



EXPEDITIONARY  
LEARNING

# **Grade 5: Module 3A: Unit 3: Lesson 7**

## **Organizing an Opinion, Reasons, and Evidence:**

### **Expert Group Text 3**



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

I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)

I can use several sources to build my knowledge about a topic. (W.5.7)

a. I can create an organizational structure in which I group together related ideas.

b. I can identify reasons, facts, and details that support my opinion.

I can accurately synthesize information from multiple texts on the same topic. (RI.5.9)

I can accurately use fifth-grade academic vocabulary to express my ideas. (L.5.6)

**Supporting Learning Targets**

- I can logically group together related reasons and evidence that support an opinion about my athlete on my graphic organizer.
- I can determine the meaning of new words and phrases from context in an article about an athlete.
- I can revise my supporting reasons and evidence based on new understandings about key vocabulary.

**Ongoing Assessment**

- Journals (graphic organizer with opinion, reasons and evidence)
- Vocabulary cards



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Homework Review (5 minutes)</li><li>B. Engaging the Writer (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Grouping Together Related Ideas (15 minutes)</li><li>B. Key Vocabulary to Deepen Understanding (15 minutes)</li><li>C. Revising Reasons and Evidence (15 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Debrief (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Continue reading in your independent reading book for this unit at home.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• This lesson follows a similar pattern to Lessons 3 and 5 of this unit. In Work Time Part A, students add reasons and evidence from Text 3 to the graphic organizers (which they started in Lesson 2). During Work Time C, students will not recreate the graphic organizers with the new order of reasons; they will revise their reasons or evidence based on new understandings about key vocabulary. They will also renumber the reasons they record based on the logical order they chose (either chronological or order of importance).</li><li>• For the mid-unit assessment in Lesson 8, students will create a brand-new graphic organizer, record their revised opinion, and choose their “best” reasons and evidence, then record them in a logical order (chronological or order of importance).</li><li>• Review: Glass, Bugs, Mud strategy (Appendix).</li></ul>



Lesson Vocabulary	Materials
<p>logically, group, reasons, evidence, opinion, graphic organizer, context, revise</p> <p>Vocabulary from the text:</p> <p>Althea Gibson group, based on “H.R. 4130” text: posthumously, cited, Act (1), prevented, denied (2), confer, accolade, commemoration (5)</p> <p>Roberto Clemente group, based on “Roberto Clemente: August 18, 1934—December 31, 1972” text: fair shake, overlooked, inducted, activism, humanitarian, inspiration, tribute (2), prestigious (3)</p>	<ul style="list-style-type: none"><li>• Journals</li><li>• “H.R. 4130” article (from Lesson 6)</li><li>• “Roberto Clemente: August 18, 1934—December 31, 1972” article (from Lesson 6)</li><li>• Related Ideas task card (one per student)</li><li>• Vocabulary Strategies anchor chart (from Unit 2)</li><li>• Index cards (eight per student)</li><li>• Althea Gibson vocabulary task card (one per student in Althea Gibson groups)</li><li>• Roberto Clemente vocabulary task card (one per student in Roberto Clemente groups)</li><li>• Words about Barriers anchor chart (from Lesson 3)</li><li>• Words about Legacy anchor chart (from Lesson 3)</li><li>• Definitions of Key Vocabulary for Text 3 (for teacher reference)</li><li>• Revision task card (one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Homework Review (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take out their homework index cards. Allow students 3 to 4 minutes to pair to share their responses with at least two other students from groups studying a different athlete.</li><li>• Collect students' homework index cards.</li></ul>	<ul style="list-style-type: none"><li>• Intentionally partner ELL students with other students who speak the same L1 language.</li></ul>
<p><b>B. Engaging the Writer (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students that during the previous lesson they read a third text to learn more about how their athlete broke barriers and created a legacy. Ask students to think about then pair to share with a partner who is studying the other athlete:<ul style="list-style-type: none"><li>* How has your athlete's legacy helped to shape our society?</li></ul></li><li>• Invite several students to share their thinking whole group. Listen for: "The Althea Gibson Excellence Act and her being awarded the Congressional Gold Medal for her accomplishments shows how she helped to shape, or change, society's views about African Americans," "The celebration of Roberto Clemente Day promotes giving back to one's community," "The Roberto Clemente Bridge reminds people of Roberto Clemente's achievements and humanitarian work, and recognizes the contributions and influence of Latin American athletes in our society," or similar ideas.</li><li>• Say: "In the next lesson you will take the mid-unit assessment. For the assessment you will create a new graphic organizer, record a revised opinion, and choose your best reasons and evidence to support your opinion."</li><li>• Tell students that today they will continue to work with the same article they read in the previous lesson. They will add to the graphic organizers they started in their journals (during Lesson 2), noting reasons and evidence from the third article that support their opinions. Reiterate to students that this will be their final opportunity to add and revise reasons and evidence from their text, prior to taking the mid-unit assessment during the next lesson.</li></ul>	<ul style="list-style-type: none"><li>• Provide sentence stems for students who may have difficulty with language. (e.g., "My athlete's legacy helped to shape society by _____.")</li><li>• Post all questions asked to the class and the answers they provide for students to refer to through out the lesson.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Grouping Together Related Ideas (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take out their <b>journals</b> and join their expert groups (from Lessons 2–4).</li><li>• Direct students to access their articles from Lesson 4, “<b>H.R. 4130</b>” or “<b>Roberto Clemente: August 18, 1934—December 31, 1972.</b>”</li><li>• Review the learning target: “I can logically group together related reasons and evidence that support an opinion about my athlete on my graphic organizer.”</li><li>• Ask students to recall then share out the meaning of the words <i>logically</i> (makes sense; chronological order or order of importance), <i>group</i> (put together), <i>related</i> (connected; similar), <i>reasons</i> (WHY I believe an opinion or point of view), <i>evidence</i> (facts; specific details; information), <i>opinion</i> (WHAT I believe; judgment; point of view), and <i>graphic organizer</i> (a tool to organize and record ideas).</li><li>• Give students 3 to 4 minutes in their groups to do the following:<ol style="list-style-type: none"><li>1. Add a box or line titled “Reason 5,” and below it three boxes or lines for evidence.</li><li>2. Add a box or line titled “Reason 6,” and below it three boxes or lines for evidence.</li></ol></li><li>• Distribute the <b>Related Ideas Task Card</b>, one per student. Read the directions aloud. Clarify any directions as necessary. Also make clear to students that during Work Time C they will have an opportunity to revise and renumber their reasons and evidence chronologically or by order of importance.</li><li>• Allow students 6 or 7 minutes to independently complete the steps on the task card. Circulate to support as needed.</li><li>• As time allows, invite students to share out the reasons or paraphrased evidence they added to their graphic organizers.</li></ul>	<ul style="list-style-type: none"><li>• Provide nonlinguistic symbols for <i>group</i> (several items placed closely together), <i>related</i> (chain links), <i>reasons</i> (a question mark), <i>evidence</i> (a check mark), and <i>opinion</i> (an exclamation point).</li><li>• List for students the directions for adding to their graphic organizer so that they can refer to them as they work.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Key Vocabulary to Deepen Understanding (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Review the learning target: "I can determine the meaning of new words and phrases from context in an article about an athlete." Remind students they have worked on this target throughout each of the modules. Cold call students to share out what they recall about the meaning of the word context (the words or phrases that come before or after a key word; help us to figure out what the word means).</li><li>• Ask students to recall the purpose for determining the meaning of key vocabulary from the text. Cold call several students to share their thinking aloud. Listen for: "Helps us understand the text better," "Understanding key words helps us understand key concepts in the reading; can use new understandings to revise our thinking," etc.</li><li>• Display and review with students the <b>Vocabulary Strategies</b> they used during the previous units of this module. Give each student eight <b>index cards</b>.</li><li>• Distribute the <b>Althea Gibson Vocabulary task card</b> to each student who read the article about Althea Gibson (during Lesson 6). Distribute the <b>Roberto Clemente Vocabulary task card</b> to each student who read the article about Roberto Clemente (during Lesson 6).</li><li>• Ask students to read the directions on their task card and discuss the steps with their group members. Circulate as students read and discuss their task cards to clarify any instructions as needed.</li><li>• Remind students that their focus on key terms related to the barriers and legacy of each athlete support their understanding of the connection between how individuals can overcome significant challenges and help to shape the values of their society through their legacy.</li><li>• Allow students 8 to 10 minutes to complete their task cards. Remind them to refer to the Vocabulary Strategies anchor chart for ideas about how to determine the meaning of unknown words.</li><li>• Circulate to support groups and ensure students are able to define each key word accurately (see supporting materials for Teacher Resource "Definitions of Key Vocabulary").</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 or four of the vocabulary words rather than all 8.</li><li>• Highlight the focus vocabulary in the text for students who may have difficulty locating them on their own.</li><li>• Consider prewriting the vocabulary words on the cards for students who struggle with writing.</li><li>• Consider allowing students that struggle with writing to dictate their vocabulary definition to their partner or to just draw a visual representation of the word meaning.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>Once students complete the steps listed on their task cards, focus their attention whole group. Post the <b>Words about Barriers anchor chart</b>. Cold call each group to share out and explain how they chose words related to <i>barriers</i>. Listen for students to share: “Prevented,” “Denied,” “Fair shake,” “Overlooked because African Americans and Latin Americans were not allowed to participate in professional sports because of the color of their skin,” “They did not receive the same awards or recognitions as white athletes,” and similar ideas. Record the vocabulary terms students mention on the Words about Barriers chart.</li><li>Next, post the <b>Words about Legacy chart</b>. Cold call each group to share out and explain how they chose words related to legacy. Listen for: “Act,” “Posthumously,” “Confer,” “Accolade,” “Commemoration,” “Inducted,” “Activism,” “Humanitarian,” “Inspiration,” “Tribute,” “Prestigious because each athlete was recognized for his or her accomplishments after he or she was no longer living,” and similar ideas. Record the vocabulary terms students mention on the Words about Legacy chart.</li></ul>	<ul style="list-style-type: none"><li>Consider providing additional time to complete vocabulary cards at various times during the day.</li></ul>





Work Time (continued)	Meeting Students' Needs
<p><b>C. Revising Reasons and Evidence (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Review the learning target: “I can revise my supporting reasons and evidence based on new understandings about key vocabulary.” Ask students to recall and share out the meaning of the word <i>revise</i> (change; edit; improve).</li><li>• Remind students that they had the opportunity to revise their opinions a second time during the previous lesson, based on both the key (repeated) and new evidence they identified in Text 3. Remind the class that revision is an ongoing process and that today the focus is on revision of the reasons and evidence they identified from Text 3.</li><li>• Say: “Now you will have an opportunity to apply your knowledge about key vocabulary in order to:<ul style="list-style-type: none"><li>* Revise the reasons and paraphrased evidence you added to your graphic organizer during Work Time A.</li><li>* Then renumber your reasons so they are in a logical sequence, either chronological or by order of importance.”</li></ul></li><li>• Distribute a <b>Revision Task Card</b> to each student. Read the directions aloud and clarify as needed.</li><li>• Give students 8 to 10 minutes to complete Parts 1 and 2 of the task card. Circulate to support and probe students’ thinking by asking questions such as:<ul style="list-style-type: none"><li>* Have you accurately used key vocabulary in your revised reasons or paraphrased evidence?</li><li>* How did you choose key vocabulary to include in your revised reasons or paraphrased evidence?</li><li>* Did you make sure your reasons are in a logical order by date (chronological) or least to most/most to least important (order of importance)?</li></ul></li><li>• Invite students to share out their revised reasons and evidence, and explain how they revised based on new understandings about key vocabulary.</li><li>• Collect students’ journals and vocabulary cards.</li></ul>	<ul style="list-style-type: none"><li>• Students may need a think-aloud and model of how to revise their reasons and evidence. Consider doing that with model graphic organizers from Lesson 2.</li><li>• Allow students who struggle with writing to dictate their revised reasons and evidence to a partner or the teacher.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to think about then pair to share:<ul style="list-style-type: none"><li>* “How does my athlete’s legacy have an influence on today’s society?”</li></ul></li><li>• Cold call several students to share their thinking with the class.</li><li>• Read the first learning target aloud: “I can logically group together related reasons and evidence that support an opinion about my athlete on my graphic organizer.” Ask students to demonstrate their level of mastery toward the target by using the Glass, Bugs, Mud strategy. Note which students showed a Bugs or Mud since they may need additional support in upcoming lessons.</li><li>• Repeat with learning targets two and three.</li><li>• Remind students that in the next lesson, they will take the mid-unit assessment. Encourage them; they will simply be applying the skills they have been practicing.</li></ul>	<ul style="list-style-type: none"><li>• Provide a sentence stem or starter (e.g., “My athlete’s legacy has an influence on today’s society because _____.”) for students who may struggle with language for the Debrief.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Continue reading in your independent reading book for this unit at home.</li></ul> <p><i>Note: Review students’ homework index cards to determine each student’s ability to respond to a question using evidence from the texts she or he has read. Review students’ journals and vocabulary index cards to determine each student’s current ability to revise and logically order reasons and evidence; and their ability to determine the meaning of unknown words from context.</i></p>	<ul style="list-style-type: none"><li>• Consider providing prerecorded audio independent reading books chosen by students that struggle reading independently.</li></ul>



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## Supporting Materials



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Related Ideas Task Card

1. **Reread:** In your journal from the previous lesson, look at your revised opinion. On Text 3, look at what you underlined or coded with a “B” (barriers) or “L” (legacy).
2. **New Reasons:** Based on this new text, determine two new reasons that support your opinion. (Or if you don’t find new reasons, add to the four you already have.)
3. **Reason 5:** On your graphic organizer, make a new line or box for Reason 5.
  - Record your new reason there.
  - **Paraphrase:** Reread Text 3 for your underlined and text coded evidence. Below “Reason 5” on your graphic organizer, record in your own words two new pieces of evidence.
4. **Reason 6:** On your graphic organizer, make a new line or box for Reason 6.
  - Record your new reason there.
  - **Paraphrase:** Reread Text 3 for your underlined and text coded evidence. Below “Reason 6” on your graphic organizer, record in your own words two new pieces of evidence.



Althea Gibson Vocabulary Task Card

Record each of the following key vocabulary words or phrases onto an index card: *posthumously, cited, act, prevented, denied, confer, accolade, commemoration*.

Work with your group members to complete the following:

1. Use Vocabulary Strategies to help you determine the meaning of each word or phrase.
2. On the back of each card, write a definition or synonym for each word or phrase.
3. After you have defined each word or phrase, discuss then sort the words and phrases into one of two categories: Words related to “barriers” OR words related to “legacy.” Make sure you can justify why you placed each word or phrase into one category or the other.



Roberto Clemente Vocabulary Task Card

Record each of the following key vocabulary words or phrases onto an index card: *fair shake, overlooked, inducted, activism, humanitarian, inspiration, tribute, prestigious.*

Work with your group members to complete the following:

1. Use Vocabulary Strategies to help you determine the meaning of each word or phrase.
2. On the back of each card, write a definition or synonym for each word or phrase.
3. After you have defined each word or phrase, discuss then sort the words and phrases into one of two categories: Words related to “barriers” OR words related to “legacy.” Make sure you can justify why you placed each word into one category or the other.



Definitions of Key Vocabulary for Text 3  
(For Teacher Reference)

**Althea Gibson**

*posthumously* – after someone’s death

*cited* – named; referred to as

*act* – law; bill; record of a decision made by congress (or other legislative group)

*prevented* – stopped; kept someone from doing something

*denied* – not allowed; rejected

*confer* – award; give

*accolade* – honor; tribute; great compliment

*commemoration* – remembrance; ceremony honoring someone

**Roberto Clemente**

*fair shake* – having the same opportunities or rights

*overlooked* – fail to notice; ignore; neglect

*inducted* – welcomed; added; formally given a position or recognition

*activism* – involved in supporting community needs

*humanitarian* – caring, kind, compassionate person; a person who gives back to his or her community

*inspiration* – somebody who encourages or motivates others

*tribute* – acknowledgment; mark of respect; honor

*prestigious* – important; impressive; major

Revision Task Card

**Part 1:**

1. Reread all your new reasons that you added to your graphic organizer.
2. Think about and discuss: How can I revise my reasons based on new understandings about key vocabulary?
3. Reread the paraphrased evidence you recorded.
4. Think about and discuss: How can I revise my paraphrased evidence based on new understandings about key vocabulary?
5. Revise your reasons and evidence. Be sure to include at least three key vocabulary terms from the text.

**Part 2:**

If you are using “**Chronological Order:**”

1. Reread all reasons and related evidence that you recorded.
2. Renumber your reasons so reason #1 is for information related to the earliest date (for example, something that happened to your athlete when s/he was a child), and all your reasons go in chronological order.
3. For each reason, reread your evidence. Make sure it is also in chronological order.

If you are using “**Order of Importance:**”

1. Reread all reasons and related evidence that you recorded.
2. Renumber your reasons based on what reasons you now believe are “most to least important” or “least to most important.” Note that your reasons may appear out of order on your graphic organizer once you renumber them (for example, the first reason you wrote on your graphic organizer might now be numbered Reason 2 since you don’t think it’s the most important).
3. For each reason, reread your evidence. Make sure it is also in order of importance (either “most to least important” or “least to most important”).