



EXPEDITIONARY
LEARNING

Grade 5: Module 3A: Unit 1: Lesson 7

End of Unit Assessment: On-Demand Opinion and Evidence Paragraph about the Importance of Sports in American Culture



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

- I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)
- I can identify facts and details that support my opinion. (W.5.1)
- I can create an organizational structure in which I group together related ideas. (W.5.1)
- I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)

Supporting Learning Targets

- I can write an opinion about the importance of sports in American culture.
- I can identify and organize evidence to support my opinion.
- I can write a paragraph with related evidence to support my opinion.
- I can reflect on my learning about how evidence is used to support an opinion.

Ongoing Assessment

- End of Unit 1 Assessment
- Tracking My Progress, End of Unit 1 recording form



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader and Review Learning Targets and Key Vocabulary (5 minutes)</p> <p>2. Work Time</p> <p>A. Reviewing Evidence: Chalk Talk (15 minutes)</p> <p>B. End of Unit Assessment (25 minutes)</p> <p>C. End of Unit Assessment: Tracking My Progress (10 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief: Sharing Reflections on Learning Targets (5 minutes)</p> <p>4. Homework</p> <p>A. Share with someone at home what you have been learning. What is your opinion about the importance of sports in American culture?</p> <p>B. Continue reading your independent reading book for this unit at home.</p>	<ul style="list-style-type: none">• Students take the End of Unit 1 Assessment: On-Demand Opinion and Evidence Paragraph about the Importance of Sports in American Culture.• They write a one-paragraph essay sharing their opinion about the importance of sports in American culture and supporting the opinion using evidence from each of the informational articles they read during this unit (see materials, below).• In Unit 2, students will learn about reasons that support an author's claim and learn the distinction between evidence and reasons.• Review: Chalk Talk protocol (see Appendix).• Post: Learning targets.



Lesson Vocabulary	Materials
<p>opinion, importance, culture, identify, evidence, organize, related, supports, reflect (all from previous lessons in this unit)</p>	<ul style="list-style-type: none">• Vocabulary cards• Students' journals (one per student, started in Lesson 1)• Chart paper for Chalk Talk (one sheet of paper per group)• "It's Not Just a Game!" (from Lessons 2 and 3; students' copies)• "Roots of American Sports" (from Lesson 4; students' copies)• "Sports in America" (from Lessons 5 and 6; students' copies)• Sports in American Culture anchor chart (begun in Lesson 3)• End of Unit 1 Assessment: Writing an Opinion with Supporting Evidence about the Importance of Sports in American Culture (one per student)• Tracking My Progress, End of Unit 1 recording form (one per student)• Opinion and Evidence paragraph sample and rubric (for teacher reference)• 2-point Rubric-Writing from Sources/Short Response (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Reader and Review Learning Targets and Key Vocabulary (5 minutes)</p> <ul style="list-style-type: none"> • Compliment students on all that they have learned about the importance of sports in the lives of Americans through their close reads of others' opinions. Get them excited about the opportunity they will have today to write their own opinion about the importance of sports in America and support that opinion with the interesting facts and details (evidence) they have identified and recorded during this unit. • Review the first three learning targets: <ul style="list-style-type: none"> * "I can write an opinion about the importance of sports in American culture." * "I can identify and organize evidence to support my opinion." * "I can write a paragraph with related evidence to support my opinion." • Review key vocabulary with vocabulary cards. Focus students' attention on the words <i>opinion</i>, <i>importance</i>, <i>culture</i>, <i>identify</i>, <i>evidence</i>, <i>organize</i>, <i>related</i>, and <i>supports</i>. Ask students to share the meaning of these words aloud. Listen for definitions such as: <ul style="list-style-type: none"> – <i>opinion</i>: point of view; position on an issue – <i>importance</i>: meaning; significance; worth; value – <i>culture</i>: beliefs, customs, or traditions a group of people or nation shares – <i>identify</i>: name; decide; determine – <i>evidence</i>: facts; proof; data; information – <i>organize</i>: put in logical order; sequence logically – <i>related</i>: connected; similar; linked – <i>supports</i>: reinforces; provides evidence; makes claim stronger 	<ul style="list-style-type: none"> • Students who struggle with recalling the meaning of many academic words at one time would benefit from learning target annotations from previous lessons (if they were kept). Display them for students to see. Then divide the class into groups to focus on each one, allowing them to report out to the class the meaning of the key academic vocabulary in each one.



Work Time	Meeting Students' Needs
<p>A. Reviewing Claims and Evidence: Chalk Talk (15 minutes)</p> <ul style="list-style-type: none">• Ask students to turn and talk about the foci of this unit. Cold call several students to share out. Listen for: “the importance and value of sports in American culture and in Americans’ lives,” “opinion/a person’s point of view,” “evidence/facts/specific details/information to support an opinion,” or similar ideas.• Direct students to take out their students’ journals and join their regular groups of four.• Remind students that they will take the end of unit assessment today. Say:<ul style="list-style-type: none">* “For this assessment, you will write your own opinion about sports in American culture and provide supporting evidence from the informational articles we have read. In order to review opinions and evidence from the readings, you and your group members will participate in a Chalk Talk.”• Review the Chalk Talk protocol and classroom norms for discussion. Answer any clarifying questions.• Distribute one blank piece of chart paper for Chalk Talk to each group. Allow groups 7 to 8 minutes to complete the following:<ul style="list-style-type: none">– One group member writes the following question in the center of the group’s chart paper: “What is the role of sports in American culture?”– Refer to the articles you read during this unit—“It’s Not Just a Game!” “Roots of American Sports,” “Sports in America”—and the graphic organizers in your journals to write your responses to the question on the chart paper.– After each group member has “chalked” (written) her or his ideas on the chart paper, discuss patterns or what group members notice or wonder about the Chalk Talk ideas.• Cold call each group to share out the patterns, “notices,” or “wonders.”• Ask students to keep their annotated articles and graphic organizers (journals) to use during the end of unit assessment.	<ul style="list-style-type: none">• Post an anchor chart for the Chalk Talk protocol with clear steps and sentence stems for students to use listed.



Work Time (continued)	Meeting Students' Needs
<p>B. End of Unit Assessment (25 minutes)</p> <ul style="list-style-type: none"> • Distribute the End of Unit 1 Assessment: Writing an Opinion with Supporting Evidence about the Importance of Sports in American Culture. Invite students to quickly skim the assessment. • Point out to students that they are going to write a one-paragraph article. Tell students they should refer to all their annotated articles from this unit and graphic organizers where they recorded opinions and evidence, for the assessment. • Direct students to focus on the Criteria for Success listed at the bottom of the assessment. Ask students to pay particular attention to the fact that they will need to organize their opinions and evidence prior to writing their paragraphs. • Review with students the criteria for a good paragraph (opinion, paraphrased evidence, correct punctuation and grammar, complete sentences that stay on topic, and key vocabulary from the reading). Address any clarifying questions. • Circulate to supervise. Because this is a formal on-demand assessment, do not provide support other than formally approved accommodations. • If students finish the assessment early, they may read independently or begin work on the End of Unit 1 Tracking My Progress recording form. 	<ul style="list-style-type: none"> • Provide extra time for completing the assessment for students who struggle with language.
<p>C. End of Unit Assessment: Tracking My Progress (10 minutes)</p> <ul style="list-style-type: none"> • Introduce the learning target: <ul style="list-style-type: none"> * “I can reflect on my learning about how evidence is used to support an opinion.” • Ask students to recall the meaning of the word <i>reflect</i>. Listen for responses such as: “Look back at my work to think about what I did; how I did; what I am having trouble with; what I am doing well.” • Distribute the Tracking My Progress, End of Unit 1 recording form to students. Explain that this is a self-assessment, exactly like the Tracking My Progress forms they completed for previous assessments. They will reflect on their progress toward the learning targets. Read through the tracker and provide clarification as necessary for students. • Ask students to independently complete their Tracking My Progress forms. Ask them to hold on to this sheet to refer to during the lesson debrief. 	<ul style="list-style-type: none"> • Provide a nonlinguistic symbol for <i>reflect</i> (a person with a bubble thought above the head). • Consider allowing students who struggle with language to dictate their Tracking My Progress forms to a partner or the teacher.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief: Sharing Reflections on Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Congratulate students on how much they have learned about the importance of sports in American culture through their close reads and discussions. • Pair up students. Ask them to share the reflections on their Tracking My Progress recording forms. • Invite several students to share out with the whole group. • Pique students' interest for the upcoming unit. Say: <ul style="list-style-type: none"> * "In Unit 2 you will apply what you have learned about sports in our culture to help you understand how athletes have broken barriers throughout America's history, and how they have helped to shape the society we live in today." • Collect students' End of Unit 1 Assessments and Tracking My Progress recording forms to review (use the 2-point Rubric Writing from Sources/Short Response, for teacher reference to score students' work.) 	<ul style="list-style-type: none"> • Consider partnering ELL students with other students that speak the same home language for the debrief.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Share with someone at home what you have been learning. What is your opinion about the importance of sports in American culture? • Continue reading your independent reading book for this unit at home. <p><i>Note: Each student will need his or her own text—Promises to Keep by Sharon Robinson—during Unit 2.</i></p>	



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Supporting Materials



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End of Unit 1 Assessment:

Writing an Opinion with Supporting Evidence
about the Importance of Sports in American Culture

Name:

Date:

You are a journalist writing for a new magazine called *Sports in America*. The first issue of the magazine will be released soon, and you have been asked to write a short introductory article for the first page. Your assignment: Write a one-paragraph article titled “The Importance of Sports in America.”

After reading a variety of informational texts about sports in American culture, write a paragraph in which you share an opinion about “The Importance of Sports in America.” Include at least five to seven pieces of evidence from all the articles read during this unit to support the opinion. Be sure you include key vocabulary from the texts.

Directions:

1. Refer to the informational articles, your journal, and anchor charts to form an opinion about the importance of sports in American culture.
2. Refer to the informational articles and notes you took on your Opinion and Evidence graphic organizer to identify at least five to seven pieces of evidence to support your opinion.
3. Determine a way to organize your opinion and supporting evidence before writing your paragraph. (Turn in your graphic organizer with your paragraph at the end of the assessment.)
4. Write a paragraph that includes an opinion about the importance of sports in American culture, supporting evidence for the opinion, and key vocabulary.
5. Check your work against the Criteria for Success and Criteria for Self-Assessment then revise or add to your paragraph, as needed.



End of Unit 1 Assessment:

Writing an Opinion with Supporting Evidence
about the Importance of Sports in American Culture

Criteria for Success:

- Write one, high-quality paragraph that has:
 - * An opinion
 - * Five to seven pieces of evidence to support the opinion
 - * Correct punctuation
 - * Correct grammar
 - * Complete sentences that stay on topic
 - * Key vocabulary used accurately

Criteria for Self-Assessment:

- I wrote an opinion that clearly shows what I think about the importance of sports in American culture.
- I provided five to seven pieces of evidence (facts, specific details, information) to support my opinion.
- I used supporting evidence from EACH of the three articles read during this unit: “It’s Not Just a Game!” “Roots of American Sports,” and “Sports in America.”
- I organized my opinion and evidence before writing.
 - * Create an organizer format.
 - * Write the opinion first.
 - * Add supporting paraphrased evidence.



Opinion and Evidence Paragraph Sample
(For Teacher Reference)

Note: *Students could state a variety of opinions about the importance of sports in American culture, based on the articles they have read during this unit. The key criteria are that they state an opinion and support it with textual evidence. The sample below is just one example that shows the type of paragraph students might craft, and how they might integrate key vocabulary.*

Sports are incredibly important for Americans to feel healthy and have fun. Famous American citizens and presidents such as Benjamin Franklin and President Thomas Jefferson *promoted fitness* and sports play as a way for Americans to live healthy lives. The American Academy of Pediatrics says sports help our brains exercise and teach us how to problem solve and *negotiate* plans. Sports have been *popular* with Americans since the 1800s, when Europeans brought over games like golf, baseball, and soccer. Over time, these games have been *elaborated* on, and now baseball, basketball, and football are the most popular sports in America. People from all over the United States show how much they enjoy sports by *gathering* to watch local high school games or making *pilgrimages* to watch their favorite players practice during spring trainings.



2-point Rubric-Writing from Sources/Short Response (for Teacher Reference)

(Note: The term “claim” in this rubric is synonymous with “opinion.”)

2-point Response	The features of a 2-point response are:
	<ul style="list-style-type: none">• Valid inferences and/or claims from the text where required by the prompt• Evidence of analysis of the text where required by the prompt• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt• Complete sentences where errors do not impact readability
1-point Response	The features of a 1-point response are:
	<ul style="list-style-type: none">• A mostly literal recounting of events or details from the text as required by the prompt• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Incomplete sentences or bullets
0-point Response	The features of a 0-point response are:
	<ul style="list-style-type: none">• A response that does not address any of the requirements of the prompt or is totally inaccurate• No response (blank answer)• A response that is not written in English• A response that is unintelligible or indecipherable

¹From New York State Department of Education, October 6, 2012.



Tracking My Progress
End of Unit 1

Name:

Date:

Learning target: I can write an opinion about the importance of sports in American culture.

1. Target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this.



I understand some of this.



I am on my way!



3. The evidence to support my self-assessment is:



Tracking My Progress
End of Unit 1

Name: _____

Date: _____

Learning target: I can identify and organize evidence to support my opinion.

1. Target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this.



I understand some of this.



I am on my way!



3. The evidence to support my self-assessment is:



Tracking My Progress
End of Unit 1

Name:

Date:

Learning target: I can write a paragraph with related evidence to support my opinion.

1. Target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this.



I understand some of this.



I am on my way!



3. The evidence to support my self-assessment is:

