



EXPEDITIONARY  
LEARNING

# **Grade 5: Module 3A: Unit 1: Lesson 6**

## **Organizing Evidence and Writing an Opinion Paragraph: The Importance of Sports in American Society, Part II**



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

I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8)  
I can summarize or paraphrase information in my notes and in finished work. (W.5.8)  
I can create an organizational structure in which I group together related ideas. (W.5.1)  
I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)

**Supporting Learning Targets**

- I can identify the evidence that supports an author's opinion.
- I can create an organizational structure to record evidence that supports the author's opinion.
- I can paraphrase evidence to record on my organizational structure.
- I can write a paragraph with an opinion supported by evidence.

**Ongoing Assessment**

- Text-coded article
- Vocabulary cards (vocabulary folder)
- Opinion and Evidence graphic organizer or Accordion graphic organizer
- Opinion and Evidence paragraph



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Homework Review and Engaging the Writer (10 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Sorting Evidence: Sports in America (15 minutes)</li><li>B. Planning: Creating an Organizational Structure for My Writing (15 minutes)</li><li>C. Paragraph Writing: Opinion and Evidence (15 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Debrief and Review of Learning Targets (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Locate all the articles we have read in this unit. Reread one article.</li><li>B. Continue reading your independent reading book for this unit.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• This lesson introduces students to how to form an opinion in writing and provide supporting evidence for the opinion. This key writing skill is further developed in Unit 2 of this module.</li><li>• This lesson includes both sorting evidence and writing. Consider breaking this lesson into two separate lessons if students need more scaffolding with these two key skills.</li><li>• In Work Time B, students choose to create one of two graphic organizers to record paraphrased evidence from their “evidence sort” in Work Time A. They are familiar with both of these graphic organizers: the Opinion and Evidence graphic organizer (used in Lessons 2, 3, and 5 of this unit) and the Accordion graphic organizer (used in Module 1, Unit 2, Lessons 16 and 17).</li><li>• The recommended default is the Opinion and Evidence graphic organizer, since students have used it throughout this unit. However, having another option can help students, as writers, move toward meeting the specific fifth-grade demands of W.1: “I can create an organizational structure in which I group together related ideas.”</li><li>• Review: Milling to Music strategy and Praise-Question-Suggest protocol (see Appendix).</li><li>• In advance:<ul style="list-style-type: none"><li>– Prepare one envelope of evidence strips for each student (see supporting materials).</li><li>– Write vocabulary words and phrases on chart paper or the board to save time during the lesson. □</li></ul></li><li>• Note: The Words in Action activity is optional. Be sure to keep the opening to just 10 minutes so students have enough time for their writing, which is the heart of this lesson.</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
(same as from Lesson 5) create, organize, society, vehicles, values, promoting, typical, popular, rituals, gather	<ul style="list-style-type: none"><li>• Vocabulary cards</li><li>• Students' journals (one per student, begun in Lesson 1)</li><li>• Document camera or projector</li><li>• Opinions from "Sports in America" sheet (one for display)</li><li>• Evidence strips (one envelope per student)</li><li>• Glue stick (one per student)</li><li>• Opinion and Evidence graphic organizer (from Lesson 2; one for display)</li><li>• Accordion graphic organizer (example for display)</li><li>• Sports in American Culture anchor chart (begun in Lesson 3)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Homework Review and Engaging the Writer (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Reinforce to students that they have learned a great deal about the importance of sports in American culture through reading others' opinions about this topic. Reiterate that understanding this compelling topic is preparing students for Unit 2, when they will go more in depth about how American athletes have opportunities to influence social change in America.</li><li>• Briefly review Milling to Music with students. Tell students that today they will be milling to share, with at least two other partners, their homework index cards that respond to the question: "In what ways do sports play an important role in American culture? Support your answer with at least two pieces of evidence from the text."</li><li>• Give students 3 or 4 minutes to Mill to Music. Circulate to listen in and informally assess.</li><li>• Collect students' question and evidence index cards.</li><li>• Ask students to place their <b>vocabulary cards</b> with their vocabulary cards from previous lessons.</li><li>• Inform students that in the next lesson they will take the on-demand end of unit assessment. They will have the opportunity to write their own opinions about sports in American culture, and support their opinions with evidence from the informational articles they are reading in this unit.</li></ul>	<ul style="list-style-type: none"><li>• Consider partnering ELL students with other students who speak the same home language for the Words in Action vocabulary activity, so that all students can participate in a meaningful way.</li><li>• Write and display the two questions for Milling to Music for students to refer to as they mill.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Sorting Evidence: Sports in America (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Say: “Now we will read another chunk of the article ‘Sports in America’ in order to identify more key details about sports in American culture.” Ask students to take out their <b>students’ journals</b>. Place students in same groups of four (from Lesson 5).</li><li>• Review the learning target:<ul style="list-style-type: none"><li>* “I can identify the evidence that supports an author’s opinion.”</li></ul></li><li>• Remind students that in the previous lesson they closely read one chunk of “Sports in America” to identify the author’s opinion and supporting evidence.</li><li>• Ask students to briefly talk in their groups about what they remember about the author’s opinion and supporting evidence in the article “Sports in America” from Lesson 5.</li><li>• Tell students that during this lesson they will write a paragraph using one of the author’s opinions from that article, and locate evidence to support the opinion by participating in an evidence sort.</li><li>• Using a <b>document camera</b>, display the <b>Opinions from “Sports in America” sheet</b>.</li><li>• Say: “During your discussions in Lesson 5 about the author’s opinions from the article ‘Sports in America,’ I heard many of you identify opinions similar to these” [read each aloud]:<ul style="list-style-type: none"><li>* Sports bring American communities together.</li><li>* Sports play a valuable role in Americans’ lives.</li></ul></li><li>• Invite several students to restate each opinion in their own words. Clarify any misinterpretations students may have.</li><li>• Ask students to briefly consider then discuss in groups which opinion most interests them and why. After groups discuss, direct each student to choose the one opinion he or she wants to focus on.</li><li>• After 1 or 2 minutes, cold call several students to share their thinking whole group.</li><li>• Direct students to turn to a new page in their journals and write the opinion they chose at the top of the page. Distribute the <b>evidence strips</b> and one <b>glue stick</b> per student.</li><li>• Explain to students that they will sort through the evidence strips in their envelopes to identify the evidence that supports the opinions each of them just recorded.</li></ul>	<ul style="list-style-type: none"><li>• Consider pre-highlighting the focus text of this part of the lesson for students that struggle with identifying chunks of text.</li><li>• Display an anchor chart with the multistep directions for group work for students to refer to as they work together.</li><li>• Some students may benefit from a sentence stem when asked to share orally (i.e., “One piece of evidence in the article I found was ...”).</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Briefly model. Say:<ul style="list-style-type: none"><li>* “I am most interested in writing about the opinion ‘Sports bring American communities together.’ Next I must read the evidence strips to determine which ones support the opinion I am focusing on. For example, this one says ‘President Dwight D. Eisenhower founded the President’s Council on Youth Fitness in 1956 to encourage America’s youth to make fitness a priority.’ I don’t think that one supports the opinion I chose because it does not mention anything about community or groups of Americans enjoying sports together. Here is another example: ‘The local high school football or basketball game represents the biggest event of the week for residents in many communities across the United States.’ I think this piece of evidence does support the opinion I chose because it shares information about people in a community coming together to watch sports.”</li></ul></li><li>• Ask students to take 7 or 8 minutes to complete the following in their groups:<ul style="list-style-type: none"><li>– Take turns reading each of the evidence strips out loud, and discuss as a group which opinion each piece of evidence supports. Keep in mind some evidence strips may support both opinions.</li><li>– Take the evidence strips from your envelope that support the opinion you chose, and glue them into your journal, below where you wrote the opinion.</li></ul></li><li>• Circulate to listen in and support as needed. Do not give answers; rather, ask students probing questions to support their identification of evidence to support the author’s opinion:<ul style="list-style-type: none"><li>* “Why did you match that piece of evidence with that opinion?”</li><li>* “Explain your thinking.”</li></ul></li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>B. Planning: Creating an Organizational Structure for My Writing (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Introduce the learning targets: <ul style="list-style-type: none"> <li>* “I can create an organizational structure to record evidence that supports the author’s opinion.”</li> <li>* “I can paraphrase evidence to record on my organizational structure.”</li> </ul> </li> <li>• Ask students what it means to <i>create</i>. Listen for: “make,” “build,” “craft,” or “construct.” Ask students what it means to <i>organize</i>. Listen for: “put in order” or “arrange.”</li> <li>• Cold call several students to share out how they have <i>paraphrased</i> evidence throughout this unit and in the previous module. Listen for: “Rewrite authors’ words in my own words,” “Use my own words to shorten or restate someone else’s ideas,” or similar ideas.</li> <li>• Tell students the purpose for creating an organizational structure is to record paraphrased evidence to keep track of key ideas and details from texts. They will then use the notes of paraphrased evidence as a reference to write their paragraphs.</li> <li>• Emphasize that, for this lesson, they have been given an opinion as a starting point for their writing, and are focused mostly on organizing evidence. In the <u>next</u> lesson (Lesson 7), they will work as writers to form their OWN opinions.</li> <li>• Ask students to share what they recall about tools they have used to organize their ideas, from previous lessons or modules. Listen for: “Opinion and Evidence graphic organizer,” “Accordion graphic organizer,” “note-catchers,” “sticky notes,” “index cards,” etc.</li> <li>• Display each organizer example: <b>Opinion and Evidence graphic organizer</b> and <b>Accordion graphic organizer</b>. Say: <ul style="list-style-type: none"> <li>* “You have seen these graphic organizers before, and have used them both as readers (to take notes) and as writers (to plan). Today you will choose one of these two organizers to help you as a writer. On the graphic organizer you choose, you will record the author’s opinion that you chose during Work Time A. You will then paraphrase and record the evidence from the evidence strips you glued into your journal (below the opinion). You will use this graphic organizer as a reference for your writing in the next step of the lesson.”</li> </ul> </li> <li>• Ask students to briefly consider then discuss with group members: <ul style="list-style-type: none"> <li>* “Which of the two organizers do you choose, and why?”</li> </ul> </li> <li>• Be sure that students know they may each choose their own graphic organizer. Ask students to make their choices. Give directions about how to create that organizer on a new page in their journals: <ul style="list-style-type: none"> <li>– Write the words “Author’s Opinion” at the top of your organizer.</li> <li>– Create a space for each evidence strip you glued into your journals.</li> <li>– Above each space, write the word “Evidence.”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Provide nonlinguistic symbols for <i>create</i> (a picture of someone making something) and <i>organize</i> (a picture of a list or outline).</li> <li>• Consider choosing a graphic organizer for those students who struggle with making that decision on their own.</li> <li>• Write and display the directions for How to Organize Evidence for students to refer to as they work.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Give students 8–10 minutes to complete the following:               <ul style="list-style-type: none"> <li>– Record the author’s opinion you chose to focus on in the Author’s Opinion at the top of your organizer.</li> <li>– Reread each evidence strip and paraphrase; then record each piece of paraphrased evidence in its own evidence space on your organizer.</li> <li>– Share the author’s opinion and your paraphrased evidence with group members for feedback:                   <ul style="list-style-type: none"> <li>• “Did I paraphrase the evidence accurately? Does it make sense?”</li> <li>• “Does my paraphrased evidence support the author’s opinion?”</li> <li>• “Did I use key vocabulary correctly in my paraphrased evidence?”</li> </ul> </li> <li>– Revise paraphrased evidence based on feedback.</li> </ul> </li> <li>• Circulate to listen in and support as needed.</li> </ul>	
<p><b>C. Paragraph Writing: Opinion and Evidence (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Introduce the learning target:               <ul style="list-style-type: none"> <li>* “I can write a paragraph with an opinion supported by evidence.”</li> </ul> </li> <li>• Cold call several students to restate this target in their own words. Listen for: “I can write an opinion paragraph and support the opinion with evidence,” “I can write a paragraph that expresses a point of view and support the point of view with evidence,” or similar ideas.</li> <li>• Ask students to recall the criteria of a good paragraph from previous modules. Listen for: “complete sentences,” “indent first sentence,” “correct punctuation,” and “correct grammar.”</li> <li>• Direct students to take 10 minutes to complete the following:               <ol style="list-style-type: none"> <li>1. Turn to a new page in your journal.</li> <li>2. Indent and write the author’s opinion you recorded as a complete sentence.</li> <li>3. Below the opinion, write supporting evidence in complete sentences to support the author’s opinion. Use the evidence you paraphrased and recorded onto your graphic organizer.</li> </ol> </li> <li>• Circulate to listen in and support as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• List the multistep directions for group work during this time for students to refer to as they work together.</li> <li>• Consider creating and posting an anchor chart for Criteria for a Good Paragraph.</li> <li>• Consider allowing students who struggle with language the opportunity to dictate their paragraph to a partner or the teacher.</li> </ul>





Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• (OPTIONAL) If students finish early, ask them to pair up with peers who are also finished and use the <b>Praise-Question-Suggest protocol</b> for feedback about their Opinion and Evidence paragraph: <ul style="list-style-type: none"> <li>– Does the first sentence clearly state an opinion about sports in America?</li> <li>– Does the evidence support or connect to the opinion?</li> <li>– Does the paragraph include key vocabulary from the article “Sports in America?”</li> </ul> </li> <li>• As time permits, students can revise their paragraphs based on peer feedback.</li> <li>• Invite several students to share their paragraphs aloud. As students share, compliment their use of key vocabulary from the text and evidence that is factual, specific, and clearly supports the opinion.</li> <li>• Collect students' journals and vocabulary cards.</li> </ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief and Review of Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Compliment students on their deep thinking around the importance of sports in American culture. Remind them that this will help them gain greater insight into how and why famous athletes can influence changes in our social values.</li> <li>• Bring students back together whole group and focus their attention on the <b>Sports in American Culture anchor chart</b>.</li> <li>• Ask: “What was some new evidence you identified today that supports the opinion that sports are a valuable part of American culture?” Ask students to turn and talk with a partner.</li> <li>• Cold call several students to share out whole group. Record students' ideas on the anchor chart.</li> <li>• Read the first learning target aloud: <ul style="list-style-type: none"> <li>* “I can identify the evidence that supports an author's opinion.”</li> </ul> </li> <li>• Pause to ask students to demonstrate their level of mastery toward the learning target by using thumbs-up or thumbs-down.</li> <li>• Repeat with the second and third learning targets: <ul style="list-style-type: none"> <li>* “I can create an organizational structure to record evidence that supports the author's opinion.”</li> <li>* “I can write a paragraph with an opinion supported by evidence.”</li> </ul> </li> <li>• Note students who show a thumbs-down, as they may need more support organizing ideas, or identifying and recording opinions and paraphrased evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Partner ELLs with other students who speak the same home language for the debrief. This allows all students to be able to participate in a meaningful way.</li> </ul>



Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Locate all the articles we have read in this unit. Reread one article.</li><li>• Continue reading your independent reading book for this unit.</li></ul> <p><i>Note: In Lesson 7, students will take the On-Demand End of Unit 1 Assessment. They will need access to each of the articles from this unit: "It's Not Just a Game!" (from Lessons 2 and 3), "Roots of American Sports" (from Lesson 4, mid-unit assessment), and "Sports in America" (from Lessons 5 and 6).</i></p> <p><i>Review students' journals and vocabulary cards to determine their understanding of identifying and organizing opinion and evidence, ability to determine the meaning of key or unknown words, and revised thinking based on new understandings about vocabulary or peer discussions.</i></p> <p><i>Review students' homework index cards (responding to the question about the importance of sports in American culture) to assess students' ability to respond to a question using evidence from the text.</i></p>	<ul style="list-style-type: none"><li>• When possible, provide text in the students' home language.</li><li>• Provide audio recordings of the text for students who struggle with reading text on grade level.</li></ul>



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## Supporting Materials



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Opinions from “Sports in America” Sheet

Sports bring American communities together.

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Sports play a valuable role in Americans’ lives.

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Evidence Strips

**Teacher directions: Copy this page, cut up the strips, and place one complete set of strips in an envelope for each student.**

[Sports] are vehicles for transmitting such values as justice, fair play, and teamwork.

Sports ... have been a “social glue” bonding the country together.

The President’s Council on Youth Fitness in 1956 encouraged America’s youth to make fitness a priority.

The President’s Council on Physical Fitness and Sports included people of all ages and abilities and promoted fitness through sports and games.

Team sports were a part of life in colonial North America.

The typical American sports of baseball, basketball, and football ... were refashioned and elaborated in the course of the 19th century and are now the most popular sports in the United States.





Evidence Strips

Various social rituals have grown up around athletic contests.

The local high school football or basketball game represents the biggest event of the week for residents in many communities across the United States.

Fans of major university and professional football teams often gather in parking lots outside stadiums to eat a “tailgate” picnic lunch before kickoff, and for parties in front of television sets in each other’s homes during the professional championship game, the Super Bowl.

Thousands of baseball fans flee the snow and ice of the North for a week or two each winter by making a pilgrimage to training camps in the South and Southwest to watch up close their favorite players prepare for the spring opening of the professional baseball season.





Accordion Graphic Organizer (Example)

**Opinion**

**Evidence**

**Evidence**

**Evidence**