



EXPEDITIONARY  
LEARNING

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

## **Identifying Opinions and Evidence: The Importance of Sports in American Society, Part I**



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

- I can determine the main idea(s) of an informational text based on key details. (RI.5.2)  
 I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)  
 I can determine the meaning of content words or phrases in an informational text. (RI.5.4)  
 I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8)

**Supporting Learning Targets**

- I can determine the gist of the article “Sports in America.”
- I can identify the author’s opinion in an informational article.
- I can identify evidence the author uses to support an opinion.
- I can determine the meaning of new words and phrases from context in an informational article.

**Ongoing Assessment**

- Gist statement
- Text-coded article
- Vocabulary cards

**Agenda**

1. Opening
  - A. Engaging the Reader and Review Learning Targets (5 minutes)
2. Work Time
  - A. Read-aloud and Rereading for Gist: “Sports in America” (15 minutes)
  - B. Jigsaw to Identify Opinion and Evidence (20 minutes)
  - C. Key Vocabulary to Deepen Understanding (15 minutes)
3. Closing and Assessment
  - A. Debrief and Review Learning Targets (5 minutes)
4. Homework
  - A. Reread the first three paragraphs of the article “Sports in America.”

**Teaching Notes**

- The article “Sports in America” is a very complex text for fifth-graders (1330L). Students hear this text read aloud before they are asked to determine the gist. They then participate in a jigsaw to independently reread and discuss author’s opinion and evidence they identify from smaller chunks of the text. Since this text is above grade level, important details are highlighted in each chunk in order to focus students’ attention on key words and phrases. Chunks 2, 3, and 6 may be more appropriate for students who struggle with reading very complex text.
- Lessons 5 and 6 of this unit are modeled after Lessons 9 and 10, from Module 1, Unit 1. Review those lessons to refresh your memory about how students participated in a close read jigsaw and evidence sort to support their understanding of a complex text.
- As students read “Sports in America,” circulate to support and ensure students are accurately identifying evidence: facts, specific details, proof, and data. Guide students to understand and evaluate the “evidence” they identify by asking them to consider: “Is it a fact? No one could disagree? It can be proven?” It will be important for students to have a foundational understanding of “evidence” in order to learn about its distinction from “reasons,” introduced in Unit 2.
- Review: Jigsaw protocol (see Appendix).
- Post: Learning targets.



Lesson Vocabulary	Materials
organize (Modules 1 and 2), related, society, vehicles, values, promoting, typical, popular, rituals, gather	<ul style="list-style-type: none"><li>• Sports in American Culture anchor chart (begun in Lesson 3)</li><li>• Students' journals (one per student, begun in Lesson 1)</li><li>• "Sports in America" article (one per student)</li><li>• Close Readers Do These Things anchor chart (from Lesson 2)</li><li>• Opinion and Evidence graphic organizer (same as introduced in Lesson 2; student-created in journals)</li><li>• Document camera or projector</li><li>• Index cards (9 per student: 8 for Work Time C and 1 for homework)</li><li>• Vocabulary folder (one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader and Review Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Congratulate students on completing the mid-unit assessment. Say: "Through all your close reading about play and sports, you are really building knowledge about the value of sports in our lives. This knowledge will help as you consider how athletes can influence our society, in Unit 2."</li><li>• Post the <b>Sports in American Culture anchor chart</b>. Ask students to take 2 to 3 minutes to think, then turn and talk with a partner:<ul style="list-style-type: none"><li>* "Based on what you have read so far, what do you think is the role of sports in American culture?"</li></ul></li><li>• Cold call several students to share their thinking whole group. Listen for students to share new insights based on the mid-unit assessment text from Lesson 4, such as: "Sports have become part of American culture over the last 200 years," "American sports were influenced by Europeans/increase in immigration," "Professional sports are a form of entertainment," "Sporting events provide a sense of community to people," etc. Record students' responses on the anchor chart.</li><li>• Tell students that today they will read an article about sports in America to learn more about the role of sports in American culture.</li><li>• Review the learning target:<ul style="list-style-type: none"><li>* "I can determine the gist of the informational article 'Sports in America.'"</li></ul></li><li>• Cold call several students to share the meaning of the words <i>determine</i> (decide, conclude) and <i>gist</i> (summary, main idea).</li></ul>	<ul style="list-style-type: none"><li>• Provide a nonlinguistic cue for the gist (a light bulb with a #1 next to it).</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Read-aloud and Rereading for Gist: “Sports in America” (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to take out their <b>students’ journals</b>. Place students in same groups of four (from Lesson 3). Students will remain in groups until the closing of the lesson.</li> <li>• Distribute the article “<b>Sports in America.</b>”</li> <li>• Ask students to recall what they typically do when they receive a new text. Listen for: “read independently,” “follow along silently as the article is read aloud,” “read at least twice,” “circle key or unknown vocabulary,” “think and discuss the gist,” and “write a gist statement.”</li> <li>• Tell students this is a complex text, so it will be read aloud first. Read aloud as students follow along silently. Remind students of the close reading routine they have been practicing. Direct them to the <b>Close Readers Do These Things anchor chart</b>. Remind students that the main goal of a close read is to pay very careful attention to text, rereading and continuing to think about it more precisely.</li> <li>• Tell students they will now reread the article in chunks, just for gist. Tell them that, later, small groups will focus on just one chunk in more detail.</li> <li>• Encourage student to “have a go” with the first chunk. Ask them to reread this chunk on their own, annotating for gist and writing clarifying questions in the margins as they need to.</li> <li>• Have students talk in their groups about their annotations and questions. Prompt groups to work together and go back into the text to find answers to their questions. Circulate to listen in, gauge students’ understanding, and address any misconceptions.</li> <li>• Ask students to repeat the same process with chunks 2 to 6: <ul style="list-style-type: none"> <li>– Reread.</li> <li>– Annotate for gist, and write clarifying questions.</li> <li>– Discuss annotations and questions with group members.</li> <li>– Return to the text to find answers.</li> </ul> </li> <li>• As before, circulate to listen in to group discussions in order to gauge students’ understanding. If necessary, prepare to address any misconceptions in a brief think-aloud.</li> <li>• After students have read all the chunks of the article and discussed annotations and questions with group members, ask them to discuss the overall gist of the article: <ul style="list-style-type: none"> <li>* “What is this article mostly about?”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Consider providing ELL students the article “Sports in America” in their home language.</li> <li>• If the article appears to be too complex for some students, have them determine the gist after each paragraph (similar to how Articles of the UDHR were tackled in Module 1). Consider cutting up the article and providing it on index cards, one paragraph per index cards, so students only see a smaller chunk of text at a time.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Cold call members from each group to share out. Listen for: “Sports are important to Americans, or American society,” “Physical activity and fitness has been promoted in America throughout history,” “Americans can enjoy sports in a variety of ways; sports bring people and communities together,” or similar ideas.</li> <li>• Ask students to write a gist statement on the next page in their journals.</li> </ul>	
<p><b>B. Jigsaw to Identify Opinion and Evidence (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Review the learning targets:             <ul style="list-style-type: none"> <li>* “I can identify the author’s opinion in an informational article.”</li> <li>* “I can identify the evidence the author uses to support an opinion.”</li> </ul> </li> <li>• Remind students they have been working on these targets throughout this unit. Cold call several students to share out what they recall about the meaning of the words <i>identify</i> (find out; decide; determine), <i>opinion</i> (a person’s point of view), <i>evidence</i> (facts; proof; data; information), <i>support</i> (reinforce; provide evidence; make claim stronger), and <i>opinion</i> (point of view; position on an issue).</li> <li>• Review the Jigsaw protocol with students. Tell them that they will be using this protocol to dig into four chunks of this article in more detail.</li> <li>• Ask students to turn to a new page in their journals to create an <b>Opinion and Evidence graphic organizer</b> (use a <b>document camera</b> to display an example if necessary.) Tell them that they will work with their groups twice: first thinking about the author’s opinion, then about the evidence.</li> <li>• Assign each group member a specific chunk (chunk 1, 3, 4, or 5) of the article to reread.</li> <li>• For Round 1, direct students to take 4 to 5 minutes to do the following in their groups:             <ul style="list-style-type: none"> <li>– Reread your chunk of the article.</li> <li>– Think about: What is the author’s opinion in this chunk?</li> <li>– Jigsaw to discuss what you think the author’s opinion is in your chunk of text, and why.</li> <li>– On your Opinion and Evidence graphic organizer, record the author’s opinion for each of these four chunks of the text.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Refer students to the nonlinguistic symbols provided for these academic words from previous lessons.</li> <li>• Some students would benefit from a partially filled-in Opinion and Evidence graphic organizer.</li> <li>• Post the directions for group work for students to refer to as they work through rereading the chunks of text.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Cold call several students to share out, in order to check understanding for all. Listen for suggestions such as:<ul style="list-style-type: none"><li>– “Sports are important in American society [chunk 1].”</li><li>– “Fitness should be a priority [chunk 3].”</li><li>– “Americans can find many ways to enjoy sports [chunk 4].”</li><li>– “Sporting events bring people together [chunk 5].”</li></ul></li><li>• For Round 2, direct students to take 7–9 minutes (again in their groups) to complete the following:<ul style="list-style-type: none"><li>– Independently reread your chunk of text.</li><li>– Identify, and text code with an <i>E</i>, evidence the author uses to support the opinion.</li><li>– Jigsaw to discuss the evidence you identified with your group members.</li><li>– On your graphic organizer, record paraphrased evidence for each of these four chunks of the text.</li></ul></li><li>• Circulate to support as needed.</li></ul>	
<p><b>C. Key Vocabulary to Deepen Understanding (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Review the learning target:<ul style="list-style-type: none"><li>* “I can determine the meaning of new words and phrases from context in an informational article.”</li></ul></li><li>• Ask students to remember and share out the meaning of the word <i>context</i> (words and sentences around another word or phrase).</li><li>• Cold call several students to recall the purpose for determining the meaning of key or unknown vocabulary. Listen for: “To deepen our understanding of the text,” or “Understanding key or unknown vocabulary helps us understand the text better.”</li><li>• Distribute eight <b>index cards</b> to each student.</li><li>• Write the following words from the text where all students can see them: <i>society</i>, <i>vehicles</i>, <i>values</i>, <i>stressed</i>, <i>promoting</i>, <i>typical</i>, <i>elaborated</i>, and <i>popular</i>.</li></ul>	<ul style="list-style-type: none"><li>• Consider allowing students who struggle with writing to just draw the meaning of the word on the back of the vocabulary cards.</li><li>• Consider narrowing the list to two or three words for students who struggle with language.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Ask students to take 5 or 6 minutes to complete the following in their groups (tell them it is fine if they do not complete all eight cards; they can finish for homework):<ul style="list-style-type: none"><li>– Record each word onto its own index card.</li><li>– Go back into the article to use context clues and apply vocabulary strategies to help you determine the meaning of each word.</li><li>– Write a synonym or short definition for the word and draw a picture to show the meaning of the word on the back of each card.</li></ul></li><li>• Circulate to listen in and support as needed. Be sure that students determine the correct meaning for each word, as they will use their new understandings about vocabulary to revise the paraphrased evidence they recorded during Work Time B.</li><li>• After students complete their index cards, take 2 minutes to cold call a member from each group to share out the meaning of each vocabulary word whole group. Listen for:<ul style="list-style-type: none"><li>– <i>society</i>: culture; humanity; all the people who live in a particular place or nation</li><li>– <i>vehicles</i>: ways to accomplish something; tools</li><li>– <i>values</i>: strong beliefs; ethics; standards; principles; morals</li><li>– <i>promoting</i>: advancing or furthering a cause (or organization)</li><li>– <i>typical</i>: usual; normal; average; standard</li><li>– <i>popular</i>: common; widespread; generally liked by the public</li><li>– <i>rituals</i>: ceremonies; repeated behaviors or events</li><li>– <i>gather</i>: meet; get together; group</li></ul></li><li>• Refer students once again to the Close Readers Do These Things anchor chart. Ask them to recall what that they have frequently done after determining the meaning of key or unknown words from the text. Listen for responses such as: “Revise our thinking about main ideas or key details.”</li></ul>	





Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Direct students to take 3 or 4 minutes to do the following:<ul style="list-style-type: none"><li>– Reread their paraphrased evidence from Work Time B.</li><li>– Based on new understandings about vocabulary, think about and discuss with group members:<ul style="list-style-type: none"><li>• Did I identify any evidence that does not support the author's opinion?</li><li>• Did I use key vocabulary correctly in my paraphrased evidence?</li></ul></li><li>– Revise evidence by deleting or crossing out evidence that does not support the author's opinion, or rewrite paraphrased evidence using key vocabulary from the section of text.</li></ul></li><li>• Ask students to consider and discuss in their groups:<ul style="list-style-type: none"><li>* "Which of the key words strike you as important for understanding the value of sports in American culture and why?"</li></ul></li><li>• Cold call several students to share out. Listen for responses such as: "Society, because the article discusses how Americans in general can participate in or enjoy sports," "Vehicles, because the article states that sports are 'vehicles' for us to learn American values like fairness and teamwork," "Popular, because the article goes into detail about the variety of ways Americans participate in sports as players or spectators," or similar ideas.</li><li>• If finished, prompt students to add new vocabulary cards to the ones they have from previous lessons.</li><li>• Collect students' journals and vocabulary folders.</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>• Bring students back together whole group and focus their attention on the Sports in American Culture anchor chart.</li><li>• Tell students that their close reading today helped them learn a great deal more about the importance of sports in American culture.</li><li>• Ask: “What was some new information we learned today about how sports are valuable in American culture?” Ask students to turn and talk with a partner.</li><li>• Cold call several students to share out whole group. Listen for: “Sports teach us important American values like justice, fair play and teamwork,” “Sports has promoted integration and is a ‘social glue’ for America,” “The importance of fitness and sports has been stressed throughout our history,” “Everyone can enjoy sports by playing or watching them,” or similar ideas. Record students’ comments on the anchor chart.</li><li>• Read aloud the second learning target:<ul style="list-style-type: none"><li>* “I can identify the author’s opinion in an informational article.”</li></ul></li><li>• Pause for students to demonstrate their level of mastery toward the learning target by using thumbs-up, thumbs-sideways, or thumbs-down.</li><li>• Repeat with the second and third learning targets:<ul style="list-style-type: none"><li>* “I can identify the evidence the author uses to support an opinion.”</li><li>* “I can determine the meaning of new words and phrases from context in an informational article.”</li></ul></li><li>• Note students who show a thumbs-down or thumbs-sideways, as they may need more support organizing ideas, identifying opinion and evidence, or determining the meaning of key or unknown words from context.</li><li>• Give each student one index card for homework.</li></ul>	<ul style="list-style-type: none"><li>• Consider partnering ELL students with other students who speak the same L1 for the debrief.</li></ul>



Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Reread the first three paragraphs of the article “Sports in America.”</li><li>• On one of your index cards, 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>• Complete your cards for the words: <i>society</i>, <i>vehicles</i>, <i>values</i>, <i>promoting</i>, <i>typical</i>, <i>popular</i>, <i>rituals</i>, and <i>gather</i>.</li><li>• Bring your index cards as an admit ticket to the next class.</li></ul> <p><i>Note: Review students' journals and vocabulary cards to determine their understanding of opinion and evidence, ability to determine the meaning of key or unknown words, and revised thinking based on new understandings about vocabulary.</i></p>	<ul style="list-style-type: none"><li>• Provide audio recording of “Sports in America” for students who struggle with reading very complex text.</li><li>• Some students could benefit from an index card with the focus question for rereading already written on it.</li></ul>



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

## Supporting Materials



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“Sports in America”

Sports play an important role in American society. They enjoy tremendous popularity but more important they are vehicles for transmitting such values as justice, fair play, and teamwork. Sports have contributed to racial and social integration and over history have been a "social glue" bonding the country together.

Early Americans like Benjamin Franklin and President Thomas Jefferson stressed the need for exercise and fitness promoting for example running and swimming. In the 20th century, American presidents Theodore Roosevelt, Dwight D. Eisenhower and John F. Kennedy continued to encourage physical activity.



President Dwight D. Eisenhower founded the President's Council on Youth Fitness in 1956 to encourage America's youth to make fitness a priority. The Council later became the President's Council on Physical Fitness and Sports, including people of all ages and abilities and promoting fitness through sports and games. Today, the Council continues to play an important role in promoting fitness and healthy living in America.

**President's  
Council on  
Physical Fitness  
and Sports**

The United States offers limitless opportunities to engage in sports - either as a participant or as a spectator. Team sports were a part of life in colonial North America. Native American peoples played a variety of ball games including some that may be viewed as earlier forms of lacrosse. The typical American sports of baseball, basketball and football, however, arose from games that were brought to America by the first settlers that arrived from Europe in the 17th century. These games were re-fashioned and elaborated in the course of the 19th century and are now the most popular sports in the United States. 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.

Individual competitions accompanied the growth of team sports. Shooting and fishing contests were part of the colonial experience, as were running, boxing, and horse racing. Golf and tennis emerged in the 1800s. Recent decades have given birth to a wide variety of challenging activities and contests such as sail boarding, mountain biking, and sport climbing, collectively referred to as "extreme sports".

Numbers, The. "About the USA>Sports." About the USA . N.p., n.d. Web. 28 Sept. 2013. <<http://usa.usembassy.de/sports.htm>>.

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## SPORTS IN AMERICA

### CHUNK 1:

Sports play an important role in American society. They enjoy tremendous popularity but more important they are **vehicles for transmitting such values** as justice, fair play, and teamwork. Sports have **contributed to racial and social integration** and over history have been a “social glue” **bonding the country together**.

### CHUNK 2

Early Americans like Benjamin Franklin and President Thomas Jefferson stressed the **need for exercise** and fitness promoting for example running and swimming. In the 20th century, American presidents Theodore Roosevelt, Dwight D. Eisenhower, and John F. Kennedy continued to encourage physical activity.

### CHUNK 3

President Dwight D. Eisenhower founded the President’s Council on Youth Fitness in 1956 to encourage America’s youth to make fitness a priority. The Council later became the President’s Council on Physical Fitness and Sports, including people of all ages and abilities and **promoting fitness through sports and games**. Today, the Council continues to play an important role in **promoting fitness and healthy living in America**.

### CHUNK 4

The United States offers limitless opportunities to engage in sports—either as a participant or as a spectator. Team sports were a **part of life in colonial North America**. **Native American peoples played a variety of ball games** including some that may be viewed as earlier forms of lacrosse. The typical American sports of baseball, basketball, and football, however, arose from games that were **brought to America by the first settlers that arrived from Europe in the 17th century**. These games were re-fashioned and elaborated in the course of the 19th century and are **now the most popular sports** in the United States.



### CHUNK 5

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.

### CHUNK 6

Individual competitions accompanied the growth of team sports. Shooting and fishing contests **were part of the colonial experience**, as were running, boxing, and horse racing. Golf and tennis **emerged in the 1800s**. Recent decades have given birth to a **wide variety of challenging activities and contests** such as sail boarding, mountain biking, and sport climbing, collectively referred to as “extreme sports.”

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