



EXPEDITIONARY
LEARNING

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

Organizing an Opinion, Reasons, and Evidence:

Text 2 for Each Expert Group



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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 explain what a text says using quotes from the text. (RI.5.1)

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 (Group Opinion, Reasons and Evidence graphic organizer)
- Vocabulary cards



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Homework Review (5 minutes)B. Engaging the Writer (5 minutes)2. Work Time<ol style="list-style-type: none">A. Grouping Together Related Ideas (15 minutes)B. Key Vocabulary to Deepen Understanding (15 minutes)C. Revising Reasons and Evidence (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief (5 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">• This lesson follows a similar pattern to Lesson 3. In Work Time Part A, students add reasons and evidence from Text 2 to the graphic organizer (which they started in their journals during Lesson 2). Note that in Work Time C, students do not create new graphic organizers. Instead they add more reasons and evidence to their graphic organizer, based on new information from their second text, and on their new understandings about key vocabulary. They also renumber the reasons they record based on the logical order they chose (either chronological or order of importance).• This cycle of revising and adding to their notes serves as a scaffold toward the mid-unit assessment (Lesson 8), during which students review all their notes, create a 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).• Review: Thumb-O-Meter strategy (Appendix).



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 “Novey/Notable Southerners”: (to) be somebody, repression, adversity, banned (1), racial bias, honor, prejudice, challenged outdated beliefs (2)</p> <p>Roberto Clemente group, based on “Roberto Clemente”: minorities, relegated, (racial) slurs (2), berated, (was) realized, memorial, cultivate, waived (3)</p>	<ul style="list-style-type: none">• “Novey/Notable Southerners” article (from Lesson 4)• “Roberto Clemente” article (from Lesson 4)• Related Ideas task card (one per student)• Vocabulary Strategies anchor chart (from Unit 2)• Index cards (eight per student)• Althea Gibson Vocabulary task card (one per student in Althea Gibson groups)• Roberto Clemente Vocabulary task card (one per student in Roberto Clemente groups)• Words about Barriers anchor chart (from Lesson 3)• Words about Legacy anchor chart (from Lesson 3)• Definitions of Key Vocabulary for Text 2 (for teacher reference)• Revision task card (one per student)



Opening	Meeting Students' Needs
A. Homework Review (5 minutes) <ul style="list-style-type: none">• Ask students to take out their homework index cards. Allow students 1 to 2 minutes to pair to share their responses with a student from a different group who is studying the same athlete.• Collect students' homework index cards.	<ul style="list-style-type: none">• Intentionally partner ELL students with other students who speak the same L1 language.
B. Engaging the Writer (5 minutes) <ul style="list-style-type: none">• Remind students that during the previous lesson they read a second text to learn more about how their athlete broke barriers and created a legacy. Ask students to think about, then share with a partner who is studying the other athlete:<ul style="list-style-type: none">* "What is another significant barrier you learned your athlete faced?"* "What legacy did the athlete leave as a result of breaking a significant barrier?"• Invite several students to share their thinking whole group. Listen for ideas like: "Althea Gibson was born at a time when African Americans were banned from all major sports; however, she persevered and became a pioneer for future African American athletes in professional sports," "Roberto Clemente heard racial slurs from other players, but because of his extraordinary skill and dedication to charities he became known as 'The Great One,'" etc.• Remind students that today they will continue to work with the same article they read in the previous lesson (Text 2 for each group). Then they will keep adding to the graphic organizers they started in their journals (from Lesson 2), noting reasons and evidence from the second article that support their opinions.	<ul style="list-style-type: none">• Provide sentence stems (e.g., "Another barrier I learned that my athlete faced is _____. By breaking this barrier my athlete was able to leave the legacy _____.") for students who may have difficulty with language.• Post all questions asked to the class and the answers they provide for students to refer to throughout the lesson.



Work Time	Meeting Students' Needs
<p>A. Grouping Together Related Ideas (15 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their journals and join their expert groups (from Lessons 2–4).• Direct students to access their articles from Lesson 4: “Notable Southerners” or “Roberto Clemente.”• Review the learning target: “I can logically group together related reasons and evidence that support an opinion about my athlete on my graphic organizer.”• Ask students to think about 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).• Give students 3 to 4 minutes in their groups to do the following:<ol style="list-style-type: none">1. Add a box or line titled “Reason 3,” and below it three boxes or lines for evidence.2. Add a box or line titled “Reason 4,” and below it three boxes or lines for evidence.• Distribute the Related Ideas Task Card, one per student. Read the directions aloud and clarify as needed. 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).• Give students 6 to 7 minutes to independently complete the steps on the task card. Circulate to support as needed.• As time permits, invite students to share out the reasons or paraphrased evidence they added to their graphic organizers.	<ul style="list-style-type: none">• 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).• List for students the directions for adding to their graphic organizer so that they can refer to them as they work.



Work Time (continued)	Meeting Students' Needs
<p>B. Key Vocabulary to Deepen Understanding (15 minutes)</p> <ul style="list-style-type: none">• 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 <i>context</i> (the words or phrases that come before or after a key word; help us to figure out what the word means).• Ask students to recall the purpose of 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.• Display and review with students the Vocabulary Strategies they used during the previous units of this module. Give each student eight index cards.• Distribute the Althea Gibson Vocabulary task card to each student who read the article about Althea Gibson (during Lesson 4). Distribute the Roberto Clemente Vocabulary task card to each student who read the article about Roberto Clemente (during Lesson 4).• 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.• Remind students that their focus on key terms related to <i>barriers</i> and <i>legacy</i> will help them see the connection between how an individual can overcome significant challenges and help to shape the values of their society.• 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.• 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").• Once students complete the steps listed on their task cards, focus their attention whole group.	<ul style="list-style-type: none">• 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 eight.• Highlight the focus vocabulary in the text for students who may have difficulty locating them on their own.• Consider prewriting the vocabulary words on the cards for students who struggle with writing.• Consider allowing students who struggle with writing to dictate their vocabulary definition to their partner or to just draw a visual representation of the word meaning.• Consider providing additional time to complete vocabulary cards at various times during the day.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Post the Words about Barriers anchor chart. Cold call each group to share out and explain how they chose words related to <i>barriers</i>. Listen for students to share: “Repression,” “banned,” “racial bias,” “minorities,” “relegated,” “berated because African Americans and Hispanics were kept out of or banned from participating in professional sports because of the color of their skin,” and similar ideas. Record the vocabulary terms students mention on the Words about Barriers chart. • Next, post the Words about Legacy chart. Cold call each group to share out and explain how they chose words related to <i>legacy</i>. Listen for: “Honor,” “(was) realized,” “memorial,” “cultivate because the athlete was recognized for her or his accomplishments after he or she was no longer living,” “built the Ciudad Deportiva for boys from Puerto Rico to learn from professional athletes,” and similar ideas. Record the vocabulary terms students mention on the Words about Legacy chart. 	
<p>C. Revising Reasons and Evidence (15 minutes)</p> <ul style="list-style-type: none"> • 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; literally to “look again”). Remind students that they got to revise their opinions during the previous lesson, based on key information they found in both texts and new evidence they identified in Text 2. Today, they will focus on revising just their reasons and evidence (they will have time to revise their opinion in a future lesson). • Tell the class: “Now you will have an opportunity to apply your knowledge about key vocabulary to do the following: <ol style="list-style-type: none"> 1. Revise the reasons and paraphrased evidence you added to your graphic organizer during Work Time A. 2. Renumber your reasons so they are in a logical sequence, chronological or by order of importance.” • Distribute a Revision Task Card to each student. Read the directions aloud and clarify as needed. • 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"> * “Have you accurately used key vocabulary in your revised reasons or paraphrased evidence?” * “How did you choose key vocabulary to include in your revised reasons or paraphrased evidence?” * “Which logical structure did you choose (chronological or order of importance)? Why? What are the advantages and disadvantages?” 	<ul style="list-style-type: none"> • 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. • Allow students who struggle with writing to dictate their revised reasons and evidence to a partner or the teacher.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Invite students to share out their revised reasons and evidence, and explain how they revised based on new understandings about key vocabulary.• Collect students' journals and vocabulary cards.	<ul style="list-style-type: none">•
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Ask students to find a partner from another expert group who studied the same athlete:<ul style="list-style-type: none">* "How is our athlete's legacy similar to or different from Jackie Robinson's legacy?"• Cold call several students to share their thinking with the class.• 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 Thumb-O-Meter strategy. Note which students showed a midway or thumb-down since they may need additional support in upcoming lessons.• Repeat with learning targets two and three.	<ul style="list-style-type: none">• Provide a sentence stem or starter (e.g., "My athlete's legacy is similar to Jackie Robinson's because _____."• It is different from Jackie Robinson's legacy because _____.") for students who may struggle with language for the Debrief.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home. <input type="checkbox"/> <p><i>Note: Review students' homework index cards to determine each student's ability to respond to a question using evidence from the texts they have 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">• Consider providing prerecorded audio independent reading books to those students that struggle with reading independently.



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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 2, 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.
3. Reason 3: On your graphic organizer, make a new line or box for Reason 3.
 - Record your third reason there.
 - Paraphrase: Reread Text 2 for your underlined and text coded evidence. Below “Reason 3” on your graphic organizer, record in your own words two new pieces of evidence.
4. Reason 4: On your graphic organizer, make a new line or box for Reason 4.
 - Record your fourth reason there.
 - Paraphrase: Reread Text 2 for your underlined and text coded evidence. Below “Reason 4” 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: *(to) be somebody, repression, adversity, banned, racial bias, honor, prejudice, challenged outdated beliefs*

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: *minorities, relegated, (racial) slurs, berated, (was) realized, memorial, cultivate, waived*□

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 2
(For Teacher Reference)

Althea Gibson

(to) be somebody – be recognized and admired for one’s accomplishments

repression – being kept down by force

adversity – hardship; difficulty

banned – forbid; not allow; prohibit

racial bias – prejudice or unfairness based on the color of one’s skin

honor – recognize for accomplishments; award

prejudice – hatred, fear, or mistrust of someone or a group of people based on skin color or beliefs.

challenged outdated beliefs – went against old values; made people see a new point of view

Roberto Clemente

minorities – smaller groups of people (related to race)

relegated – downgrade; demote; move someone to a less important position

(racial) slurs – insults about someone based on the color of her or his skin

berated – speak angrily to; criticize; shout at

(was) realized – accomplished; achieved; made real

memorial – something that honors or reminds people of someone who has died

cultivate – develop; work on; encourage

waived – put aside; not insist on; not enforce a rule



Revision Task Card

Part 1:

1. Reread the new Reasons 3 and 4 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 for Reasons 3 and 4.
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 four reasons and related evidence that you recorded.
2. Renumber your reasons so you put a 1 by the reason that relates to information about the *earliest date* (for example, something that happened to your athlete when s/he was a child), and a 4 by the reason that relates to information about the *latest date*.
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 four 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 because 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”).