5: Module 3A: Unit 2: Lesson 12

## Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Identifying Reasons Task Card

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

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

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

1. Independently read your chunk of text.
2. Think about and discuss: What is one reason the author gives to support her opinion?
3. On your graphic organizer, record one reason you identify below the line titled: "Reason."
4. Locate two 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."