



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 2: Lesson 16

Developing an Opinion Based on the Textual Evidence: Jackie Robinson's Legacy (*Promises to Keep*, Pages 58–63)



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

- I can explain what a text says using quotes from the text. (RI.5.1)
- 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 summarize the information in *Promises to Keep* about Jackie Robinson’s legacy.
- I can explain Jackie Robinson’s legacy, using quotes from the text in *Promises to Keep*.
- I can develop an opinion based on multiple pieces of evidence from the text.
- I can determine the meaning of new words and phrases from context in the book *Promises to Keep*.

Ongoing Assessment

- Evidence flags
- Vocabulary cards
- Gist card (from homework)



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Homework Review and Engaging the Reader (5 minutes)</p> <p>2. Work Time</p> <p>A. Read-aloud: Getting the Gist about Jackie Robinson's Legacy (10 minutes)</p> <p>B. Rereading Pages 60 and 61: Developing an Evidence-Based Opinion about Jackie Robinson's Legacy (20 minutes)</p> <p>C. Key Vocabulary to Deepen Understanding (20 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief and Reviewing Learning Targets (5 minutes)</p> <p>4. Homework</p> <p>A. Continue your independent reading for this module. Finish the vocabulary cards from the lesson today.</p>	<ul style="list-style-type: none">• This lesson follows a pattern similar to Lesson 13. Students work with pages 58–63 of <i>Promises to Keep</i>, which they read once independently for homework. They will locate evidence, develop an opinion, and then support their opinion with a reason and multiple pieces of evidence. This reading is in preparation for the end of unit assessment (Lesson 17), in which students will use the information they gather in this lesson to fill out the graphic organizer and write an opinion essay about Jackie Robinson's legacy.• In advance: Add a new row to the Jackie Robinson and Life in America anchor chart. In the left-hand column, write: "After Jackie Robinson died"; in the center column, write: "1972–present."• Post: Learning targets.



Lesson Vocabulary	Materials
<p>summarize, explain, quotes, opinion, supporting, reasons, evidence, topic sentence, context (all from previous lessons), develop; legacy (60); path, tribute, contributions, engaged (61)</p>	<ul style="list-style-type: none"> • Document camera or projector • Jackie Robinson and Life in America anchor chart (all lessons) • <i>Promises to Keep</i> (book; one per student) • Features of Informational Text anchor chart (from Module 2A, Unit 1, Lessons 1 and 2) • Evidence flags (six per student) • Lesson 16 Reading task cards (one per student) • Students’ journals • Vocabulary Strategies anchor chart (from Unit 1, Lesson 1) • Index cards (five per student)

Opening	Meeting Students’ Needs
<p>A. Homework Review and Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to take out their homework cards from Lesson 15. Use a document camera or projector to display the Jackie Robinson and Life in America anchor chart. Ask students to review their gist cards on their own, and then turn to talk with a partner about what information from pages 58–62 of <i>Promises to Keep</i> can be added to the right-hand column of the chart (“What was happening in America?”) for the 1970s time period. • Cold call several students to share out what their partner said. Listen for: “Jackie Robinson died,” “The Robinson Foundation was started,” and similar ideas. Add students’ ideas to the anchor chart. • Say: “Throughout this module, we have been thinking about this big question: ‘How have athletes broken barriers during the historical era in which they lived?’ We have read a great deal about the ways Jackie Robinson impacted American society by breaking the color barrier in Major League Baseball. Today we will continue to read about Jackie Robinson’s life and learn about his role in the civil rights movement, as well as begin to write about opinions you form using reasons and evidence from the text.” 	<ul style="list-style-type: none"> • Intentionally partner ELL students with others who speak the same home language for homework review.



Work Time	Meeting Students' Needs
<p>A. Read-aloud: Getting the Gist about Jackie Robinson's Legacy (10 minutes)</p> <ul style="list-style-type: none">• Ask students to take out <i>Promises to Keep</i>. Place them in their groups of four. (Students will remain in their groups until Closing and Assessment.)• Read the first learning target with the students:<ul style="list-style-type: none">* "I can summarize the information in <i>Promises to Keep</i> about Jackie Robinson's legacy."• Direct students to open their books to pages 58–63. Display the Features of Informational Text anchor chart. Ask students to look closely at pages 58–63 to identify the text features they notice. Be sure they identify the photographs and captions that are on the sides and bottoms of these pages.• Ask several students to share out:<ul style="list-style-type: none">* "How do these text features help us as readers?"• Listen for:<ul style="list-style-type: none">– "These photographs are in color, so it makes me think this passage will have details from the present, or a more recent time period."– "Gives us an idea about what this passage might be about."– "The captions share important details about the pictures."• Read aloud the title of this chapter, "Jackie Robinson's Legacy" (page 58). Ask students to think about and share out the meaning of the word <i>legacy</i>. Listen for them to share ideas such as:<ul style="list-style-type: none">– "A person's reputation."– "What people think of a person after they are no longer living."– "When a person has influence on a society or community even after he she is no longer living."• Tell students even though they read these pages for homework, they will hear them read aloud again in order to dig into this challenging text.• Ask students to follow along silently as they listen to pages 58–62 in their entirety, plus the caption on page 63: "Through their words and actions, my parents taught me the importance of keeping promises."	<ul style="list-style-type: none">• Consider chunking the reading of pages 58–62 by pausing after each page and discussing the gist of each page.• Some students may benefit from rereading pages 58–62 before forming a gist of the entire passage.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Prompt students to take 1 or 2 minutes to think about and discuss with their group members: <ul style="list-style-type: none"> * “What was Jackie Robinson’s <i>legacy</i>?” • Cold call a few students to share what they wrote. Listen for ideas such as: <ul style="list-style-type: none"> – “Jackie Robinson’s legacy continues through the work of his foundation, and his family’s work with the Jackie Robinson Foundation.” – “Because Jackie Robinson made such an impact on our society, there are parks and other facilities named after him.” 	
<p>B. Rereading Pages 60 and 61: Developing an Evidence-Based Opinion about Jackie Robinson’s Legacy (20 minutes)</p> <ul style="list-style-type: none"> • Introduce the learning targets: <ul style="list-style-type: none"> * “I can explain Jackie Robinson’s legacy, using quotes from the text in <i>Promises to Keep</i>.” * “I can develop an opinion based on multiple pieces of evidence from the text.” • Cold call several students to share out what they recall about the meaning of the words <i>explain</i> (make clear; describe my thinking), <i>quotes</i> (directly from the text; what someone says; in quotation marks), <i>opinion</i> (WHAT the author believes; author’s point of view), and <i>evidence</i> (facts, specific details). • Tell students that now, as in a previous lesson (Lesson 13), they will work to develop their own opinion about Jackie Robinson’s impact on American society. To do so, they of course have to first read carefully, thinking about the author’s (Sharon Robinson’s) opinion and evidence. But as they transition to writing, they will also have their OWN opinion about how Jackie Robinson’s impact on society is a legacy. • Cold call several students to share what they recall about what it means to develop an opinion. • Listen for: <ul style="list-style-type: none"> – “Have my own point of view about Jackie Robinson, based on information I locate in the text.” – “WHAT I think about Jackie Robinson, based on facts and specific details.” – A judgment I make about Jackie Robinson, based on new information.” 	<ul style="list-style-type: none"> • Provide nonlinguistic symbols for <i>quotes</i> (a quotation mark), <i>evidence</i> (a check mark), and <i>opinion</i> (an exclamation point). • Post the question on a white board or piece of chart paper for students to reference as they reread the text and mark it for evidence. • Some students would benefit from highlighted sentences that show evidence within the text. • Provide a sentence stem for students, such as: “I believe _____ about Jackie Robinson’s legacy.”



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Be clear with students that in the next lesson they will write an essay based on the reading they are doing today. So now, it is particularly important they read carefully.• Remind students that when we want to learn more about a topic it is helpful to ask a question to focus our attention on the most important details from the text.• Tell students that as they read they will mark quotes in the text that give facts and details (evidence) to help answer the question:<ul style="list-style-type: none">* “What is Jackie Robinson’s legacy?”• Ask several students to restate the question in their own words.• Distribute six evidence flags to each student.• Display the Lesson 16 Reading task cards and distribute one to each student. Read each step aloud. Clarify any instructions as necessary.• Direct students to take about 10 minutes to complete the steps listed on their task cards.• Circulate to support as needed. Check in with each group to check the evidence flags showing the facts and details that helped them to answer the question:<ul style="list-style-type: none">* “What is Jackie Robinson’s legacy?”• Listen for students to share ideas such as:<ul style="list-style-type: none">– “Children across the United States choose to study Jackie Robinson for history projects.”– “His number 42 is retired.”– “There are organizations, parks, and schools across America named after him.”– “The Jackie Robinson Foundation provides opportunities for students to become community leaders.”– “Foundation scholars give back to their communities.”• Ask students to take 2 minutes to think about and then discuss in groups:<ul style="list-style-type: none">* “What opinion do you have about Jackie Robinson’s legacy?”	



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> • Invite students to write their opinions under the gist they wrote in their students’ journals. Tell students to now return to the evidence they flagged in the text, reread it, and think about two reasons they have for the opinion they wrote. Ask them to write those two reasons under their opinion. • Cold call each group to share their ideas about their opinions whole class. Listen for: <ul style="list-style-type: none"> – “Jackie Robinson has an extraordinary amount of influence in America even today.” – “Even though Jackie Robinson is no longer living, he left an incredible legacy of leadership and hope.” 	
<p>C. Key Vocabulary to Deepen Understanding (20 minutes)</p> <ul style="list-style-type: none"> • Review the learning target: <ul style="list-style-type: none"> * “I can determine the meaning of new words and phrases from context in the book <i>Promises to Keep</i>.” • Remind students that they have been working on this target throughout this module and in previous modules. Display the Vocabulary Strategies anchor chart for student reference. • Distribute five index cards per student. • Write the following words from the text where all students can see them: <i>legacy, path, tribute, contribution, engaged</i>. • Ask students to take 8–10 minutes to complete the following in their groups: <ol style="list-style-type: none"> 1. Record each of the seven words onto index cards. 2. Go back into the text to use context clues and apply vocabulary strategies to help determine the meaning of each word. 3. 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. • Circulate to listen in and support as needed. Be sure students determine the correct meanings for each word, as they will use their new understanding about vocabulary to revise the opinion topic sentence, reason, or evidence they identified during Work Time B. 	<ul style="list-style-type: none"> • Consider narrowing the focus on specific key words for students who struggle with language to two or three of the vocabulary words rather than all five. • List and post the directions for completing vocabulary cards so students can refer to them as they work. • Consider allowing students who struggle with writing to dictate their definitions to a partner or teacher. • If students do not finish the vocabulary cards during the lesson, they may finish for homework.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• 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">– <i>legacy</i>: a person's influence on a society or community even after he or she is no longer living– <i>path</i>: course of action– <i>tribute</i>: compliment; honor; sign of respect; acknowledgement– <i>contributions</i> : involvement; role in achieving something– <i>engaged</i>: be involved in; take part in• Collect students' journals.	



Closing and Assessment	Meeting Students’ Needs
<p>A. Debrief and Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Bring students together whole group. Focus their attention on the Jackie Robinson and Life in America anchor chart. Say: <ul style="list-style-type: none"> * “As we finished the book <i>Promises to Keep</i> today, we learned about the legacy of Jackie Robinson.” • Ask students to take 1 minute to turn and talk with a partner about details they could add to the far right-hand column of the anchor chart, “What was happening in America?” • Ask several students to share their thinking aloud. They should be noticing Jackie Robinson had an influence on what was happening. Listen for ideas such as: “Parks, organizations, and schools are named after Jackie Robinson,” “The Jackie Robinson Foundation develops young leaders and scholars who contribute to their communities,” “The struggle for equality continues,” and similar examples. Add students’ ideas to the anchor chart. • Read the first learning target aloud: <ul style="list-style-type: none"> * “I can summarize the information in <i>Promises to Keep</i> about Jackie Robinson’s legacy.” • Ask students to indicate their progress toward the learning targets by showing thumbs-up or thumbs-down. • Repeat with the rest of the learning targets. Note students who show thumbs-down; they may need more support summarizing information; developing an opinion; supporting opinions with reasons and evidence; or determining the meaning of unfamiliar words from context. • Remind students they will complete the end of unit assessment in the next lesson. They will get to show all they have learned about writing opinion essays by using information they found in the text today to organize their thinking. Then they will write an introduction paragraph and two body paragraphs, one for each reason they identified today. They may use their journals and all of the anchor charts they have created as a class. 	<ul style="list-style-type: none"> • Some students would benefit from a sentence starter, such as: “One thing that was happening in America that was a reflection of Jackie Robinson’s legacy was _____.”



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue your independent reading for this module.• Finish the vocabulary cards from the lesson today. Be sure to draw a picture to show what the word means AND write a definition for it on the back of each card. Bring your index cards as an admit ticket to the next class.	<ul style="list-style-type: none">• Consider prewriting vocabulary words on index cards for struggling writing students.• Students who struggle with language may need to dictate the definitions of their vocabulary words to someone at home.



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Supporting Materials



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Lesson 16 Reading Task Card

Name: _____

Date: _____

Work with your group members to complete the following:

1. Think about the question: What is Jackie Robinson's legacy?
2. Independently reread pages 60 and 61 to locate facts and details (evidence) to answer the question. (Start at: "Each year, children ..." and end with "... and active in an ever changing world.")
3. Mark three to five facts or specific details that you locate with evidence flags.
4. Think about and then discuss with your group members: Do the facts and details you located help to answer the question?