



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 1: Overview



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Unit 1: Building Background Knowledge: The Importance of Sports in American Culture

In this brief unit, students will build their background knowledge about the importance of sports within the American culture over time. They will read two informational articles: “It’s Not Just a Game!” and “The Literature of Baseball: The Quintessential American Game.” Students will also be reintroduced to reading and writing arguments (RI.5.8 and W.5.1). They will begin to explore how to read opinion pieces. They will be introduced to the term “opinion” and be asked to identify and explain how authors use evidence to support their opinions. For the mid-unit assessment, students will read and answer text-dependent questions

about a new informational article, “Roots of American Sports,” which will help further build students’ knowledge about the importance of sports in American society. For the end of unit on-demand assessment, students begin to practice citing evidence to support an opinion, specifically: “Sports are an important part of American Culture.” Then they will identify supporting evidence for the opinion, organize their ideas, and write an opinion paragraph using the opinion and supporting details they identified.

Guiding Questions and Big Ideas

- **What is the role of sports in American culture?**
- *Because sports are an integral part of American culture, athletes are presented with unique opportunities to lead.*

<p>Mid-Unit 1 Assessment</p>	<p>Identifying Author’s Opinion and Supporting Evidence: Sports in American Culture This assessment centers on NYSP12 ELA CCLS RI.5.2, RI.5.4, and RI.5.8. Students will read and analyze a new informational text about the importance of sports in American culture and then complete a short quiz, answering evidence-based selected response and short answer text-dependent questions.</p>
<p>End of Unit 1 Assessment</p>	<p>On-Demand Opinion and Evidence Paragraph about the Importance of Sports in American Culture This assessment centers on NYSP12 ELA CCLS W.5.1 and W.5.9. After reading and analyzing articles about the importance of sports in American culture, students will write a paragraph in which they share an opinion about the importance of sports in American culture, stating an opinion and evidence from the texts upon which that opinion is based.</p>



Content Connections

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

NYS Social Studies Core Curriculum

Theme 1: Individual development and cultural identity: “Personal identity is a function of an individual’s culture, time, place, geography, interaction with groups, influences from institutions, and lived experiences” (page 6).

Central Texts

1. Lori Calabrese, “It’s Not Just a Game!” in *Odyssey*, July/Aug. 2009, 36. (1020L)
2. Phyllis Goldman, “Roots of American Sports,” in *Ally’s Multicultural History & How It Relates to Us Today* (Greensboro, NC: Allosaurus Publishers, 2005), 92. (940L)
3. “Sports in America,” abridged from U.S. State Department IIP publications and other U.S. government materials; <http://usa.usembassy.de/sports.htm> (last accessed 8/28/2013).



This unit is approximately 1.5 weeks or 7 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Building Background Knowledge: Why Are Sports Important in American Culture?	<ul style="list-style-type: none"> I can make inferences using quotes from the text. (RI.5.1) I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4) After a discussion, I can explain key ideas about the topic being discussed. (SL.5.1) 	<ul style="list-style-type: none"> I can make observations and ask questions during a Gallery Walk about the importance of sports in American culture. I can use quotes to make inferences about why sports are important in American culture. I can listen effectively to my partner when sharing. I can determine the meaning of new words in quotes using context clues. 	<ul style="list-style-type: none"> Gallery Walk observations and questions Tea Party protocol Vocabulary cards 	<ul style="list-style-type: none"> Gallery Walk protocol Gallery Walk anchor chart (optional) Tea Party protocol Vocabulary Strategies anchor chart
Lesson 2	Identifying Author's Opinion and Evidence: The Value of Sports in People's Lives, Part I	<ul style="list-style-type: none"> 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 reasons and evidence to support their points in informational texts. (RI.5.8) 	<ul style="list-style-type: none"> I can determine the gist of the first three sections of the article "It's Not Just a Game!" I can identify the author's opinion in an informational article. I can identify the evidence the author uses to support an opinion. 	<ul style="list-style-type: none"> Gist statement Opinion and Evidence graphic organizer (in journal) Text-coded article 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart (from Module 1) Vocabulary Strategies anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 3	Identifying Author's Opinion and Evidence: The Value of Sports in People's Lives, Part II	<ul style="list-style-type: none"> 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 claims in informational texts. (RI.5.8) 	<ul style="list-style-type: none"> I can determine the gist of the last three sections of the article "It's Not Just a Game!" I can identify the author's opinion in an article. I can identify the evidence the author uses to support an opinion. I can determine the meaning of new words and phrases from context in an informational article. 	<ul style="list-style-type: none"> Admit tickets Gist statement Text-coded article Opinion and Evidence graphic organizer (in journal) 	<ul style="list-style-type: none"> Sports in American Culture anchor chart Close Readers Do These Things anchor chart Vocabulary Strategies anchor chart
Lesson 4	Mid-Unit Assessment: Identifying Author's Opinion and Supporting Evidence: Sports in American Culture	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> I can identify the evidence the author uses to support an opinion. I can determine the meaning of new words and phrases from context in an article. I can reflect on my learning about opinions in informational text and how authors use evidence to support an opinion. 	<ul style="list-style-type: none"> Mid-Unit 1: Identifying Author's Opinion and Supporting Evidence: Sports in American Culture Tracking My Progress, Mid-Unit 1 recording form 	<ul style="list-style-type: none"> Close Readers Do These Things anchor chart Vocabulary Strategies anchor chart Sports in American Culture anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 5	Identifying Opinions and Evidence: The Importance of Sports in American Society, Part I	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Gist statement Text-coded article Vocabulary cards 	<ul style="list-style-type: none"> Sports in American Culture anchor chart Close Readers Do These Things anchor chart
Lesson 6	Organizing Evidence and Writing an Opinion Paragraph: The Importance of Sports in American Society, Part II	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Text-coded article Vocabulary cards (vocabulary folder) Opinion and Evidence graphic organizer or Accordion graphic organizer Opinion and Evidence paragraph 	<ul style="list-style-type: none"> Sports in American Culture anchor chart



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 7	End of Unit Assessment: On-Demand Opinion and Evidence Paragraph about the Importance of Sports in American Culture	<ul style="list-style-type: none"> I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9) I can identify facts and details that support my opinion. (W.5.1) 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) 	<ul style="list-style-type: none"> I can write an opinion about the importance of sports in American culture. I can identify and organize evidence to support my opinion. I can write a paragraph with related evidence to support my opinion. I can reflect on my learning about how evidence is used to support an opinion. 	<ul style="list-style-type: none"> End of Unit 1 Assessment: On-Demand Opinion and Evidence Paragraph about the Importance of Sports in American Culture Tracking My Progress, End of Unit 1 recording form 	<ul style="list-style-type: none"> Chalk Talk protocol Chalk Talk anchor chart (optional)



Optional: Experts, Fieldwork, and Service

Experts:

- Invite experts to speak to the class: sports reporters; sports historians or enthusiasts; athletes or coaches; physical education instructors; extreme athletes.

In Physical Education:

- Continue to study the history of sports, including possibly learning the early rules for games like baseball. Explore how and why a specific sport has evolved over time.

Preparation and Materials

- Prepare a journal for each student to use during this module, such as a composition or spiral notebook.
- Students will record new vocabulary on index cards.
- Determine a method for students to keep their vocabulary index cards contained and accessible. Suggestions include: manila envelope; a metal ring/hole punch corners of each index card; pocket folder, binder, rubber band.

Graphic Organizers in Unit 1

- Opinion and Evidence (Lesson 2); Accordion (Lesson 5)