



EXPEDITIONARY  
LEARNING

# Grade 5: Module 3A: Unit 2: Overview



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**Unit 2: Case Study: *Promises to Keep: How Jackie Robinson Changed America***

In the second unit of this module, students will complete a close read of the book *Promises to Keep: How Jackie Robinson Changed America*, by Sharon Robinson. As the author (Jackie Robinson’s daughter) states in the book’s introduction, this photographic biography is about “a man who was shaped by American history and who had an impact on American history.” While reading the book, students will focus on the craft of writing opinion pieces, and specifically, how writers use

evidence and logically ordered reasons to support their points of view. The mid-unit assessment will gauge students’ proficiency at explaining how authors support their opinions with reasons and evidence. Their reading and analysis will prepare students for writing their own opinion piece, an essay about Jackie Robinson’s legacy. The end of unit assessment will test students on their ability to state a opinion and support that opinion with strong evidence from the text.

**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.*

**Mid-Unit 2 Assessment**

**Identifying Author’s Opinion, Reasons, and Supporting Evidence: “Courage on the Field”**

This assessment centers on standards NYSP12 ELA CCLS RI.5.2, RI.5.4, and RI.5.8. Students will read a new informational text about Jackie Robinson breaking barriers in the sport of baseball and then answer evidence-based constructed response (multiple choice) and short-answer questions to indicate their ability to summarize the main ideas of the text, determine the meaning of vocabulary, and explain how the author uses reasons and evidence to support his opinion.

**End of Unit 2 Assessment**

**Opinion Essay on Jackie Robinson’s Legacy**

This assessment centers on standards NYSP12 ELA CCLS W.5.1, W.5.4, and W.5.9. Based on their prior reading (both for homework and then more in-depth during classwork) of pages 58–63 of *Promises to Keep: How Jackie Robinson Changed America*, students will write an on-demand essay in which they state an opinion about Jackie Robinson’s legacy. The assessment includes a graphic organizer students use to plan their writing: a strong introduction including a clear opinion, and two body paragraphs that state two reasons and supporting evidence. (Note: Students are not required to write a full conclusion, as this will be taught as the bridge to Unit 3.) They must be sure to support their position with evidence from the text.



### Content Connections

This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies and Science 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.”

### Central Texts

1. Sharon Robinson, *Promises to Keep: How Jackie Robinson Changed America* (New York: Scholastic Press, 2004), ISBN 978-0-439-42592-6.



This unit is approximately 3.5 weeks or 17 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
<b>Lesson 1</b>	Introducing <i>Promises to Keep</i> and Drawing Inferences: Who Is Jackie Robinson and Why Is He Important? ( <i>Promises to Keep</i> , Pages 6–7)	<ul style="list-style-type: none"> <li>I can explain what a text says using quotes from the text. (RI.5.1)</li> <li>I can make inferences using quotes from the text. (RI.5.1)</li> <li>I can determine the main idea(s) of an informational text based on key details. (RI.5.2)</li> <li>I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)</li> <li>I can determine the meaning of content words or phrases in an informational text. (RI.5.4)</li> <li>I can summarize text that is read aloud to me. (SL.5.2)</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the features of a biographical text.</li> <li>I can draw inferences about Jackie Robinson from the photographs in and the Introduction to <i>Promises to Keep</i>.</li> <li>I can determine the meaning of new words and phrases from context in <i>Promises to Keep</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Notice/Wonder/Inference note-catcher</li> <li>Gist statement</li> <li>Vocabulary cards</li> <li>Sticky note evidence flags</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary Strategies (Unit 1, Lesson 1)</li> <li>Notice/Wonder/Inference</li> </ul>
<b>Lesson 2</b>	Synthesizing from Informational Texts: Main Idea and Key Details from <i>Promises to Keep</i> (Pages 8–10)	<ul style="list-style-type: none"> <li>I can explain what a text says using quotes from the text. (RI.5.1)</li> <li>I can determine the main idea(s) of an informational text based on key details. (RI.5.2)</li> <li>I can summarize informational text. (RI.5.2)</li> <li>I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)</li> <li>I can determine the meaning of content words or phrases in an informational text. (RI.5.4)</li> </ul>	<ul style="list-style-type: none"> <li>I can determine the main idea of a timeline and explain how the main idea is supported by key details.</li> <li>I can determine the main idea of a passage of text from <i>Promises to Keep</i> and explain how the main idea is supported by key details.</li> <li>I can synthesize information from a timeline and passage of text to write a summary statement.</li> <li>I can quote accurately from the text to explain segregation laws in America.</li> </ul>	<ul style="list-style-type: none"> <li>Homework card</li> <li>Vocabulary cards</li> <li>Journal (Main Idea and Details note-catcher, Text-Dependent Question answer)</li> </ul>	<ul style="list-style-type: none"> <li>Jackie Robinson and Life in America</li> <li>Features of Informational Text (from Lesson 1)</li> <li>Vocabulary Strategies (from Unit 1)</li> <li>Quiz-Quiz-Trade protocol</li> <li>Jigsaw protocol</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
<b>Lesson 3</b>	Comparing Multiple Accounts of the Same Topic: Learning about the Great Migration ( <i>Promises to Keep</i> , Pages 10–13)	<ul style="list-style-type: none"> <li>I can determine the main idea(s) of an informational text based on key details. (RI.5.2)</li> <li>I can explain important relationships between people, events, and ideas in a historical, scientific, or technical text using specific details in the text. (RI.5.3)</li> <li>I can determine the meaning of content words or phrases in an informational text. (RI.5.4)</li> <li>I can compare and contrast multiple accounts of the same event or topic. (RI.5.6)</li> </ul>	<ul style="list-style-type: none"> <li>I can find main ideas and key details in a Readers Theater script about the Great Migration.</li> <li>I can compare and contrast the different peoples' experiences of the Great Migration.</li> <li>I can determine the meaning of new words and phrases about the Great Migration from context.</li> </ul>	<ul style="list-style-type: none"> <li>Great Migration Venn diagram</li> </ul>	<ul style="list-style-type: none"> <li>Jackie Robinson and Life in America</li> </ul>
<b>Lesson 4</b>	Determining Author's Opinions, Reasons, and Evidence: Signs of Hope and Progress for African Americans in the 1920s ( <i>Promises to Keep</i> , Pages 14–15)	<ul style="list-style-type: none"> <li>I can explain what a text says using quotes from the text. (RI.5.1)</li> <li>I can determine the main idea(s) of an informational text based on key details. (RI.5.2)</li> <li>I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can summarize the information in <i>Promises to Keep</i> about life for African Americans in the 1920s.</li> <li>I can identify the reasons and evidence Sharon Robinson uses to support an opinion about life for African Americans in the 1920s.</li> <li>I can explain how the reasons I identify support Sharon Robinson's opinion.</li> </ul>	<ul style="list-style-type: none"> <li>Great Migration Venn diagram</li> <li>Vocabulary cards</li> <li>Journal (Author's Opinion, Reasons, and Evidence graphic organizer)</li> <li>Evidence flags</li> </ul>	<ul style="list-style-type: none"> <li>Jackie Robinson and Life in America</li> <li>Features of Informational Text (from Lesson 1)</li> <li>Vocabulary Strategies (from Unit 1)</li> <li>Tea Party protocol</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
<b>Lesson 5</b>	Reading to Determine Important Relationships between People and Events: The Importance of the 1936 Olympics for African Americans ( <i>Promises to Keep</i> , Pages 16–19)	<ul style="list-style-type: none"> <li>I can explain what a text says using quotes from the text. (RI.5.1)</li> <li>I can determine the main idea(s) of an informational text based on key details. (RI.5.2)</li> <li>I can explain important relationships between people, events, and ideas in a historical, scientific, or technical text using specific details in the text. (RI.5.3)</li> <li>I can determine the meaning of content words or phrases in an informational text. (RI.5.4)</li> <li>I can draw on information to explore ideas in the discussion. (SL.5.1a)</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the influences on Jackie Robinson’s life in the 1930s.</li> <li>I can explain what caused Americans to believe that there was “victory over racism” during the 1930s.</li> <li>I can use information shared by my group members to help deepen my understanding of the main ideas in <i>Promises to Keep</i>.</li> <li>I can determine the meaning of new words and phrases from context in the book <i>Promises to Keep</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Homework Gist card</li> <li>Vocabulary cards</li> <li>Journal (Effects and Causes note-catcher)</li> </ul>	<ul style="list-style-type: none"> <li>Causes and Effects</li> <li>Jackie Robinson and Life in America</li> <li>Close Readers Do These Things (from Unit 1)</li> <li>Vocabulary Strategies (from Unit 1)</li> <li>Give One, Get One protocol</li> </ul>
<b>Lesson 6</b>	Comparing Multiple Accounts of the Same Topic: The Story of Bus Desegregation ( <i>Promises to Keep</i> , Page 21)	<ul style="list-style-type: none"> <li>I can determine the main idea(s) of an informational text based on key details. (RI.5.2)</li> <li>I can explain important relationships between people, events, and ideas in a historical, scientific, or technical text using specific details in the text. (RI.5.3)</li> <li>I can compare and contrast multiple accounts of the same event or topic. (RI.5.6)</li> <li>I can use common Greek and Latin affixes (prefixes) and roots as clues to help me know what a word means. (L.5.4)</li> </ul>	<ul style="list-style-type: none"> <li>I can make connections between Jackie Robinson’s personal history and the desegregation movement in America.</li> <li>I can determine the meaning of new words and phrases about Jackie Robinson and the desegregation movement from context.</li> </ul>	<ul style="list-style-type: none"> <li>Bus Desegregation Venn diagram</li> <li>Journal (response to prompt)</li> </ul>	<ul style="list-style-type: none"> <li>Jackie Robinson and Life in America</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
<b>Lesson 7</b>	Inferring Author's Opinions and Writing Opinion Statements: Journalists' Opinions about Segregation Post–World War II ( <i>Promises to Keep</i> , Pages 22–25)	<ul style="list-style-type: none"> <li>I can make inferences using quotes from the text. (RI.5.1)</li> <li>I can summarize an informational text. (RI.5.2)</li> <li>I can determine the meaning of academic and content words or phrases in an informational text. (RI.5.4)</li> <li>I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8)</li> <li>I can introduce the topic of my opinion piece. (W.5.1a)</li> </ul>	<ul style="list-style-type: none"> <li>I can summarize the information in <i>Promises to Keep</i> about segregation in professional baseball after World War II.</li> <li>I can infer journalists' opinions about segregation in professional baseball after World War II.</li> <li>I can write a sentence that states an opinion about segregation in professional baseball after World War II.</li> </ul>	<ul style="list-style-type: none"> <li>Journals (author's opinion, topic sentence)</li> </ul>	<ul style="list-style-type: none"> <li>Jackie Robinson and Life in America</li> <li>Features of Informational Text (from Lesson 1)</li> <li>Vocabulary Strategies (from Unit 1)</li> </ul>
<b>Lesson 8</b>	Explaining the Relationships between Events in a Historical Text: Contextualizing the History of Baseball ( <i>Promises to Keep</i> , Pages 8–9, 25)	<ul style="list-style-type: none"> <li>I can explain what a text says using quotes from the text. (RI.5.1)</li> <li>I can determine the main idea(s) of an informational text based on key details. (RI.5.2)</li> <li>I can summarize an informational text. (RI.5.2)</li> <li>I can explain important relationships between people, events, and ideas in a historical, scientific, or technical text using specific details in the text. (RI.5.3)</li> </ul>	<ul style="list-style-type: none"> <li>I can paraphrase key details from a text about the history of baseball and African American history.</li> <li>I can merge two timelines to create a chronology that connects baseball and African American history.</li> <li>I can summarize information in order to connect key events in the history of baseball and African American history.</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary cards</li> <li>Similarity and Difference index card</li> <li>Merged timelines</li> <li>Journal (summary statement)</li> </ul>	<ul style="list-style-type: none"> <li>Jackie Robinson and Life in America</li> <li>Features of Informational Text (from Lesson 1)</li> <li>Vocabulary Strategies (from Unit 1)</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
<b>Lesson 9</b>	Identifying Supporting Reasons and Evidence for an Opinion: Exploring Why Jackie Robinson Was the Right Man to Break the Color Barrier ( <i>Promises to Keep</i> , Pages 26–29)	<ul style="list-style-type: none"> <li>I can explain what a text says using quotes from the text. (RI.5.1)</li> <li>I can determine the main idea(s) of an informational text based on key details. (RI.5.2)</li> <li>I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)</li> <li>I can determine the meaning of content words or phrases in an informational text. (RI.5.4)</li> <li>I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can summarize the information in <i>Promises to Keep</i> about why Jackie Robinson was chosen to break the color barrier in baseball.</li> <li>I can identify the reasons and evidence Sharon Robinson uses to support an opinion in <i>Promises to Keep</i>.</li> <li>I can explain how the reasons and evidence that I identify support Sharon Robinson's opinion.</li> <li>I can determine the meaning of new words and phrases from context in the book <i>Promises to Keep</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Journals</li> <li>Vocabulary index cards</li> <li>Author's Opinion, Reasons, and Evidence graphic organizer</li> <li>Evidence flags</li> </ul>	<ul style="list-style-type: none"> <li>Jackie Robinson and Life in America</li> <li>Features of Informational Text</li> <li>Close Readers Do These Things (from Unit 1)</li> <li>Vocabulary Strategies (from Unit 1)</li> </ul>
<b>Lesson 10</b>	Mid-Unit Assessment: Identifying Author's Opinion, Reasons, and Supporting Evidence: "Courage on the Field"	<ul style="list-style-type: none"> <li>I can determine the main idea(s) of an informational text based on key details. (RI.5.2)</li> <li>I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)</li> <li>I can determine the meaning of content words or phrases in an informational text. (RI.5.4)</li> <li>I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the reasons and evidence the author uses to support an opinion in "Courage on the Field."</li> <li>I can determine the meaning of new words and phrases from context in an article.</li> <li>I can reflect on my learning about opinions in informational text and how authors use reasons and evidence to support an opinion.</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 2: Identifying Author's Opinion, Reasons, and Supporting Evidence: "Courage on the Field"</li> <li>Tracking My Progress, Mid-Unit 2 recording form</li> </ul>	<ul style="list-style-type: none"> <li>Jackie Robinson and Life in America</li> <li>Close Readers Do These Things (from Unit 1)</li> <li>Vocabulary Strategies (from Lesson 1)</li> </ul>



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<b>Lesson 11</b>	Letters as Informational Text: Comparing and Contrasting Three Accounts about Segregation ( <i>Promises to Keep</i> , Pages 38–39)	<ul style="list-style-type: none"> <li>I can determine the main idea(s) of an informational text based on key details. (RI.5.2)</li> <li>I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)</li> <li>I can determine the meaning of content words or phrases in an informational text. (RI.5.4)</li> <li>I can compare and contrast multiple accounts of the same event or topic. (RI.5.6)</li> </ul>	<ul style="list-style-type: none"> <li>I can describe how the text features of a letter help readers.</li> <li>I can compare and contrast three different points of view (Jackie Robinson’s, his wife’s, and his daughter’s) of the same event.</li> <li>I can determine the meaning of new words and phrases from context in the book <i>Promises to Keep</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Three Perspectives Venn diagram</li> <li>Journals (synthesis writing)</li> </ul>	<ul style="list-style-type: none"> <li>Jackie Robinson and Life in America</li> <li>Informational Text (Unit 1)</li> <li>Features of Informational Text (Unit 1)</li> <li>Vocabulary Strategies (from Lesson 1)</li> </ul>
<b>Lesson 12</b>	Identifying Supporting Reasons and Evidence for an Opinion: Exploring Jackie Robinson’s Promise ( <i>Promises to Keep</i> , Pages 38–45)	<ul style="list-style-type: none"> <li>I can explain what a text says using quotes from the text. (RI.5.1)</li> <li>I can determine the main idea(s) of an informational text based on key details. (RI.5.2)</li> <li>I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)</li> <li>I can determine the meaning of content words or phrases in an informational text. (RI.5.4)</li> <li>I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can summarize the information in <i>Promises to Keep</i> about how Jackie Robinson was treated after joining the Brooklyn Dodgers.</li> <li>I can identify the reasons and evidence Sharon Robinson uses to support an opinion in <i>Promises to Keep</i>.</li> <li>I can explain how the reasons and evidence I identify support Sharon Robinson’s opinion.</li> <li>I can determine the meaning of new words and phrases from context in the book <i>Promises to Keep</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Journals (Author’s Opinion, Reasons, and Evidence graphic organizer)</li> <li>Vocabulary cards</li> <li>Evidence flags</li> </ul>	<ul style="list-style-type: none"> <li>Jackie Robinson and Life in America</li> <li>Features of Informational Text</li> <li>Close Readers Do These Things (from Unit 1)</li> <li>Vocabulary Strategies (from Unit 1)</li> <li>Jigsaw protocol</li> </ul>



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<b>Lesson 13</b>	Developing an Opinion Based on the Textual Evidence: Jackie Robinson's Role in the Civil Rights Movement ( <i>Promises to Keep</i> , Pages 50–57)	<ul style="list-style-type: none"> <li>I can explain what a text says using quotes from the text. (RI.5.1)</li> <li>I can determine the main idea(s) of an informational text based on key details. (RI.5.2)</li> <li>I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can summarize the information in <i>Promises to Keep</i> about Jackie Robinson's role in the civil rights movement.</li> <li>I can explain Jackie Robinson's impact on civil rights, using quotes from the text in <i>Promises to Keep</i>.</li> <li>I can develop an opinion based on multiple pieces of evidence from the text.</li> <li>I can support my opinion with reasons and evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary cards</li> <li>Journals (Opinion, Reasons, and Evidence graphic organizer)</li> <li>Evidence flags</li> </ul>	<ul style="list-style-type: none"> <li>Jackie Robinson and Life in America</li> <li>Features of Informational Text</li> <li>Jigsaw protocol</li> </ul>
<b>Lesson 14</b>	Writing an Introduction and Body Paragraph That Support an Opinion: Jackie Robinson's Role in the Civil Rights Movement	<ul style="list-style-type: none"> <li>I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)               <ol style="list-style-type: none"> <li>I can introduce the topic of my opinion piece.</li> <li>I can create an organizational structure in which I group together related ideas.</li> </ol> </li> <li>With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5)</li> <li>I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)</li> </ul>	<ul style="list-style-type: none"> <li>I can write a topic sentence that states an opinion.</li> <li>I can write a paragraph to introduce a topic and my opinion.</li> <li>I can write a body paragraph that groups evidence together to support a reason.</li> </ul>	<ul style="list-style-type: none"> <li>Index cards (from homework)</li> <li>Journals (Opinion, Reasons, and Evidence graphic organizer; introduction paragraph; Reason 1 body paragraph)</li> </ul>	<ul style="list-style-type: none"> <li>Jackie Robinson and Life in America</li> <li>Criteria for Writing Opinion Essays</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
<b>Lesson 15</b>	Writing a Second Body Paragraph and Conclusion for an Opinion Essay: Jackie Robinson's Role in the Civil Rights Movement ( <i>Promises to Keep</i> , Pages 50–57)	<ul style="list-style-type: none"> <li>• I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8)</li> <li>• 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"> <li>a. I can create an organizational structure in which I group together related ideas.</li> <li>b. I can identify reasons that support my opinion.</li> <li>c. I can use linking words to connect my opinion and reasons.</li> <li>d. I can construct a concluding statement or section for my opinion piece.</li> </ul> </li> <li>• With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5)</li> <li>• I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)</li> </ul>	<ul style="list-style-type: none"> <li>• I can write a body paragraph that groups evidence together to support a reason.</li> <li>• I can use linking words to connect my reasons and evidence to my opinion.</li> <li>• I can write a conclusion statement for my opinion essay.</li> <li>• I can use feedback from a peer to revise my opinion essay to better meet the criteria.</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary cards</li> <li>• Journals (Opinion, Reasons, and Evidence graphic organizer; two body paragraphs; conclusion statement)</li> </ul>	<ul style="list-style-type: none"> <li>• Jackie Robinson and Life in America</li> <li>• Linking Words</li> <li>• Criteria for Writing Opinion Essays (Lesson 14)</li> </ul>



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<b>Lesson 16</b>	Developing an Opinion Based on the Textual Evidence: Jackie Robinson's Legacy ( <i>Promises to Keep</i> , Pages 58–63)	<ul style="list-style-type: none"> <li>I can explain what a text says using quotes from the text. (RI.5.1)</li> <li>I can determine the main idea(s) of an informational text based on key details. (RI.5.2)</li> <li>I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)</li> <li>I can determine the meaning of content words or phrases in an informational text. (RI.5.4)</li> <li>I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can summarize the information in <i>Promises to Keep</i> about Jackie Robinson's legacy.</li> <li>I can explain Jackie Robinson's legacy, using quotes from the text in <i>Promises to Keep</i>.</li> <li>I can develop an opinion based on multiple pieces of evidence from the text.</li> <li>I can determine the meaning of new words and phrases from context in the book <i>Promises to Keep</i>.</li> </ul>	<ul style="list-style-type: none"> <li>Evidence flags</li> <li>Vocabulary cards</li> </ul>	<ul style="list-style-type: none"> <li>Jackie Robinson and Life in America</li> <li>Features of Informational Text</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts and Protocols
<b>Lesson 17</b>	End of Unit Assessment: Writing an Opinion Essay with Supporting Evidence about Jackie Robinson's Legacy	<ul style="list-style-type: none"> <li>• 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"> <li>a. I can introduce the topic of my opinion piece.</li> <li>b. I can create an organizational structure in which I group together related ideas.</li> <li>c. I can identify reasons that support my opinion.</li> <li>d. I can use linking words to connect my opinion and reasons.</li> <li>e. I can construct a concluding statement or section for my opinion piece.</li> </ul> </li> <li>• I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4)</li> <li>• I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)</li> </ul>	<ul style="list-style-type: none"> <li>• I can write a paragraph to introduce the topic and my opinion.</li> <li>• I can write reason body paragraphs that group evidence together to support a reason.</li> <li>• I can use linking words to connect my reasons and evidence to my opinion.</li> <li>• I can reflect on my learning about how evidence is used to support an opinion.</li> <li>• I can write a conclusion statement for my opinion essay.</li> </ul>	<ul style="list-style-type: none"> <li>• End of Unit 2: Writing an Opinion Essay with Supporting Evidence about Jackie Robinson's Legacy</li> <li>• Tracking My Progress, End of Unit 2 recording form</li> </ul>	<ul style="list-style-type: none"> <li>• Criteria for Writing Opinion Essays</li> </ul>



**Optional: Experts, Fieldwork, and Service**

**Experts:**

- Invite a civil rights expert, people who have lived through the civil rights era, a professional athlete, or a children's book author to share their expertise with the students.

**Fieldwork:**

- Visit a civil rights museum or professional athletic facility and team.

**Service:**

- N/A

**Optional: Extensions**

- Divide the class into two groups in order to stage an oral debate, with one group arguing that Jackie Robinson had the greatest impact on breaking the color barrier for professional athletes and the other group arguing for another professional athlete of that era.
- During Social Studies, conduct an in-depth study (either in expert groups or whole class) of key events during the civil rights era.
- In mathematics, study baseball statistics and data (from the 1940s to the present) as an engaging way to build students' mathematical skills and conceptual understanding.