



EXPEDITIONARY
LEARNING

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

Identifying Author's Opinion and Evidence: The Value of Sports in People's Lives, Part II



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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 claims in informational texts. (RI.5.8)

Supporting Learning Targets

- 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.

Ongoing Assessment

- Admit tickets
- Gist statement
- Text-coded article
- Opinion and Evidence graphic organizer (in journal)

Agenda

1. Opening
 - A. Homework Review: Admit Tickets (5 minutes)
 - B. Engaging the Reader and Review of Learning Targets (5 minutes)
2. Work Time
 - A. First Read: “It’s Not Just a Game!” Part II (15 minutes)
 - B. Second Read: Identify Opinion and Evidence (15 minutes)
 - C. Key Vocabulary to Deepen Understanding (15 minutes)
3. Closing and Assessment
 - A. Debrief and Review of Learning Targets (5 minutes)
4. Homework

Teaching Notes

- This lesson repeats the basic pattern from Lesson 2, with a new section of the text. Remind students that often it is helpful to break complex text down into chunks in order to examine key ideas, details, and important vocabulary. Rereading only part(s) of the article closely helps students focus in on evidence to support the opinion that sports are an important part of American culture.
- This lesson introduces a block of time devoted to Vocabulary Routines. These routines are included in many lessons. The specific vocabulary strategies vary day-to-day, in order to give students a variety of strategies to use to determine the meaning of key or unknown words they encounter in text—the ultimate goal being for students to use these strategies independently as they read increasingly complex levels of text. In this module, students are asked to work with vocabulary a bit more independently than in Module 2A.
- During Opening Part A, students quiz each other based on their homework index cards. Unlike the Quiz-Quiz-Trade protocol students participated in during Module 2, students do not trade cards, since they need to keep their own vocabulary cards to work with throughout this module.
- In advance: Create a new anchor chart titled Sports in American Culture.
- Review: Fist to Five strategy and the Quiz-Quiz-Trade Protocol (see Appendix).



| Lesson Vocabulary | Materials |
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| <p>determine (Lesson 2), gist (Lesson 2), identify (Lesson 2), opinion (Lesson 2), evidence (Modules 1 and 2), context, suited (to), integration, (feel) whole, development, (a) right (Module 1), regardless</p> | <ul style="list-style-type: none"> • Vocabulary cards (from Lessons 1 and 2) • Vocabulary folders • Sports in American Culture anchor chart (new; co-created with students during Opening A) • “It’s Not Just a Game!” (from Lesson 2) • Students’ journals (one per student, begun in Lesson 1) • Close Readers Do These Things anchor chart (from Lesson 2) • Vocabulary Strategies anchor chart (from Lesson 1) • Document camera or projector • Opinion and Evidence graphic organizer (from Lesson 2) • Index cards (nine total per student: six for Work Time C and three for homework) • Post: Learning targets. |

| Opening | Meeting Students’ Needs |
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| <p>A. Homework Review: Admit Tickets (5 minutes)</p> <ul style="list-style-type: none"> • Remind students of the Quiz-Quiz-Trade protocol they used in Module 2 to learn and review key or unfamiliar vocabulary. • Explain that students will take 2 minutes to do the Quiz-Quiz part of this protocol with a peer. Be clear that they will not trade their vocabulary cards after partners have quizzed each other. Ask students to turn to a peer and Quiz-Quiz. • Ask students to place the two vocabulary index cards in their vocabulary folders, or wherever they are keeping their cards for this module. • Next, ask partners to take 2 minutes to share their responses to the homework question: • “In what ways are sports valuable to people? Support your answer with at least two pieces of evidence from the text. • Collect students’ homework question index cards. | <ul style="list-style-type: none"> • Consider partnering ELL students with other students who speak the same L1 for the Quiz-Quiz game. |



| Opening (continued) | Meeting Students’ Needs |
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| <p>B. Engaging the Reader and Review of Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Post the new Sports in American Culture anchor chart. Remind students that this unit focuses on the importance of sports in America. Ask students to turn and talk with a new partner: <ul style="list-style-type: none"> * “Based on the text you have read so far, what do you think is the importance of sports in American culture?” * “What evidence from the text supports your thinking?” • Cold call several students to share out whole group, and record their responses on the anchor chart. Listen for ideas such as: “Sports teaches us how to get along with others, settle disagreements, and negotiate plans,” “Those skills can be applied to school and work,” “They help us think creatively, use our imaginations, and help our brains develop,” etc. Tell students they will add to this anchor chart as they learn more about sports in American culture. • Tell students they will complete reading the second part of the informational article “It’s Not Just a Game!” to learn more about the role of sports in people’s lives. • Continue to reinforce the compelling nature of this topic by asking students: “What impact do sports have on our lives?” Ask students to turn to a partner and discuss this idea. Invite a few students to share out comments from their discussions. Listen for comments such as: “We watch sports on TV,” “Some of us participate in sports,” “Athletes are role models,” etc. • Review the learning target: <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!’” • Remind students this is the same target as in Lesson 2; however, they will continue to practice reading for the gist with a different chunk of the article today. Ask students what they remember about the meaning of the words <i>determine</i> (decide, conclude) and <i>gist</i> (summary, main idea). Cold call several students to share what they remember. | <ul style="list-style-type: none"> • Provide students who struggle with producing language a sentence stem or starter (e.g., “One way sports are a part of our lives in America is _____.”). |
| <p>Work Time</p> <p>A. First Read: “It’s Not Just a Game!” Part II (15 minutes)</p> <ul style="list-style-type: none"> • Place students in same groups of four (from Lesson 2). Return student’s journals. Direct students to take out their copies of the article “It’s Not Just a Game!” • Ask students to locate the line they drew (during Lesson 2) below the third section of the text. Tell students they will read the second part of the article today, which is the text below this line. | <ul style="list-style-type: none"> • Consider highlighting the last three sections of the article for students so they know where to focus their reading. |



| Work Time (continued) | Meeting Students’ Needs |
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| <ul style="list-style-type: none">• Refer students to the Close Readers Do These Things anchor chart from Lesson 2. Ask students:<ul style="list-style-type: none">* “What do we usually do during a first read?”• Listen for: “read independently” or “the teacher reads aloud and we follow along silently.”• Tell students the first read is aloud because it contains words and phrases that may be unfamiliar, and because it is enjoyable to hear great text read aloud. Ask students to follow along silently. Read aloud the last three sections of the article. (Start with the section “Forgetting the Fun” and end with “... but about the way you feel when you watch your team play.”)• Ask: “What do we typically do after the text has been read once?” Listen for: “Reread to determine the gist,” “Circle key or unknown words and phrases that help to determine the gist,” “Use vocabulary strategies to determine the meaning of unknown words and phrases,” “Think about and discuss ideas with group members,” and “Write a gist statement in journals.”• Direct students to take 7 or 8 minutes to do the following in their groups:<ul style="list-style-type: none">– Reread the last three sections of the text.– Circle unknown or key vocabulary.– Try to determine the meaning of unknown words in the text (refer to Vocabulary Strategies anchor chart).– Think about the gist: what these sections of the article are mostly about.– Talk in their groups about the gist of these sections.– Write a gist statement on the next page of their journals.• Circulate to listen in and support as needed. Focus students’ attention on key vocabulary (see lesson vocabulary, above) from the text to deepen understanding. Encourage students to refer to the Vocabulary Strategies anchor chart for ways to determine the meaning of key or unknown words as they reread for gist.• Cold call several students to share their gist statements whole group. Listen for ideas like: “Even if you don’t like or play sports, there are valuable lessons to be learned,” “You can enjoy sports with family and friends even if you don’t play,” etc.• Ask several students to share out key words or phrases they identified, as well as meanings, to help them determine the gist. Listen for examples such as: “learning process (learn more over time),” “how to face life’s challenges (learn how to get through difficulties),” “suited to (a good match, connects to interests),” “development (growth, change),” “opportunities (chance, occasion),” etc. | <ul style="list-style-type: none">• Consider listing the multistep directions for students to refer to while working together on the white board or a chart. |



| Work Time (continued) | Meeting Students’ Needs |
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| <p>B. Second Read: Identify Opinion and Evidence (15 minutes)</p> <ul style="list-style-type: none"> • Students remain in their groups. Introduce the learning targets: <ul style="list-style-type: none"> * “I can identify the author’s opinion in an article.” * “I can identify the evidence the author uses to support an opinion.” • Cold call several students to share what they remember about the meaning of the words <i>identify</i> (locate; find; determine), <i>opinion</i> (a person’s point of view; position on an issue), and <i>evidence</i> (facts, specific details; proof; data; information). • Direct students’ attention to the section of the article titled “Making Sports Work for Us.” • Ask students what they typically do during a second read of the text. Listen for such things as: “Reread to locate main ideas and key details.” • Using a document camera, display the Opinion and Evidence graphic organizer. Remind students they used this graphic organizer in Lesson 2 to record what they identified as the author’s opinion and supporting evidence. Ask students to create a new version of this graphic organizer in their journals. • Tell students that just as they did with the first part of the article during Lesson 2, they are going to reread this section of the text to determine the author’s claim. • Direct students to take 5 minutes to do the following in their groups: <ul style="list-style-type: none"> – Reread the last section of the article titled “Making Sports Work for Us” (start with “Playing sports doesn’t mean ...” and end with “... play to have fun and you’ll automatically win!”). – Think about: What is the author’s opinion in this section? – Discuss what you think the author’s opinion is and why you think that. • Cold call several students to share out what their group determined to be the author’s opinion in this section. Listen for suggestions like: “Play makes us feel good,” or “Play is important to our development.” • Direct students to record what they think the author’s opinion is onto the line below Author’s Opinion on the graphic organizer in their journals. | <ul style="list-style-type: none"> • Provide nonlinguistic symbols for <i>opinion</i> (a person with a thought bubble over their head) and <i>evidence</i> (a checkmark or magnifying glass). • Consider providing a partially filled-in Claim and Evidence graphic organizer for some students. • Some groups may need more time in order to complete all readings of the article, identify the opinion, and find the evidence. Provide extra time during the lesson or during other literacy times during the day. |



| Work Time (continued) | Meeting Students’ Needs |
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| <ul style="list-style-type: none"> • Direct students to take 7–9 minutes to complete the following with their group members: <ul style="list-style-type: none"> – Go back through the section titled “Making Sports Work for Us” and reread to identify at least two pieces of evidence the author uses to support her opinion. – Text code evidence you locate by writing an “E” next to evidence in the article. – With your group, discuss the evidence you identified. – Record paraphrased evidence on your graphic organizer. • Circulate to listen in and support as needed. • Cold call several students to share “evidence” their group identified. Listen for examples such as: “When we combine work and play, we feel whole,” and “The United Nations High Commission for Human Rights includes play as a right of every child because it’s so important.” | |
| <p>C. Key Vocabulary to Deepen Understanding (15 minutes)</p> <ul style="list-style-type: none"> • Introduce the learning target: <ul style="list-style-type: none"> * “I can determine the meaning of new words and phrases from context in an informational article.” • Tell students that, as in previous modules, they will work with key vocabulary from the text regularly. 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.” • Ask students to remember and share out the meaning of the word <i>context</i> (words and sentences around another word or phrase). Review the morphology of this important word; “text” means the word and “con” means “with.” • Distribute six index cards to each student. • Write the following words from the text where all students can see them: <i>suited</i> (to), <i>integration</i>, (feel) <i>whole</i>, <i>development</i>, (a) <i>right</i>, <i>regardless</i>. • Ask students to take 5 or 6 minutes to complete the following in their groups: <ul style="list-style-type: none"> – Record each word onto its own index card. – Go back into the article to use context clues and apply vocabulary strategies to help determine the meaning of each word. – 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. | <ul style="list-style-type: none"> • Consider narrowing the choices of vocabulary words to just two to three for students who struggle with language. • Chart (or list) all vocabulary words and definitions as students share their meanings from context. Leave the chart posted throughout the module and add to it daily for students to refer to. |



| Work Time (continued) | Meeting Students' Needs |
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| <ul style="list-style-type: none">• Circulate to listen in and support as needed. Be sure that students determine the correct meanings for each word, as they will use their new understandings about vocabulary to revise the paraphrased evidence they recorded during Work Time B.• 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>suited (to)</i>: was naturally good at; well matched with a person or interests.”– <i>integration</i>: a combination of different parts or qualities– (feel) <i>whole</i>: complete; satisfied– <i>development</i>: growth; progress; improvement– (a) <i>right</i>: a freedom to do something; birthright– <i>regardless</i>: no matter what; nonetheless• Refer students to the Close Readers Do These Things anchor chart. Ask them to recall what they have frequently done after determining the meaning of key or unknown words from the text. Listen for: “Revise our thinking about main ideas or key details.”• Direct students to take 3 or 4 minutes to do the following:<ul style="list-style-type: none">– Reread their paraphrased evidence from Work Time B.– Based on new understandings about vocabulary, think about and discuss with group members:<ul style="list-style-type: none">• Did I identify any evidence that does not support the author’s opinion?• Did I use key vocabulary correctly in my paraphrased evidence?– 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.• Ask students to consider and discuss in their groups:<ul style="list-style-type: none">* “How does understanding key vocabulary from the text help you identify or better understand the connection between an author’s opinion and evidence the author uses to support an opinion?”• Cold call several students to share out. Listen for such things as: “Understanding key words or phrases like ‘suited (to),’ ‘integration,’ and ‘(feel) whole’ helped me identify, make a connection to, or better understand the author’s opinion that sports make us feel good,” and “Words like ‘development,’ ‘(a) right,’ and ‘regardless’ help me identify or better understand the author’s opinion that sports support our growth or development.” | |



| Closing and Assessment | Meeting Students' Needs |
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| <p>A. Debrief and Review of Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Bring students back together whole group. Focus their attention on the Sports in American Culture anchor chart.• Remind students they are reading closely to develop their background knowledge about the role sports play in all Americans' lives. Reinforce that this knowledge is foundational to understanding why sports figures can be presented with opportunities to affect society (which they will learn more about in Unit 2).• Ask students to turn and talk with a partner:<ul style="list-style-type: none">* "What new information did we learn today about how sports are a valuable part of Americans' lives?"• Cold call several students to share out whole group. Listen for: "Playing sports helps us develop skills for life and work," "Sports allow us to combine play and work," "Play is so important to our development that it is a right," or something similar. Record students' ideas on the anchor chart.• Read aloud the second learning target:<ul style="list-style-type: none">* "I can identify the author's opinion in an article."• Ask students to demonstrate their level of mastery toward the learning target by using the Fist to Five strategy. Repeat this process for the third and fourth targets:<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 informational article."• Note students who show anywhere from a fist to three fingers, as they may need more support identifying or explaining opinions and evidence, or determining the meaning of unknown words from context.• Collect students' vocabulary folders and journals.• Tell students they will take the mid-unit assessment during the next lesson, so it is important they understand how to identify an author's opinion and the evidence she or he uses to support the opinion.• Give each student three index cards for their homework. | <ul style="list-style-type: none">• Some students may need a sentence starter or stem (e.g., "We learned that sports are valuable in Americans' lives because _____.") for the discussion with a partner during debrief. |



| Homework | Meeting Students’ Needs |
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| <ul style="list-style-type: none">• Reread the last three sections of the article “It’s Not Just a Game!” to further build your knowledge about the value of sports in Americans’ lives.• On one of your index cards, respond to the question: “In what ways are sports valuable to Americans?” Support your answer with at least two pieces of evidence from the text.• Choose two of the vocabulary cards created in the lesson today. Record each word on an index card.• Write a sentence—with the word used accurately—on the back of each of the two vocabulary cards you chose.• Bring your three index cards as an admit ticket to the next class. <p><i>Note: Students will take the mid-unit assessment during Lesson 4.</i> <i>Review students’ journals and vocabulary cards to determine their understanding of opinion, evidence, their ability to determine the meaning of key or unknown words, and revised thinking based on new understandings about vocabulary.</i> <i>Review students’ homework index cards (responding to the question about the value of sports) to assess students’ ability to respond to a question using evidence from the text.</i></p> | <ul style="list-style-type: none">• Consider providing a text with evidence highlighted for students who may struggle when identifying evidence in grade-level text for homework.• Some students could benefit from an index card with the focus question for rereading already written on it. |

There are no new supporting materials for this lesson.