

## **Grade 5: Module 3A: Unit 2: Lesson 12**

**Identifying Supporting Reasons and Evidence for an Opinion:** Exploring Jackie Robinson's Promise  
(*Promises to Keep*, Pages 38–45)

## 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 how Jackie Robinson was treated after joining the Brooklyn Dodgers.
- I can identify the reasons and evidence Sharon Robinson uses to support an opinion in *Promises to Keep*.
- I can explain how the reasons and evidence I identify support Sharon Robinson's opinion.
- I can determine the meaning of new words and phrases from context in the book *Promises to Keep*.

# Opening

A. Homework Review: Milling to Music (5 mins)

You are to meet with at least 2 other students to share your gist statements from pages 40-45



## B. Engaging the Reader (5 mins)

Turn to page 38, and focus on the caption at the bottom of the page.

*Dad used to say that it didn't matter if somebody resents you. It only mattered if you could make him respect you. Two months into his first major league season, my father's skill gained him the respect of his teammates and the fans. That's my dad, number 42, with Dodgers captain Pee Wee Reese, number 1.*

What does *resent* mean?

What does *respect* mean?

Discuss with your group:

What did Jackie Robinson think really mattered?

What in the text makes you think this?

How is this an opinion?

Today you will read to learn more about how Jackie Robinson earned the respect of his teammates and fans, ultimately helping to change the way African Americans were treated in the United States.

## **A. First Read: Getting the Gist about Jackie Robinson's Promise (10 mins)**

\*I can summarize the information in *Promises to Keep* about how Jackie Robinson was treated after joining the Brooklyn Dodgers.

Take a look at pages 40-45...what features of a biography can you identify on these pages?

How do these features help the reader?



What do you typically do when you first read a new text?

Follow along silently as you hear pages 40-45 read aloud.

What is the gist of this passage?

How did Jackie Robinson's teammates and fans feel about him?

What makes you think so?

Review the gist statements that you wrote for homework. Take a minute to revise these gist statements having now heard this section of text read aloud.

## **B. Second Read: Identifying Author's Opinion, Reasons, and Evidence(20 mins)**

- I can identify the reasons and evidence Sharon Robinson uses to support an opinion in *Promises to Keep*
- I can explain how the reasons I identify support Sharon Robinson's opinion

You've been working on identifying author's reasons and evidence since unit 1, when you read about the history of sports in America and considered the opinions of the authors of those articles.

What are *reasons*?

WHY the author believes an opinion.

What is *evidence*?

Facts and details

What is an *opinion*?

WHAT the author believes

During our second read we are going to read to locate or determine specific ideas and information.

Copy this  
into your  
notebook.

Author's Opinion (WHAT the author believes):

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Reason (WHY the author believes an opinion):	
Evidence (facts, details, information):	
Evidence:	

First, you will work with your group to determine the author's opinion:

WHAT the author believes.



*Dad used to say that it didn't matter if somebody resents you. It only mattered if you could make him respect you. Two months into his first major league season, my father's skill gained him the respect of his teammates and the fans. That's my dad, number 42, with Dodgers captain Pee Wee Reese, number 1.*

According to this text, what does Sharon Robinson believe about her father?

How can we paraphrase this opinion for our graphic organizer?

# Jigsaw

Divide up the text within your group:

- Chunk 1: page 40
- Chunk 2: page 41
- Chunk 3: page 43
- Chunk 4: page 44, 1st paragraph and caption

# You have 7-8 mins to complete the following:

Work with your group members to complete the following:

1. Independently read your chunk of text.
2. Think about and discuss: What is one reason the author gives to support her opinion?
3. On your graphic organizer, record one reason you identify below the line titled: "Reason."
4. Locate two pieces of evidence that support the reason you identified. Mark these with evidence flags.
5. Discuss the evidence you located with your group members.
6. Paraphrase the evidence you identified, and record onto your graphic organizer below the lines titled: "Evidence."

## **C. Key Vocabulary to Deepen Understanding (15 mins)**

- I can determine the meaning of new words and phrases from context in the book  
*Promises to Keep*

What is the purpose for determining the meaning of key or unknown vocabulary?

Each person needs 7 index cards.

*ambiguous*, *embraced*, *comradeship*, *integration*,  
*aggressor*, *aggressive*, and *autobiography*

1. Record each word on an index card
2. Go back to the text to use context clues and apply vocabulary strategies to help determine what each word means.
3. Write a synonym or short definition for the word

ambiguous: unclear, confusing, uncertain

embraced: accepted, welcomed, supported

comradeship: friendship, companionship

integration: combination, the adding of something to make it whole

aggressor (n): attacker, assailant

aggressive (adj): forceful, assertive, hard-hitting

autobiography: a story someone writes about his or her own life; the word comes from auto=self + biography=story of a person's life



## **Take 1-2 minutes to do the following:**

1. Reread your reasons and evidence
2. Based on new understanding about vocabulary, think about and discuss with group members:
3. Did I identify reasons and evidence that support the author's opinion
4. Did I use key vocabulary accurately in my reasons and paraphrased evidence
5. Revise reasons and evidence based on new understanding about key vocabulary.

# **Closing and Assessment**

A. Debrief and Review Learning Targets (5 mins)

## **Life in America Anchor Chart**

As we read today, we learned many more details about what life was like in America for African Americans in the 1940s-1950s, after Jackie joined Major League Baseball.

What was happening in America?

## Learning Target

I can summarize the information in *Promises to Keep* about how Jackie Robinson was treated after joining the Brooklyn dodgers.

How have you progressed towards this learning target today?

I can identify the reasons and evidence Sharon Robinson uses to support an opinion in *Promises to Keep*

I can explain how the reasons I identify support Sharon Robinson's opinion.

I can determine the meaning of new words and phrases from context in *Promises to Keep*

## Homework

- Read pages 46–49 of *Promises to Keep*. On your index card, write at least two details to add to the Jackie Robinson and Life in America anchor chart for 1940s–1950s.
- Finish vocabulary cards from the lesson today. Be sure to include a drawing to show what the word means AND write its definition on the back of each card. Bring all index cards as an admit ticket to the next class.