



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Overview



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This module begins with a brief study of the importance of sports in American culture over time. The heart of this module is a whole class study of the short but challenging biography *Promises to Keep: How Jackie Robinson Changed America* (1030L) by his daughter, Sharon Robinson. (Students will read selected segments; some of these will be read aloud.) Students will analyze Jackie Robinson as a specific example of an athlete who served as a leader who broke barriers in society. They will also begin to study argumentative writing, analyzing how the author Sharon Robinson provides evidence to support her opinions. In Unit 3, students then choose to learn about one of three other respected sports figures (Roberto Clemente, Babe Didrikson, or Jim Thorpe). Students will develop their understanding of the cultural context in which these athletes competed and the barriers these athletes broke during the times in which they lived. Students will

build their research skills by reading biographical articles and other informational texts and by participating in Webquests. They also will continue to build their skills to write arguments based on multiple sources, focusing on crafting clear opinions and providing sufficient reasons and evidence. For the final performance task, each student will write a letter to a publishing company explaining the need for a biography about their selected athlete, in which they discuss the athlete, evaluate the barriers that he/she broke during the era in which he/she lived, and give an opinion about the importance of that athlete's impact on American society. They must support their opinions with evidence from their research. This task centers on **NYSP12 ELA CCLS RI.5.9, W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, L.5.1, L.5.2, and L.5.6.**

Guiding Questions and Big Ideas

- **What is the role of sports in American culture?**
- **How have athletes broken barriers during the historical era in which they lived?**
- **What do biographical informational texts teach us?**
- *Because sports are an integral part of American culture, athletes are presented with unique opportunities to lead.*
- *Individuals are shaped by and can shape society.*
- *Biographical texts about individuals also tell a bigger story we can learn from.*

Performance Task

Letter to a Publisher

After reading biographical texts on a famous American athlete of a historical era, students will write a letter to a publishing company explaining the need for a biography (written at a level appropriate for fifth-graders) about that athlete. In the letter, students will discuss their athletes, evaluate the barriers that he/she broke during the era in which he/she lived, and give an opinion about the importance of that athlete's legacy. Students will support their opinions with reasons and evidence from their research. This task centers on NYSP12 ELA CCLS RI.5.9, W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, L.5.1, L.5.2, and L.5.6.



Content Connections

This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies content that may align to additional teaching during other parts of the day. These intentional connections are described below.

Content Connections

Theme 1: Individual development and cultural identity: “Personal identity is a function of an individual’s culture, time, place, geography, interaction with groups, influences from institutions, and lived experiences.”



CCS Standards: Reading—Informational Text	Long-Term Learning Targets
<ul style="list-style-type: none"> • RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 	<ul style="list-style-type: none"> • I can explain what a text says using quotes from the text. • I can make inferences using quotes from the text.
<ul style="list-style-type: none"> • RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 	<ul style="list-style-type: none"> • I can determine the main idea(s) of an informational text based on key details. • I can summarize an informational text.
<ul style="list-style-type: none"> • RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. 	<ul style="list-style-type: none"> • I can explain important relationships between people, events, and ideas in a historical, scientific, or technical text using specific details in the text.
<ul style="list-style-type: none"> • RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>. 	<ul style="list-style-type: none"> • I can determine the meaning of academic words or phrases in an informational text. • I can determine the meaning of content words or phrases in an informational text.
<ul style="list-style-type: none"> • RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. 	<ul style="list-style-type: none"> • I can compare and contrast multiple accounts of the same event or topic.
<ul style="list-style-type: none"> • RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. 	<ul style="list-style-type: none"> • I can locate an answer or solve a problem efficiently, drawing from multiple informational sources.
<ul style="list-style-type: none"> • RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). 	<ul style="list-style-type: none"> • I can explain how authors use evidence and reasons to support their points in informational texts.
<ul style="list-style-type: none"> • RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. 	<ul style="list-style-type: none"> • I can accurately synthesize information from multiple texts on the same topic.



CCS Standards: Reading—Informational Text	Long-Term Learning Targets
<ul style="list-style-type: none"> RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. 	<ul style="list-style-type: none"> I can read grade-level informational texts proficiently and independently.
CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none"> W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ol style="list-style-type: none"> Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). Provide a concluding statement or section related to the opinion presented. 	<p>I can write an opinion piece that supports a point of view with reasons and information.</p> <ol style="list-style-type: none"> I can introduce the topic of my opinion piece. I can create an organizational structure in which I group together related ideas. I can identify reasons that support my opinion. I can use linking words to connect my opinion and reasons. I can construct a concluding statement or section for my opinion piece.
<ul style="list-style-type: none"> W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. 	<ul style="list-style-type: none"> I can produce clear and coherent writing that is appropriate to task, purpose, and audience.
<ul style="list-style-type: none"> W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 	<ul style="list-style-type: none"> With support from peers and adults, I can use a writing process to produce clear and coherent writing.
<ul style="list-style-type: none"> W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. 	<ul style="list-style-type: none"> With support from adults, I can use technology to publish a piece of writing. I can use technology to collaborate with others to produce a piece of writing.



CCS Standards: Writing	Long-Term Learning Targets
<ul style="list-style-type: none">W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	<ul style="list-style-type: none">I can build knowledge about multiple aspects of a topic by conducting research.I can use several sources to build my knowledge about a topic.
<ul style="list-style-type: none">W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	<ul style="list-style-type: none">I can recall information that is important to a topic.I can document what I learn about a topic by taking notes.I can summarize or paraphrase information in my notes and in finished work.I can provide a list of sources I used to gather information.
<ul style="list-style-type: none">W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.<ul style="list-style-type: none">e. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).	<ul style="list-style-type: none">I can choose evidence from literary or informational texts to support analysis, reflection, and research.<ul style="list-style-type: none">f. (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s].”)
<ul style="list-style-type: none">W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	<ul style="list-style-type: none">I can write for a variety of reasons.



CCS Standards: Speaking & Listening	Long-Term Learning Targets
<ul style="list-style-type: none">• SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.<ul style="list-style-type: none">a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.b. Follow agreed-upon rules for discussions and carry out assigned roles.c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	<ul style="list-style-type: none">• I can effectively engage in discussions with diverse partners about fifth-grade topics and texts.<ul style="list-style-type: none">a. I can prepare myself to participate in discussions.a. I can draw on information to explore ideas in the discussion.b. I can follow our class norms when I participate in a conversation.c. I can ask questions that are on the topic being discussed.c. I can connect my questions and responses to what others say.d. After a discussion, I can explain key ideas about the topic being discussed.
<ul style="list-style-type: none">• SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	<ul style="list-style-type: none">• I can summarize text that is read aloud to me.



CCS Standards: Language	Long-Term Learning Targets
<ul style="list-style-type: none"> • L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. b. Form and use the perfect verb tenses (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>). c. Use verb tense to convey various times, sequences, states, and conditions. d. Recognize and correct inappropriate shifts in verb tense. e. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>). 	<ul style="list-style-type: none"> • I can use grammar conventions to send a clear message to a reader or listener. <ul style="list-style-type: none"> a. I can explain what conjunctions, prepositions, and interjections are and how they're used in sentences. b. I can use the perfect verb tenses (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>). c. I can use verb tense to convey various times, sequences, states, and conditions. d. I can identify an inappropriate shift in verb tense. d. I can correct an inappropriate shift in verb tense. e. I can use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>).
<ul style="list-style-type: none"> • L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Spell grade-appropriate words correctly, consulting references as needed. 	<ul style="list-style-type: none"> • I can use conventions to send a clear message to my reader. <ul style="list-style-type: none"> a. I can use punctuation to separate items in a series. b. I can use a comma to separate an introductory word or phrase from the rest of the sentence. c. I can spell grade-appropriate words correctly. c. I can consult reference materials to check and correct my spelling.
<ul style="list-style-type: none"> • L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. 	<ul style="list-style-type: none"> • I can use my knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. I can use a variety of sentence structures in my writing.



CCS Standards: Language	Long-Term Learning Targets
<ul style="list-style-type: none"> • L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. <ul style="list-style-type: none"> a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. 	<ul style="list-style-type: none"> • I can use a variety of strategies to read grade-appropriate words and phrases I don't know. <ul style="list-style-type: none"> a. I can use context (e.g., cause/effect relationships and comparisons in text) to help me understand the meaning of a word or phrase. b. I can use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means (e.g., <i>photograph</i>, <i>photosynthesis</i>). c. I can use resource materials (glossaries, dictionaries, thesauruses) to help me determine or clarify the pronunciation and meaning of key words and phrases.
<ul style="list-style-type: none"> • L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> a. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. 	<ul style="list-style-type: none"> • I can analyze the meaning of figurative and complex language. <ul style="list-style-type: none"> a. I can use relationships between words (synonyms, antonyms, and homographs) to help me understand words.
<ul style="list-style-type: none"> • L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). 	<ul style="list-style-type: none"> • I can accurately use fifth-grade academic vocabulary to express my ideas.



Central Texts

Lori Calabrese, “It’s Not Just a Game!” in *Odyssey*, July/Aug. 2009, 36. (1020L)

Phyllis Goldman, “Roots of American Sports,” in *Ally’s Multicultural History & How It Relates to Us Today* (Greensboro, NC: Allosaurus Publishers, 2005), 92. (940 Lexile)

“Sports in America,” abridged from U.S. State Department IIP publications and other U.S. government materials; <http://usa.usembassy.de/sports.htm> (last accessed 8/28/2013).

Sharon Robinson, *Promises to Keep: How Jackie Robinson Changed America* (New York: Scholastic Press, 2004), ISBN: 978-0-439-42592-6.



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 1: Building Background Knowledge: The Importance of Sports in American Culture			
Weeks 1–2	<ul style="list-style-type: none"> Building Background Knowledge: Why Are Sports Important in American Culture? Identifying Author's Opinion and Evidence: The Value of Sports in People's Lives 	<ul style="list-style-type: none"> I can determine the main idea(s) of an informational text based on key details. I can summarize an informational text. I can determine the meaning of academic words or phrases in an informational text. I can determine the meaning of content words or phrases in an informational text. I can explain how authors use evidence and reasons to support their points in informational texts. 	<ul style="list-style-type: none"> Mid-Unit 1: Identifying Author's Opinion and Supporting Evidence: Sports in American Culture (NYSP12 ELA Standards RI.5.2, RI.5.4, RI.5.8)
	<ul style="list-style-type: none"> Identifying Opinions and Evidence: The Importance of Sports in American Society 	<ul style="list-style-type: none"> Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (W.5.1) <ul style="list-style-type: none"> * I can identify facts and details that support my opinion. (W.5.1a) * I can create an organizational structure in which I group together related ideas. (W.5.1b) I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9) 	<ul style="list-style-type: none"> End of Unit 1: On-Demand Opinion and Evidence Paragraph about the Importance of Sports in American Culture (NYSP12 ELA Standards W.5.1 and W.5.9)
	<ul style="list-style-type: none"> Building Background Knowledge: Why Are Sports Important in American Culture? Identifying Author's Opinion and Evidence: The Value of Sports in People's Lives 	<ul style="list-style-type: none"> I can determine the main idea(s) of an informational text based on key details. I can summarize an informational text. I can determine the meaning of academic words or phrases in an informational text. I can determine the meaning of content words or phrases in an informational text. I can explain how authors use evidence and reasons to support their points in informational texts. 	<ul style="list-style-type: none"> Mid-Unit 1: Identifying Author's Opinion and Supporting Evidence: Sports in American Culture (NYSP12 ELA Standards RI.5.2, RI.5.4, RI.5.8)



Week	Instructional Focus	Long-Term Targets	Assessments
Unit 2: Case Study: <i>Promises to Keep: How Jackie Robinson Changed America</i>			
Weeks 3–5	<ul style="list-style-type: none"> Introducing <i>Promises to Keep</i> and Drawing Inferences Determining How an Author Uses Reasons and Evidence to Support an Opinion Comparing Multiple Accounts of the Same Topic 	<ul style="list-style-type: none"> I can determine the main idea(s) of an informational text based on key details. I can summarize an informational text. I can determine the meaning of academic words or phrases in an informational text. I can determine the meaning of content words or phrases in an informational text. I can explain how authors use evidence and reasons to support their points in informational texts. 	
	<ul style="list-style-type: none"> Writing Opinions: Logically Ordering Reasons to Support Writing Introductions and Finding Supporting Evidence Explaining the Relationships between Events in a Historical Text 	<ul style="list-style-type: none"> I can determine the main idea(s) of an informational text based on key details. I can summarize an informational text. I can determine the meaning of academic words or phrases in an informational text. I can determine the meaning of content words or phrases in an informational text. I can explain how authors use evidence and reasons to support their points in informational texts. 	<ul style="list-style-type: none"> Mid-Unit 2: Identifying Author's Opinion, Reasons, and Supporting Evidence: "Courage on the Field" (NYSP12 ELA Standards RI.5.2, RI.5.4, RI.5.8)



Week	Instructional Focus	Long-Term Targets	Assessments
Weeks 3–5	<ul style="list-style-type: none"> Letters as Informational Text: Comparing and Contrasting Different Accounts Finding Supporting Reasons and Evidence for an Opinion Developing an Opinion Based on the Textual Evidence Writing a Class Letter to the Publishers of <i>Promises to Keep</i> 	<ul style="list-style-type: none"> Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (W.5.1) <ul style="list-style-type: none"> * I can introduce the topic of my opinion piece. (W.5.1a) * I can create an organizational structure in which I group together related ideas. (W.5.1a) * I can identify reasons that support my opinion. (W.5.1b) * I can use linking words to connect my opinion and reasons. (W.5.1c) * I can construct a concluding statement or section for my opinion piece. (W.5.1d) I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9) 	<ul style="list-style-type: none"> End of Unit 2: Writing an Opinion Essay with Supporting Evidence about Jackie Robinson's Legacy (NYSP12 ELA Standards W.5.1 and W.5.9)
Unit 3: Expert Groups Research and Writing an Opinion Letter			
Weeks 6–8	<ul style="list-style-type: none"> Researching One of Three Additional Athletes 	<ul style="list-style-type: none"> I can accurately synthesize information from multiple texts on the same topic. (RI.5.9) I can write an opinion piece that supports a point of view with reasons and information. (W.5.1) I can build knowledge about multiple aspects of a topic by conducting research. (W.5.7) I can use several sources to build my knowledge about a topic. (W.5.7) I can accurately use fifth-grade academic vocabulary to express my ideas. (L.5.6) 	<ul style="list-style-type: none"> Mid-Unit 3: Notes and Graphic Organizer for a Letter to a Publisher (NYSP12 ELA Standards RI.5.9, W.5.1, W.5.7 and L.5.6)



Week	Instructional Focus	Long-Term Targets	Assessments
Weeks 6–8	<ul style="list-style-type: none"> Researching One of Three Additional Athletes Synthesizing Research and Drafting Letter 	<ul style="list-style-type: none"> I can accurately synthesize information from multiple texts on the same topic. (RI.5.9) I can write an opinion piece that supports a point of view with reasons and information. (W.5.1) I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4) With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5) I can build knowledge about multiple aspects of a topic by conducting research. (W.5.7) I can use several sources to build my knowledge about a topic. (W.5.7) I can document what I learn about a topic by taking notes. (W.5.8) I can summarize or paraphrase information in my notes and in finished work. (W.5.8) I can provide a list of sources I used to gather information. (W.5.8) 	<ul style="list-style-type: none"> End of Unit 3: Draft Letter to a Publisher (NYSP12 ELA Standards RI.5.9, W.5.1 and W.5.4)
	<ul style="list-style-type: none"> Synthesize Research and Revise and Publish Letter 	<ul style="list-style-type: none"> Draw evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9) I can use grammar conventions to send a clear message to a reader or listener. (L.5.1) I can use conventions to send a clear message to my reader. (L.5.2) I can accurately use fifth-grade academic vocabulary to express my ideas. (L.5.6) 	<ul style="list-style-type: none"> Final Performance Task: Letter to a Publisher (NYSP12 ELA Standards RI.5.9, W.5.1, W.5.5, W.5.7, W.5.8, L.5.1, L.5.2, L.5.6)