Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Considering Perspectives and Supporting Opinions: Sports and Athletes’ Impact on Culture**

**Grade 5: Module 3A, Unit 3**

Grade 5 Module 3A Unit 3:

Overview

**Guiding Questions and Big Ideas**:

* **How have athletes broken barriers during the historical era in which they lived?**
* **What do biographical texts teach us?**
* *Athletes are leaders: strong physically and mentally, with unique opportunities to lead.*
* *Individuals are shaped by and can shape society.*

*Biographical texts about individuals also tell a bigger story from which we can learn.*

**1**

Performance Task Prompt

**Expert Groups Research**

**and Writing an Opinion Letter:**

* In this unit, students choose to research about either Roberto Clemente or Althea Gibson: two respected American sports figures.
* Students will develop their understanding of the cultural context in which these athletes competed and the barriers these athletes broke during the times in which they lived.
* Students will build their research skills by reading biographical articles and other informational texts.
* They will read, reread, and synthesize, taking notes and choosing one of two different organizational structures (chronological or order of importance) with which to organize their ideas.
* For their mid-unit assessment, they will synthesize their notes in a graphic organizer, which they will return to later in the unit when writing their letter to a publisher (the Performance Task).
* During the second half of the unit, students will step back from their own research to participate in some “shared writing.”

**2**

* With teacher support, the class will write and revise a model letter to a publishing company as if they were Sharon Robinson, explaining the need for a biography to be written for elementary students about her father, Jackie Robinson, and his legacy. (They will draw from their opinion essays from their End of Unit 2 Assessment.)
* This shared writing experience will help students continue to build their skills to write arguments based on multiple sources, focusing on crafting clear opinions and providing sufficient reasons and evidence.
* After this guided practice experience, students will return to writing about the athlete they researched.
* For their end of unit assessment, students will write their best independent draft of their letter to a publishing company, explaining the need for a biography about their chosen athlete, in which they discuss the athlete, evaluate the barriers that he/she broke during the era in which he/she lived, and his or her impact on American society through her or his legacy.
* They must support their opinion with evidence from their research.
* They then participate in critique and feedback from peers and the teacher in order to improve on their draft. Students then read their letters out loud to the class.

* This written performance task centers on **NYSP12 ELA Standards RI.5.9, W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, L.5.1, L.5.2, and L.5.6. 3**

**Central Texts:**

* Roberto Clemente’s Gifts From the Heart,” in *Scholastic News*, as found at   
  http://www.scholastic.com/browse/subarticle.jsp?id=4786.
* Lynn C. Kronzek, “Roberto Clemente,” in *Great Athletes* (Hackensack: Salem Press, 2001) 453 (940L), as found at http://salempress.com/store/samples/athletes/athletes\_clemente.htm
* Ozzie Gonzales, “The Great Roberto Clemente—Latino Legends in Sports,” as found at http://www.latinosportslegends.com/clemente.htm.
* “Gibson, Althea (1927-2003),” Reviewed by Frank V. Phelps. The New Book of Knowledge. Grolier Online, 2013. Web. 15 Oct. 2013. © 2013 Scholastic Inc. All rights reserved.
* “Notable Southerners: Althea Gibson,” as found at www.punctuationmadesimple.com/files/Althea\_Gibson.doc.
* 112th Congress, “H.R. 4130: The Althea Gibson Excellence Act,” March 1, 2012, as found at: http://www.govtrack.us/congress/bills/112/hr4130/text.

**4**

Lesson 1

**Introducing New Athletes**

**to Research:**

**Althea Gibson**

**and Roberto Clemente**

5

Lesson 1

**Long-Term Targets Addressed:**

* **I can effectively engage in discussions with diverse partners about fifth-grade topics and texts. (SL.5.1)**

1. **I can prepare myself to participate in discussions.**
2. **I can draw on information to explore ideas in the discussion.**
3. **I can ask questions that are on the topic being discussed.**

* **I can summarize information that is presented in pictures and/or numbers. (SL.5.2)**
* **I can use several sources to build my knowledge about a topic. (W.5.7)**

**Supporting Learning Targets:**

* **I can make observations and ask questions about the athletes Althea Gibson and Roberto Clemente.**
* **I can summarize information about each athlete after viewing images and text during a Gallery Walk.**
* **I can determine which athlete I am most interested in researching and justify my selection with reasons.**

**6**

**Lesson 1 Vocabulary**

**observations:**

**summarize:**

**images:**

**text:**

**determine:**

**researching:**

**justify:**

**reasons:**

**physical description:**

**era: 7**

Lesson 2

**Research: Close Read of Text 1**

**for Each Expert Group**

**11**

**Lesson 2**

**Long-Term Targets Addressed:**

* **I can explain what a text says using quotes from the text. (RI.5.1)**
* **I can use several sources to build my knowledge about a topic. (W.5.7)**
* **I can document what I learn about a topic by taking notes. (W.5.8)**

**Supporting Learning Targets:**

* **I can begin to build background knowledge about my athlete by using one of several sources.**
* **I can identify evidence from the text about how an athlete broke barriers and created a legacy.**
* **I can develop an opinion about an athlete’s legacy based on evidence I identify in the text.**
* **I can support my opinion about an athlete’s legacy with reasons.**

**12**

**Lesson 2 Vocabulary**

**annotate:**

**evidence:**

**barriers:**

**legacy:**

**overcome:**

**code the text:**

**develop:**

**opinion:**

**support:**

**reasons:**

**13**

**Vocabulary from the text**

**(to be addressed more in Lesson 3)**

**Althea Gibson group:**

**acceptance:**

**title:**

**entry:**

**marked:**

**defended:**

**deftness:**

**credit:**

**honored:**

**14**

**Roberto Clemente group:**

honored:

inspires:

charities/charity:

racism:

brushed (it off):

change:

attitudes:

**15**

Lesson 3

**Organizing an Opinion,**

**Reasons, and Evidence:**

**Text 1 for Each Expert Group**

**24**

**Lesson 3 Vocabulary**

**graphic organizer:**

**group:**

**related:**

**reasons:**

**evidence:**

**opinion:**

**evaluate:**

**advantages:**

**25**

**disadvantages:**

**chronological:**

**importance:**

**context:**

**revise:**

**democracy:**

**human rights:**

**26**

**Lesson 3**

**Long-Term Targets Addressed:**

* **I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)**

1. **I can create an organizational structure in which I group together related ideas.**
2. **I can identify reasons, facts, and details that support my opinion.**

* **I can use several sources to build my knowledge about a topic. (W.5.7)**
* **I can accurately synthesize information from multiple texts on the same topic. (RI.5.9)**
* **I can accurately use fifth-grade academic vocabulary to express my ideas. (L.5.6)**

**Supporting Learning Targets:**

* **I can logically group together related reasons and evidence that support my opinion by using a graphic organizer.**
* **I can determine the meaning of new words and phrases from context in an article about an athlete.**
* **I can revise my opinion, supporting reasons, or evidence about an athlete based on new understandings of key vocabulary.**

**27**

Lesson 4

Research: **Close Read of Text 2**

**for Each Expert Group**

**40**

**Lesson 4**

**Long-Term Targets Addressed:**

* **I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)**

1. **I can create an organizational structure in which I group together related ideas.**
2. **I can identify reasons, facts, and details that support my opinion.**

* **I can use several sources to build my knowledge about a topic. (W.5.7)**
* **I can explain what a text says using quotes from the text. (RI.5.1)**
* **I can accurately synthesize information from multiple** texts on the same topic. (RI.5.9)

**Supporting Learning Targets:**

* **I can continue to build background knowledge about my athlete by using one of several sources.**
* **I can identify evidence from the text about how an athlete broke barriers and created a legacy.**
* **I can revise my opinion about an athlete’s legacy based on evidence.**

**44A**

**Lesson 4 Vocabulary**

**continue:**

**build background knowledge:**

**annotate:**

**evidence:**

**barriers:**

**legacy:**

**revise:**

**opinion:**

**41**

**Althea Gibson group, based on “Notable Southerners”:**

**(to) be somebody:**

**repression:**

**adversity:**

**banned (1):**

**racial bias:**

**honor:**

**prejudice:**

**challenged outdated beliefs (2):**

**42**

**Roberto Clemente group, based on “Roberto Clemente”:**

**minorities:**

**relegated:**

**(racial) slurs (2):**

**berated:**

**(was) realized:**

**memorial:**

**cultivate:**

**waived (3):**

**43**

Lesson 5

Organizing an Opinion,

Reasons, and Evidence:

**Text 2 for Each Expert Group**

**52**

**Lesson 5 Vocabulary**

**logically:**

**group:**

**reasons:**

**evidence:**

**opinion:**

**graphic organizer:**

**context:**

**revise:**

**53**

**Lesson 5**

**Long-Term Targets Addressed:**

* **I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)**
* **I can use several sources to build my knowledge about a topic. (W.5.7)**

1. **I can create an organizational structure in which I group together related ideas.**
2. **I can identify reasons, facts, and details that support my opinion.**

* **I can explain what a text says using quotes from the text. (RI.5.1)**
* **I can accurately synthesize information from multiple texts on the same topic. (RI.5.9)**
* **I can accurately use fifth-grade academic vocabulary to express my ideas. (L.5.6)**

**Supporting Learning Targets:**

* **I can logically group together related reasons and evidence that support an opinion about my athlete on my graphic organizer.**
* **I can determine the meaning of new words and phrases from context in an article about an athlete.**
* **I can revise my supporting reasons and evidence based on new understandings about key vocabulary.**

**54**

Lesson 6

Research: Close Read of Text 3

for Each Expert Group

**60**

**Lesson 6 Vocabulary**

**continue:**

**build background knowledge:**

**annotate:**

**evidence:**

**barriers:**

**legacy:**

**revise:**

**opinion:**

**61**

**Althea Gibson group, based on “H.R. 4130” text:**

**posthumously:**

**cited:**

**Act (1):**

**prevented:**

**denied (2):**

**confer:**

**accolade:**

**commemoration (5):**

**62**

**Roberto Clemente group, based on “Roberto Clemente: August 18, 1934—December 31, 1972” text:**

**fair shake:**

**overlooked:**

**inducted:**

**activism:**

**humanitarian:**

**inspiration:**

**tribute (2):**

**prestigious (3):**

**63**

**Lesson 6**

**Long-Term Targets Addressed:**

* I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)

1. I can create an organizational structure in which I group together related ideas.
2. I can identify reasons, facts, and details that support my opinion.

* I can use several sources to build my knowledge about a topic. (W.5.7)
* I can explain what a text says using quotes from the text. (RI.5.1)
* I can accurately synthesize information from multiple texts on the same topic. (RI.5.9)

**Supporting Learning Targets:**

* I can continue to build background knowledge about my athlete by using one of several sources.
* I can identify evidence from the text about how an athlete broke barriers and created a legacy.
* I can revise my opinion about an athlete’s legacy based on evidence.

**64**

Lesson 7

Organizing an Opinion,

Reasons, and Evidence:

Expert Group Text 3

**75**

**Lesson 7**

**Long-Term Targets Addressed:**

* **I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)**
* **I can use several sources to build my knowledge about a topic. (W.5.7)**
  1. **I can create an organizational structure in which I group together related ideas.**
  2. **I can identify reasons, facts, and details that support my opinion.**
* **I can accurately synthesize information from multiple texts on the same topic. (RI.5.9)**
* **I can accurately use fifth-grade academic vocabulary to express my ideas. (L.5.6)**

**Supporting Learning Targets:**

* **I can logically group together related reasons and evidence that support an opinion about my athlete on my graphic organizer.**
* **I can determine the meaning of new words and phrases from context in an article about an athlete.**
* **I can revise my supporting reasons and evidence based on new understandings about key vocabulary.**

**77**

**Lesson 7 Vocabulary**

**logically:**

**group:**

**reasons:**

**evidence:**

**opinion:**

**graphic organizer:**

**context:**

**revise:**

**76**

Lesson 8

Mid-Unit Assessment:

Notes and Graphic Organizer for a Letter to a Publisher

**82**

**Lesson 8 Vocabulary**

**revise:**

**opinion:**

**barriers:**

**legacy:**

**choose:**

**reasons:**

**evidence:**

**support:**

**logically group related:**

**accurately:**

**reflect:**

**83**

**Lesson 8**

**Long-Term Targets Addressed:**

* **I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)**
  1. **I can create an organizational structure in which I group together related ideas.**
  2. **I can identify reasons, facts, and details that support my opinion.**
* **I can use several sources to build my knowledge about a topic. (W.5.7)**
* **I can accurately synthesize information from multiple texts on the same topic. (RI.5.9)**
* **I can accurately use fifth-grade academic vocabulary to express my ideas. (L.5.6)**

**Supporting Learning Targets**:

* **I can revise my opinion then choose the reasons and evidence from my notes that best support my opinion about my athlete.**
* **I can logically group together related reasons and evidence that support my opinion about my athlete on a graphic organizer I create.**
* **I can accurately use key vocabulary about barriers and legacy in my opinion, reasons, and evidence.**
* **I can reflect on my learning about opinions in informational text and how authors use reasons and evidence to support an opinion.**

**84**

Lesson 9

Whole Class Model Letter Writing, Introduction: Opinion, Reasons,

and Evidence about

Jackie Robinson’s Legacy

**94**

**Lesson 9 Vocabulary**

**opinion:**

**reasons:**

**evidence:**

**multiple:**

**support:**

**topic:**

**publisher:**

**personal letter:**

**business letter:**

**95**

**Lesson 9**

**Long-Term Targets Addressed:**

* **I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)**
  1. **I can introduce the topic of my opinion piece.**
  2. **I can create an organizational structure in which I group together related ideas.**
  3. **I can identify reasons that support my opinion.**
* **With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5)**

**Supporting Learning Targets**:

* **I can develop an opinion (with my peers) based on multiple pieces of evidence from *Promises to Keep* about Jackie Robinson’s legacy.**
* **I can identify reasons and evidence (with my peers) to support our opinion about Jackie Robinson’s legacy.**
* **I can write a paragraph (with my peers) to introduce the topic and our opinion in a letter to a publisher.**

**96**

Lesson 10

Whole Class Model Letter Writing: Organizing Reasons and Evidence

and Using Transition Words

**104**

**Lesson 10 Vocabulary**

**opinion:**

**reasons:**

**evidence:**

**logically:**

**linking:**

**connect:**

**support:**

**105**

**Lesson 10**

**Long-Term Targets Addressed:**

* **I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)**
  1. **I can create an organizational structure in which I group together related ideas.**
  2. **I can use linking words to connect my opinion and reasons.**
* **With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5)**
* **I can summarize or paraphrase information in my notes and in finished work. (W.5.8)**

**Supporting Learning Targets**:

* **I can organize reasons and evidence logically (with my peers) to support our opinion about Jackie Robinson’s legacy.**
* **I can use linking words (with my peers) to connect our opinion and reasons in our letter to a publisher.**
* **I can write reason body paragraphs (with my peers) to support our opinion in a letter to a publisher.**

**106**

Lesson 11

**Whole Class Model Letter Writing (Concluding Statement)**

**and Preparing for**

**End of Unit Assessment**

**109**

**Lesson 11 Vocabulary**

**conclusion statement:**

**sources:**

**110**

**Lesson 11**

**Long-Term Targets Addressed:**

* **I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)**
  1. **I can construct a concluding statement or section for my opinion piece.**
* **With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5)**
* **I can provide a list of sources I used to gather information. (W.5.8)**

**Supporting Learning Targets**:

* **I can write a conclusion statement (with my peers) for our opinion letter to a publisher.**
* **I can create a list of sources used in gathering evidence for writing an opinion letter.**

**111**

Lesson 12

End-of-Unit Assessment:

Writing a Draft Letter to A Publisher about an Athlete’s Legacy

**115**

**Lesson 12 Vocabulary**

**justify:**

**topic:**

**opinion:**

**reasons:**

**evidence:**

**linking words:**

**connect:**

**support:**

**conclusion:**

**116**

**Lesson 12**

**Long-Term Targets Addressed:**

* **I can accurately synthesize information from multiple texts on the same topic. (RI.5.9)**
* **I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)**
  1. **I can introduce the topic of my opinion piece.**
  2. **I can create an organizational structure in which I group together related ideas.**
  3. **I can identify reasons that support my opinion.**
  4. **I can use linking words to connect my opinion and reasons.**
* **I can construct a concluding statement or section for my opinion piece.**

**Supporting Learning Targets**:

* **I can write a paragraph to introduce the topic and my opinion about the athlete I researched in a letter to a publisher.**
* **I can organize reasons and evidence logically to support my opinion about the athlete I researched.**
* **I can write reason body paragraphs to support my opinion about the athlete I researched in a letter to a publisher.**
* **I can use linking words to connect my opinion, reasons, and evidence about the athlete I researched in a letter to a publisher.**
* **I can write a conclusion statement for my opinion about the athlete I researched in a letter to a publisher.**

**117**

Lesson 13

Revising Draft Letters to a Publisher about an Athlete’s Legacy:

Critique and Feedback, Part I

**125**

**Lesson 13 Vocabulary**

**provide:**

**receive:**

**feedback:**

**norms:**

**focus revising:**

**elements:**

**criteria:**

**revise: 126**

**Lesson 13**

**Long-Term Targets Addressed:**

* **With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5)**
* **I can effectively engage in discussions with diverse partners about fifth-grade topics and texts. (SL.5.1)**
  1. **I can follow our class norms when I participate in a conversation.**
  2. **I can ask questions that are on the topic being discussed.**
* **I can connect my questions and responses to what others say.**

**Supporting Learning Targets**:

* **I can provide and receive feedback about my letter to a publisher by following class norms.**
* **I can focus on revising specific elements of my letter, based on given criteria.**
* **I can revise my letter to a publisher to better meet the criteria, based on feedback from a peer.**

**127**

Lesson 14

Revising Draft Letters to a Publisher about an Athlete’s Legacy:

Using Critique and Feedback, Part II

**142**

**Lesson 14 Vocabulary**

**provide:**

**receive:**

**feedback:**

**norms:**

**revising elements:**

**revise:**

**143**

**Lesson 14**

**Long-Term Targets Addressed:**

* **With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5)**
* **I can effectively engage in discussions with diverse partners about fifth-grade topics and texts. (SL.5.1)**
  1. **I can follow our class norms when I participate in a conversation.**
  2. **I can ask questions that are on the topic being discussed.**
* **I can connect my questions and responses to what others say.**

**Supporting Learning Targets**:

* **I can provide and receive feedback about my letter to a publisher by following class norms.**
* **I can focus on revising specific elements of my letter, based on given criteria.**
* **I can revise my letter to a publisher to better meet the criteria, based on feedback from a peer.**

**144**

Lesson 15

Author’s Read: Final Performance Task

**150**

**Lesson 15 Vocabulary**

**revised:**

**pace:**

**feedback:**

**151**

**Lesson 15**

**Long-Term Targets Addressed:**

* **With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5)**
* **I can effectively engage in discussions with diverse partners about fifth-grade topics and texts. (SL.5.1)**

1. **I can follow our class norms when I participate in a conversation.**

**b) I can ask questions that are on the topic being discussed.**

**c) I can connect my questions and responses to what others say.**

* **I can report on a topic or text using organized facts and details. (SL.5.4)**
* **I can speak clearly and at an understandable pace. (SL.5.4)**

**Supporting Learning Targets**:

* **I can read my revised letter to a publisher aloud clearly and at an understandable pace.**
* **I can give feedback to my peers about how clearly they read their writing aloud.**

**152**