

New York State Common Core

English Language Arts Curriculum



GRADE 5 Module 3A

Unit 3

Student Workbook

Model Business Letter

January 1, 1996
Sandpiper Press LLC
P.O. Box 2877
San Anselmo, CA 94979

To Whom it May Concern:

Did you know that Meg Lowman, the director of research and conservation at a center in Florida, has one of the world's most exciting jobs? She is a scientist who studies insects and conducts experiments in the rainforest canopy. Elementary students need a book that teaches them the scientific method as it tells the story of a real scientist's work.

I would like to tell the story of Meg Lowman's adventures in the rainforest with her graduate assistants and sons. The joy of science comes alive for children in the elementary grades when it is presented through real-life scenes and relates facts in ways that are very vivid.

Meg Lowman will be very interesting to many students. Students will identify with Meg Lowman, who became obsessed by science when she was a girl. She also does amazing experiments about insects in Belize. She inspects leaves eaten by insects, looks at "ant gardens" in the treetops, and observes the activities of various insects and animals and their effects on plant life. Students will also find it very interesting how Meg takes her sons on their first trip to the canopy and then for an evening nature walk on the forest floor.

Elementary students will be captivated by the colorful photographs that make them feel like they are actually in the rainforest. The photos show long-range views of the forest, close-ups of individual species, and many pictures of Lowman and her sons.

Thank you for considering publishing this very important book about how a real scientist uses the scientific method every day. I look forward to hearing from you.

Sincerely,

Kathryn Lasky

Deciding on an Opinion as a Group Task Card

As a group, take approximately 5 minutes to:

1. Take turns telling your opinion from your essay to your peers.
2. Notice the similarities and differences in each of your opinions.
3. Work together to create ONE opinion for your group to share with the class. It may be a combination of your opinions or you may decide to use one of your group members' opinion. Remember that an opinion statement must have a judgment word in it.
4. Have one person from your group come up to the board and write the opinion you decided on so everyone in the class can see it.

**Class Opinion, Reasons, and
Evidence Graphic Organizer Anchor Chart**

Class Opinion:

| |
|-------------------|
| Reason #1: |
| |
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| Evidence: |
| |
| Evidence: |
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|-------------------|
| Reason #2: |
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| Evidence: |
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| Evidence: |
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|-------------------|
| Reason #3: |
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| Evidence: |
| |
| Evidence: |
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Deciding on Reasons and Evidence to Support the Class Opinion Task Card

As a group, take approximately 10 minutes to do the following:

1. On your own, review your End of Unit 2 Assessment essay to determine which of your reasons supports the class opinion.
2. Take turns: If you think that some of your reasons support the class opinion, tell your group one of those reasons and the related evidence.
3. As a group, decide if you agree that those reasons/evidence support the class opinion.
4. On your own: If the group agrees that your reason(s) supports the class opinion, highlight those parts of your individual essay.
5. On your own: Look through your journals—at the Opinion, Reasons, and Evidence graphic organizers created for opinions about Jackie Robinson's legacy—for reasons and evidence that would also support the class opinion.
6. If any more reasons and evidence are identified, take turns sharing those with the group and if all agree that they should also be included as a reason, highlight them with a highlighter.
7. Decide together which two reasons and supporting evidence you feel will be the best to support the class opinion. Put a star next to those two reasons and evidence.
8. Be ready to share them with the whole class.

Roberto Clemente: Identifying Evidence Task Card

1. On your own, reread the article about Roberto Clemente.
2. Underline three pieces of evidence that describe “barriers” he faced or overcame. Code the text: Write a “B” above underlined evidence related to “barriers.”
3. Underline three pieces of evidence that describe Roberto Clemente’s “legacy.” Code the text: Write an “L” above underlined evidence related to his “legacy.”
4. With your group, discuss the evidence you identify.
5. Think about then discuss the following focus questions with your group members:
6. What barriers did Roberto Clemente have to overcome?
7. What is Roberto Clemente’s legacy? (Think about baseball and his charitable works.)

Althea Gibson:
Identifying Evidence Task Card

1. Follow along silently as the article is read aloud in chunks.
2. Underline three pieces of evidence that describe “barriers” Althea Gibson faced or overcame. Code the text: Write a “B” above underlined evidence related to “barriers.”
3. Mark three pieces of evidence that describe Althea Gibson’s “legacy.” Code the text: Write an “L” above underlined evidence related to her “legacy.”
4. With your group, discuss the evidence you identify.
5. Think about then discuss the following focus questions with your group members:
6. What barriers did Althea Gibson have to overcome?
7. What is Althea Gibson’s legacy?

Opinion and Reasons Task Card

1. Review the evidence you underlined and text coded (during Work Time B) to develop an opinion about the athlete's legacy. Think about how your athlete faced barriers to create a legacy.
2. Discuss your opinion with your group members.
3. On a new page in your journal, write an opinion about how your athlete broke barriers and created a legacy.
4. Include a judgment word in your opinion.
5. Support your opinion with at least two reasons WHY you believe the opinion. Write these below the opinion, on the same journal page.

Chronological Order Sample

My Opinion: Jackie Robinson had a tremendous impact on American Society.

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|--|
| Reason #1: |
| In 1945, he was the first African American to break baseball's color barrier. |
| |
| Evidence: |
| He played for the Dodger's field team, The Royals, during the 1946 baseball season. |
| |
| Evidence: |
| In 1947, the Brooklyn Dodgers bought Jackie Robinson's contract and he became the first African American to play on a major league team. |
| |

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|---|
| Reason #2: |
| After retiring from baseball in January of 1957, Jackie Robinson used his fame and popularity to promote Civil Rights. |
| |
| Evidence: |
| In the winter of 1957 Jackie Robinson began to use his time to give motivational speeches and raise money for Civil Rights organizations. |
| |
| Evidence: |
| On January 4, 1965 Jackie Robinson helped to open Freedom National Bank, in Harlem. |
| |

Order of Importance Sample

My Opinion: Branch Rickey played an important role in desegregating Major League Baseball.

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|--|
| Reason #1: |
| He persevered in his mission to end segregation in baseball. |
| |
| Evidence: |
| He fought the Dodgers' board to be able to recruit African American players from the Negro Leagues. |
| |
| Evidence: |
| He proposed integrating baseball to the new commissioner of baseball after being rejected by the first commissioner. |
| |

| |
|---|
| Reason #2: |
| He hired Jackie Robinson to be the first African American to play Major League Baseball. |
| |
| Evidence: |
| Both Branch Rickey and Jackie Robinson took a non-violence approach to achieve racial equality in Major League Baseball. |
| |
| Evidence: |
| After only one season with the Royals, Branch Rickey purchased Jackie Robinson's contract for the Brooklyn Dodgers and made him the first African American to break the color barrier in the major leagues. |
| |

Related Ideas Task Card

1. Review the two reasons you recorded in your journal during Lesson 2.
2. If you use Chronological Order to organize your ideas, record the reason with the earliest date in the box or on the line next to Reason 1; if you use Order of Importance to organize your ideas, record the idea you think is MOST or LEAST important in the box or on the line next to Reason 1.
3. Review your underlined and text coded evidence (from Lesson 2) and paraphrase to record three pieces of evidence in the boxes or on the lines titled “Evidence” that are related to Reason 1.
4. Record your second reason (from Lesson 2) in the box or on the line next to Reason 2.
5. Review your underlined and text coded evidence (from Lesson 2) and paraphrase to record three pieces of evidence in the boxes or on the lines titled “Evidence” that are related to Reason 2.

Althea Gibson Vocabulary Task Card

Record each of the following key vocabulary terms onto an index card: *segregated, racists, society, recognized, honored, paved (the way), autobiography*

Work with your group members to complete the following:

1. Use Vocabulary Strategies to help you determine the meaning of each word.
2. On the back of each card, write a definition or synonym for each word.
3. After you have defined each word, discuss then sort the words into one of two categories: words related to “barriers” OR words related to “legacy.” Make sure you can justify why you placed each word into one category or the other.

Roberto Clemente Vocabulary Task Card

Record each of the following key vocabulary terms onto an index card: *honored, inspires, charity, racism, brushed (it off), change, attitudes.*

Work with your group members to complete the following:

1. Use Vocabulary Strategies to help you determine the meaning of each word.
2. On the back of each card, write a definition or synonym for each word.
3. After you have defined each word, discuss then sort the words into one of two categories: words related to “barriers” OR words related to “legacy.” Make sure you can justify why you placed each word into one category or the other.

Althea Gibson:
Identifying Evidence Task Card

1. On your own, reread the article about Althea Gibson.
2. Underline three pieces of evidence that describe barriers she faced or overcame. Write a “B” above underlined evidence related to barriers.
3. Underline three pieces of evidence that describe Althea Gibson’s legacy. Write an “L” above underlined evidence related to her legacy.
4. With your group, discuss the evidence you identify.
5. Think about then discuss the following focus questions with your group members:
6. What barriers did Althea Gibson have to overcome?
7. What is Althea Gibson’s legacy?

Roberto Clemente:
Identifying Evidence Task Card

1. Follow along silently as the article is read aloud in chunks.
2. Underline three pieces of evidence that describe barriers Roberto Clemente faced or overcame. Write a “B” above underlined evidence related to barriers.
3. Mark three pieces of evidence that describe Roberto Clemente’s legacy. Write an “L” above underlined evidence related to his legacy.
4. With your group, discuss the evidence you identify.
5. Think about then discuss the following focus questions with your group members:
6. What barriers did Roberto Clemente have to overcome?
7. What is Roberto Clemente’s legacy?

Revising My Opinion Task Card

In expert groups:

1. Review and discuss the evidence you underlined and text coded in the article you read today.
2. Review your original opinion (from Lesson 2) and discuss with group members:
3. Does the key (repeated) information and new evidence I identified relate to my opinion?
4. Think about then discuss with group members:
5. How can I revise my original opinion to more clearly refer to my athlete's barriers or legacy?
6. What are the specific words or phrases I can use to refine my opinion about how my athlete broke barriers and created a legacy?
7. Record your revised opinion next to or above the original opinion you recorded on the graphic organizer in your journal.
8. Discuss with your group members HOW and WHY you revised your original opinion.

Related Ideas Task Card

1. **Reread:** In your journal from the previous lesson, look at your revised opinion. On Text 2, look at what you underlined or coded with a “B” (barriers) or “L” (legacy).
2. **New Reasons:** Based on this new text, determine two new reasons that support your opinion.
3. **Reason 3:** On your graphic organizer, make a new line or box for Reason 3.
 - Record your third reason there.
 - **Paraphrase:** Reread Text 2 for your underlined and text coded evidence. Below “Reason 3” on your graphic organizer, record in your own words three new pieces of evidence.
4. **Reason 4:** On your graphic organizer, make a new line or box for Reason 4.
 - Record your fourth reason there.
 - **Paraphrase:** Reread Text 2 for your underlined and text coded evidence. Below “Reason 4” on your graphic organizer, record in your own words three new pieces of evidence.

Althea Gibson Vocabulary Task Card

Record each of the following key vocabulary words or phrases onto an index card: *(to) be somebody, repression, adversity, banned, racial bias, honor, prejudice, challenged outdated beliefs*

Work with your group members to complete the following:

1. Use Vocabulary Strategies to help you determine the meaning of each word or phrase.
2. On the back of each card, write a definition or synonym for each word or phrase.
3. After you have defined each word or phrase, discuss then sort the words and phrases into one of two categories: words related to “barriers” OR words related to “legacy.” Make sure you can justify why you placed each word or phrase into one category or the other.

Roberto Clemente Vocabulary Task Card

Record each of the following key vocabulary words or phrases onto an index card: *minorities, relegated, (racial) slurs, berated, (was) realized, memorial, cultivate, waived*□

Work with your group members to complete the following:□

1. Use Vocabulary Strategies to help you determine the meaning of each word or phrase.□
2. On the back of each card, write a definition or synonym for each word or phrase.□
3. After you have defined each word or phrase, discuss then sort the words and phrases into one of two categories: words related to “barriers” OR words related to “legacy.” Make sure you can justify why you placed each word into one category or the other.

Part 1:

1. Reread the new Reasons 3 and 4 that you added to your graphic organizer.
2. Think about and discuss: How can I revise my reasons based on new understandings about key vocabulary?
3. Reread the paraphrased evidence you recorded for Reasons 3 and 4.
4. Think about and discuss: How can I revise my paraphrased evidence based on new understandings about key vocabulary?
5. Revise your reasons and evidence. Be sure to include at least three key vocabulary terms from the text.

Part 2:

If you are using “Chronological Order”:

1. Reread all four reasons and related evidence that you recorded.
2. Renumber your reasons so you put a 1 by the reason that relates to information about the *earliest date* (for example, something that happened to your athlete when s/he was a child), and a 4 by the reason that relates to information about the *latest date*.
3. For each reason, reread your evidence. Make sure it is also in chronological order.

If you are using “**Order of Importance**”:

1. Reread all four reasons and related evidence that you recorded.
2. Renumber your reasons based on what reasons you now believe are “most to least important” or “least to most important.” Note that your reasons may appear out of order on your graphic organizer once you renumber them (for example, the first reason you wrote on your graphic organizer might now be numbered Reason 2 because you don’t think it’s the most important).
3. For each reason, reread your evidence. Make sure it is also in order of importance (either “most to least important” or “least to most important”).

Roberto Clemente:
Identifying Evidence Task Card

1. Follow along silently as the article is read aloud in chunks.
2. Underline three pieces of evidence that describe barriers Roberto Clemente faced or overcame. Write a “B” above underlined evidence related to barriers.
3. Mark three pieces of evidence that describe Roberto Clemente’s legacy. Write an “L” above underlined evidence related to his legacy.
4. With your group, discuss the evidence you identify.
5. Think about then discuss the following focus questions with your group members:
 - What barriers did Roberto Clemente have to overcome?
 - What is Roberto Clemente’s legacy?

Althea Gibson:
Identifying Evidence Task Card

1. On your own, reread the article about Althea Gibson.
2. Underline three pieces of evidence that describe barriers she faced or overcame. Write a “B” above underlined evidence related to barriers.
3. Underline three pieces of evidence that describe Althea Gibson’s legacy. Write an “L” above underlined evidence related to her legacy.
4. With your group, discuss the evidence you identify.
5. Think about then discuss the following focus questions with your group members:
What barriers did Althea Gibson have to overcome?
What is Althea Gibson’s legacy?

Revising My Opinion Task Card

In expert groups:

1. Review and discuss the evidence you underlined and text coded in the article you read today.
2. Review your original opinion (from Lesson 2 and 4) and discuss with group members:
 - a. Does the key (repeated) information and new evidence I identified relate to my opinion?
3. Think about then discuss with group members:
4. How can I revise my original opinion to more clearly refer to my athlete's barriers or legacy?
 - a. What are the specific words or phrases I can use to refine my opinion about how my athlete broke barriers and created a legacy?
5. On the graphic organizer in your journal, record your revised opinion next to the opinion you most recently revised and recorded.

Related Ideas Task Card

1. **Reread:** In your journal from the previous lesson, look at your revised opinion. On Text 3, look at what you underlined or coded with a “B” (barriers) or “L” (legacy).
2. **New Reasons:** Based on this new text, determine two new reasons that support your opinion. (Or if you don’t find new reasons, add to the four you already have.)
3. **Reason 5:** On your graphic organizer, make a new line or box for Reason 5.
 - Record your new reason there.
 - **Paraphrase:** Reread Text 3 for your underlined and text coded evidence. Below “Reason 5” on your graphic organizer, record in your own words three new pieces of evidence.
4. **Reason 6:** On your graphic organizer, make a new line or box for Reason 6.
 - Record your new reason there.
 - **Paraphrase:** Reread Text 3 for your underlined and text coded evidence. Below “Reason 6” on your graphic organizer, record in your own words three new pieces of evidence.

Althea Gibson Vocabulary Task Card

Record each of the following key vocabulary words or phrases onto an index card: *posthumously, cited, act, prevented, denied, confer, accolade, commemoration.*

Work with your group members to complete the following:

1. Use Vocabulary Strategies to help you determine the meaning of each word or phrase.
2. On the back of each card, write a definition or synonym for each word or phrase.
3. After you have defined each word or phrase, discuss then sort the words and phrases into one of two categories: Words related to “barriers” OR words related to “legacy.” Make sure you can justify why you placed each word or phrase into one category or the other.

Roberto Clemente Vocabulary Task Card

Record each of the following key vocabulary words or phrases onto an index card: *fair shake, overlooked, inducted, activism, humanitarian, inspiration, tribute, prestigious.*

Work with your group members to complete the following:

1. Use Vocabulary Strategies to help you determine the meaning of each word or phrase.
2. On the back of each card, write a definition or synonym for each word or phrase.
3. After you have defined each word or phrase, discuss then sort the words and phrases into one of two categories: Words related to “barriers” OR words related to “legacy.” Make sure you can justify why you placed each word into one category or the other.

Part 1:

1. Reread all your new reasons that you added to your graphic organizer.
2. Think about and discuss: How can I revise my reasons based on new understandings about key vocabulary?
3. Reread the paraphrased evidence you recorded.
4. Think about and discuss: How can I revise my paraphrased evidence based on new understandings about key vocabulary?
5. Revise your reasons and evidence. Be sure to include at least three key vocabulary terms from the text.

Part 2:

If you are using “**Chronological Order:**”

1. Reread all reasons and related evidence that you recorded.
2. Renumber your reasons based on so reason #1 is for information related to the earliest date (for example, something that happened to your athlete when s/he was a child), and all your reasons go in chronological order.
3. For each reason, reread your evidence. Make sure it is also in chronological order.

If you are using “**Order of Importance:**”

1. Reread all reasons and related evidence that you recorded.
2. Renumber your reasons based on what reasons you now believe are “most to least important” or “least to most important.” Note that your reasons may appear out of order on your graphic organizer once you renumber them (for example, the first reason you wrote on your graphic organizer might now be numbered Reason 2 since you don’t think it’s the most important).
3. For each reason, reread your evidence. Make sure it is also in order of importance (either “most to least important” or “least to most important”).

Mid Unit Assessment:
Notes for a Letter to a Publisher

Prompt: After researching three informational texts on Althea Gibson or Roberto Clemente, create a graphic organizer that states an opinion about how your athlete broke barriers and created a legacy. Support your opinion with reasons and evidence from your research.

Directions:

Look in your journal. Review all the reasons and evidence you recorded during previous lessons.

- a. Choose the three reasons that BEST support your opinion.
- b. Choose the best evidence for each of the three reasons.

On a new sheet of lined paper, complete the following:

1. Create a fresh graphic organizer that includes:
 - A clear opinion that contains a “judgment” word about how your athlete broke barriers and created a legacy.
 - Three supporting reasons for the opinion, organized in “Chronological Order” or “Order of Importance.”
 - Three pieces of related evidence for EACH reason (total of 9 pieces of evidence.)
 - Key vocabulary about the topic.
2. Evaluate your work using the Mid-Unit Assessment Rubric. Revise your work to meet the criteria.

Mid-Unit Assessment Rubric

| 3 | 2 | 1 |
|---|---|---|
| Independently creates a graphic organizer to record opinion, reasons, and evidence. | Creates a graphic organizer to record opinion, reasons, and evidence. Student needs some support. | Creates a graphic organizer to record opinion, reasons, and evidence. Student needs significant support. |
| Opinion about how the athlete <i>broke barriers and created a legacy</i> is stated clearly and includes a judgment word (e.g., best, most, worst, etc.) | Opinion about how the athlete <i>broke barriers and created legacy</i> is unclear but includes a judgment word. | Opinion about how the athlete <i>broke barriers and created legacy</i> is unclear and does not include a judgment word. |
| Provides 3 reasons to support the opinion; reasons are logically ordered either chronologically or by importance. | Provides 2 reasons to support the opinion; reasons are logically ordered either chronologically or by importance. | Provides 1 or 2 reasons to support the opinion; or reason(s) are not logically ordered. |
| Supports each reason with 3 pieces of <i>related</i> and paraphrased evidence; and paraphrases evidence from all three of the articles read. | Supports each reason with 2 pieces of <i>related</i> and paraphrased evidence; and paraphrases evidence from at least two of the articles read. | Supports each reason with 1 piece of related and paraphrased evidence; or paraphrases evidence from only <i>one</i> of the articles read. |
| Incorporates at least 5 key vocabulary terms related to barriers and legacy, accurately. | Incorporates at least 5 key vocabulary terms related to barriers and legacy, but some words are used inaccurately. | Incorporates fewer than 5 key vocabulary terms related to barriers and legacy; some or all of key words are used inaccurately. |

Tracking My Progress
Mid-Unit 3

| | |
|-------|--|
| Name: | |
| Date: | |

Learning Target: I can revise my opinion then choose the reasons and evidence from my notes that best support my opinion about my athlete.

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. Evidence to support my self-assessment is:

Learning Target: I can logically group together related reasons and evidence that support my opinion about my athlete on a graphic organizer I create.

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. Evidence to support my self-assessment is:

Learning Target: I can accurately use key vocabulary about barriers and legacy in my opinion, reasons and evidence.

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. Evidence to support my self-assessment is:

January 1, 1996
Sandpiper Press LLC
P.O. Box 2877
San Anselmo, CA 94979

To Whom it May Concern:

Did you know that Meg Lowman, the director of research and conservation at a center in Florida, has one of the world's most exciting jobs? She is a scientist who studies insects and conducts experiments in the rainforest canopy. Elementary students need a book that teaches them the scientific method as it tells the story of a real scientist's work.

I would like to tell the story of Meg Lowman's adventures in the rainforest with her graduate assistants and sons. The joy of science comes alive for children in the elementary grades when it is presented through real-life scenes and relates facts in ways that are very vivid.

Meg Lowman will be very interesting to many students. Students will identify with Meg Lowman, who became obsessed by science when she was a girl. She also does amazing experiments about insects in Belize. She inspects leaves eaten by insects, looks at "ant gardens" in the treetops, and observes the activities of various insects and animals and their effects on plant life. Students will also find it very interesting how Meg takes her sons on their first trip to the canopy and then for an evening nature walk on the forest floor.

Elementary students will be captivated by the colorful photographs that make them feel like they are actually in the rainforest. The photos show long-range views of the forest, close-ups of individual species, and many pictures of Lowman and her sons.

Thank you for considering publishing this very important book about how a real scientist uses the scientific method every day. I look forward to hearing from you.

Sincerely,

Kathryn Lasky

Deciding on an Opinion as a Group Task Card

As a group, take approximately 5 minutes to:

1. Take turns telling your opinion from your essay to your peers.
2. Notice the similarities and differences in each of your opinions.
3. Work together to create ONE opinion for your group to share with the class. It may be a combination of your opinions or you may decide to use one of your group members' opinion. Remember that an opinion statement must have a judgment word in it.
4. Have one person from your group come up to the board and write the opinion you decided on so everyone in the class can see it.

**Class Opinion, Reasons, and
Evidence Graphic Organizer Anchor Chart**

Class Opinion:

| |
|-------------------|
| Reason #1: |
| |
| |
| Evidence: |
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| Evidence: |
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|-------------------|
| Reason #2: |
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| Evidence: |
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| Evidence: |
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|-------------------|
| Reason #3: |
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| |
| Evidence: |
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| Evidence: |
| |

Deciding on Reasons and Evidence to Support the Class Opinion Task Card

As a group, take approximately 10 minutes to do the following:

1. On your own, review your End of Unit 2 Assessment essay to determine which of your reasons supports the class opinion.
2. Take turns: If you think that some of your reasons support the class opinion, tell your group one of those reasons and the related evidence.
3. As a group, decide if you agree that those reasons/evidence support the class opinion.
4. On your own: If the group agrees that your reason(s) supports the class opinion, highlight those parts of your individual essay.
5. On your own: Look through your journals—at the Opinion, Reasons, and Evidence graphic organizers created for opinions about Jackie Robinson's legacy—for reasons and evidence that would also support the class opinion.
6. If any more reasons and evidence are identified, take turns sharing those with the group and if all agree that they should also be included as a reason, highlight them with a highlighter.
7. Decide together which two reasons and supporting evidence you feel will be the best to support the class opinion. Put a star next to those two reasons and evidence.
8. Be ready to share them with the whole class.

Writing a Reason Body Paragraph Task Card

1. Read aloud the reason your group was assigned.
2. Review the evidence. What type of logical ordering did you use?
3. Check your ordering:
 - If you used chronological order, the earliest date is the one on the first card after the reason card.
 - If you use order of importance, the evidence you think is MOST important is the first card after the reason card.
 - Check your other two evidence cards to be sure they are in the right order as well.
4. As a group, choose a recorder: one person who will write down your group's paragraph.
5. As a group, decide what the first sentence should be.
 - Remember, the first sentence should state the reason. Have your recorder write that sentence on the chart paper.
6. As a group, decide on and write a sentence for each piece of evidence.
 - Remember to paraphrase (put into your own words) the evidence AND use a linking word in these sentences to show the connection to the reason. Use the words you put a star next to earlier or any of the words from the Linking Words anchor chart that makes sense.
7. As a group, decide on and write the last sentence of your paragraph. Remember, it should restate the reason but NOT in the same way as the first sentence.
8. Be ready to share your paragraph with the other groups that have your same reason.

Writing a Reason Body Paragraph Task Card

As a group, take approximately 5 minutes to do the following:

1. Take turns reading your conclusion statement to your group.
2. Notice the similarities and differences in each of your conclusion statements.
3. Work together to create ONE conclusion statement for your group to share with the class. You can combine your statements or you can choose one of your group members' statements.
 - Remember that a conclusion statement **MUST** restate the opinion but in a different way than the introduction paragraph.
4. Choose one person from your group to come up to the board and write your group's conclusion statement so other groups can see it.

End of Unit Assessment:
Writing a Draft Letter to A Publisher about an Athlete's Legacy

After reading biographical texts on a famous American athlete of a historical era, write a letter to a publishing company explaining the need for a biography (written at a level appropriate for fifth-graders) about that athlete. The letter must give your opinion about this athlete's legacy and evaluate the barriers that he/she broke during the era in which he/she lived. Be sure to support your opinion with reasons and evidence from your research.

Your biography will include:

- Business letter format
- This address:
 - 2270 Springlake Road
 - Suite 600
 - Farmers Branch, TX 75234
- 5 Paragraphs:
 - An introduction that has a topic sentence that states your opinion
 - Three body paragraphs that give your reasons and evidence to support your opinion
 - A conclusion about your opinion
- Information from the athlete researched
- Logically organized reasons and evidence
- Linking words and phrases to connect the reasons and evidence
- Grade-level appropriate conventions (spelling, grammar, punctuation)
- Appropriate vocabulary learned throughout the module (from your cards)

For details, see the full rubric.

End of Unit Assessment:
Opinion Letter Rubric

| | Score Point 3 | Score Point 2 | Score Point 1 | Score Point 0 |
|--------------------------------------|---|---|---|---|
| Topic and Opinion | The topic and opinion are clearly stated in the introduction, are related to one another, and come from the text read. The opinion has a judgment word. | The topic and opinion are stated in the introduction and are related to one another. The opinion has a judgment word. | The topic and opinion are stated in the introduction; however, they do not relate to one another and the opinion does not have a judgment word. | The topic and opinion are not stated in the introduction or they are not about an athlete's legacy. |
| Reasons (in the Introduction) | The introduction states reasons that support the opinion from the text read and are logically ordered. | The introduction states reasons that support the opinion and are from the text read. | The introduction states reasons; however, they do not support the opinion or do not come from the text read. | The introduction does not state the reasons. |
| Reasons (Body Paragraphs) | There are three reason body paragraphs, clearly supported by three pieces of evidence from the text that are logically ordered to support the opinion and correct use of linking words. | There are three body paragraphs, clearly supported by three pieces of evidence from the text; however, there is no logical reason to their order and no use of linking words. | There are three reason body paragraphs; however, they are not each supported with three pieces of evidence from the text. | There are not three reason body paragraphs, each supported with three pieces of evidence. |

End of Unit Assessment:
Opinion Letter Rubric (continued)

| | Score Point 3 | Score Point 2 | Score Point 1 | Score Point 0 |
|---|---|--|---|---|
| Conclusion Statement | There is a conclusion statement that clearly restates the opinion in a different way from the introduction paragraph. | There is a conclusion statement that restates the opinion, but it is the same or very similar to the introduction paragraph. | There is a conclusion statement but it does not restate the opinion. | There is not a conclusion statement. |
| Language Conventions and Mechanics (Spelling, Grammar and Punctuation) | There are almost no errors in grammar, spelling, and punctuation, and the meaning is clear throughout the letter. | There are a few errors in grammar, spelling, and punctuation, but the meaning is generally clear. | There are errors in grammar, spelling, and punctuation, demonstrating minimal control over language. The errors sometimes distract the reader and cause misunderstanding. | There are many errors in grammar, spelling, and punctuation, demonstrating little or no control over language. The errors often distract the reader and cause misunderstanding. |

Tracking My Progress:
End of Unit 3

| | |
|-------|--|
| Name: | |
| Date: | |

Learning Target: I can write a paragraph to introduce the topic and my opinion about the athlete I researched in a letter to a publisher.

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. Evidence to support my self-assessment:

Learning Target: I can organize reasons and evidence logically to support my opinion about the athlete I researched.

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. Evidence to support my self-assessment:

Learning Target: I can write a conclusion statement for my opinion about the athlete I researched in a letter to a publisher.

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. Evidence to support my self-assessment:

Topic and Opinion

Related Evidence

Supporting Reasons

Use of Key Vocabulary

Opinion Letter Rubric

Writer: _____

| | |
|--------------------|--|
| Reviewer #1 | |
| Date | |

| | |
|--------------------|--|
| Reviewer #2 | |
| Date | |

| | Score Point 3 | Score Point 2 | Score Point 1 | Score Point 0 |
|--------------------------------------|---|---|---|---|
| Topic and Opinion | The topic and opinion are clearly stated in the introduction, are related to one another, and come from the text read. The opinion has a judgment word. | The topic and opinion are stated in the introduction and are related to one another. The opinion has a judgment word. | The topic and opinion are stated in the introduction; however, they do not relate to one another and the opinion does not have a judgment word. | The topic and opinion are not stated in the introduction or they are not about an athlete's legacy. |
| Reviewer's Score and Comments | Score: | | | |
| | Comments: | | | |
| | | | | |
| | | | | |

Opinion Letter Rubric

| | Score Point 3 | Score Point 2 | Score Point 1 | Score Point 0 |
|--------------------------------------|--|--|--|--|
| Reasons (in the Introduction) | The introduction states reasons that support the opinion from the text read and are logically ordered. | The introduction states reasons that support the opinion and are from the text read. | The introduction states reasons; however, they do not support the opinion or do not come from the text read. | The introduction does not state the reasons. |
| Reviewer's Score and Comments | Score: | | | |
| | Comments: | | | |
| | | | | |
| | | | | |

Opinion Letter Rubric

| | Score Point 3 | Score Point 2 | Score Point 1 | Score Point 0 |
|--------------------------------------|--|---|---|---|
| Reasons (Body Paragraphs) | There are three reason body paragraphs, clearly supported by three pieces of evidence from the text, that are logically ordered to support the opinion and correct use of linking words. | There are three body paragraphs, clearly supported by three pieces of evidence from the text; however, there is no logical reason to their order and no use of linking words. | There are three reason body paragraphs; however, they are not each supported with three pieces of evidence from the text. | There are not three reason body paragraphs, each supported with three pieces of evidence. |
| Reviewer's Score and Comments | | | | |
| Body Paragraph #1 | Score: | | | |
| | Comments: | | | |
| | | | | |
| | | | | |
| Body Paragraph #2 | Score: | | | |
| | Comments: | | | |
| | | | | |
| | | | | |
| Body Paragraph #3 | Score: | | | |
| | Comments: | | | |
| | | | | |
| | | | | |

Opinion Letter Rubric

| | Score Point 3 | Score Point 2 | Score Point 1 | Score Point 0 |
|---|---|--|---|---|
| Conclusion Statement | There is a conclusion statement that clearly restates the opinion in a different way from the introduction paragraph. | There is a conclusion statement that restates the opinion, but it is the same or very similar to the introduction paragraph. | There is a conclusion statement but it does not restate the opinion. | There is not a conclusion statement. |
| Reviewer's Score and Comments | Score: | | | |
| | Comments: | | | |
| | | | | |
| | | | | |
| Language Conventions and Mechanics (Spelling, Grammar and Punctuation) | There are almost no errors in grammar, spelling, and punctuation, and the meaning is clear throughout the letter. | There are a few errors in grammar, spelling, and punctuation, but the meaning is generally clear. | There are errors in grammar, spelling, and punctuation, demonstrating minimal control over language. The errors sometimes distract the reader and cause misunderstanding. | There are many errors in grammar, spelling, and punctuation, demonstrating little or no control over language. The errors often distract the reader and cause misunderstanding. |
| Reviewer's Score and Comments | Score: | | | |
| | Comments: | | | |
| | | | | |
| | | | | |

Peer Critique Task Card

Complete the following:

PART I: “Writer”

1. Write your name on the line next to “Writer,” on the “Opinion Letter Rubric.”
2. Pass your letter and rubric to one member of your triad. Ask her or him to write his or her name on the line next to “Reviewer 1” and today’s date.

PART II: Offering critique—Reviewer 1

1. Review the rubric criteria for:
 - a. Topic and Opinion
 - b. Reasons (in the Introduction)
 - c. Reasons (Body Paragraphs)
2. Read the introduction and first paragraph of the “Writer’s” letter to provide feedback about the:
 - a. Topic and Opinion
 - b. Reasons (in the Introduction)
 - c. Reasons: Body Paragraph 1
3. After reviewing these three areas of the writer’s letter, determine a score (3, 2, 1 or 0) based on the criteria. Write a brief comment below the score so the writer will understand your thinking about why you gave the score you did. Be specific and use language directly from the criteria in your comments (e.g., “I gave you a 2 because there are a few errors in grammar or spelling”).
4. Return the writer’s letter and rubric to him or her, with scores and comments.
5. Answer any clarifying questions the writer has about the scores or comments. Make sure you can justify your thinking so the writer will know specifically how to refine her or his letter.

Group Norms and Critique Criteria

Record each student's name and the date of evaluation. Mark the criteria you are able to evaluate with a check (meeting criteria) or a minus (not meeting criteria.) Use the "Notes/Comments" area to record any additional observations.

| | |
|------------------------|---|
| Name: | |
| Date: | |
| Criteria: | |
| | Contributes to discussion. |
| | Takes turns speaking. |
| | Gives full attention to speaker. |
| | Asks follow-up or clarifying questions. |
| | Provides specific feedback based on rubric criteria. |
| | Offers kind feedback. |
| | Stays on topic (refers to rubric elements and criteria) |
| | Thanks the "Reviewer" for feedback. |
| Notes/Comments: | |

Letter Revision Task Card

Complete the following:

1. Review the scores and read the comments your “Reviewer 1” made.
2. Ask your reviewer any clarifying questions about the scores or comments.
3. Based on the feedback from Reviewer #1, revise the introduction and first body paragraph of your letter.
4. Share your revisions with Reviewer #1, to see if you addressed his or her feedback. the “Reviewer” who offered feedback to see if comments were addressed. If necessary, ask follow up questions.

Topic and Opinion

Reasons: Introduction Paragraph

Reasons: Body Paragraph 1

Related Evidence

Opinion Letter Rubric

Writer: _____

| | |
|--------------------|--|
| Reviewer #1 | |
| Date | |

| | |
|--------------------|--|
| Reviewer #2 | |
| Date | |

| | Score Point 3 | Score Point 2 | Score Point 1 | Score Point 0 |
|--------------------------------------|---|---|---|---|
| Topic and Opinion | The topic and opinion are clearly stated in the introduction, are related to one another, and come from the text read. The opinion has a judgment word. | The topic and opinion are stated in the introduction and are related to one another. The opinion has a judgment word. | The topic and opinion are stated in the introduction; however, they do not relate to one another and the opinion does not have a judgment word. | The topic and opinion are not stated in the introduction or they are not about an athlete's legacy. |
| Reviewer's Score and Comments | Score: | | | |
| | Comments: | | | |
| | | | | |
| | | | | |

Opinion Letter Rubric

| | Score Point 3 | Score Point 2 | Score Point 1 | Score Point 0 |
|--------------------------------------|--|--|--|--|
| Reasons (in the Introduction) | The introduction states reasons that support the opinion from the text read and are logically ordered. | The introduction states reasons that support the opinion and are from the text read. | The introduction states reasons; however, they do not support the opinion or do not come from the text read. | The introduction does not state the reasons. |
| Reviewer's Score and Comments | Score: | | | |
| | Comments: | | | |
| | | | | |
| | | | | |
| | | | | |

Peer Critique Task Card

Complete the following:

PART I: “Writer”

1. Write your name on the line next to “Writer,” on the “Opinion Letter Rubric.”
2. Pass your letter and rubric to one member of your triad. Ask her or him to write his or her name on the line next to “Reviewer 1” and today’s date.

PART II: Offering critique—Reviewer 1

1. Review the rubric criteria for:
 - a. Reasons (Body Paragraphs)
 - b. Conclusion Statement
 - c. Language Conventions and Mechanics
2. Read the introduction and first paragraph of the writer’s letter to provide feedback about the:
 - a. Reasons: Body Paragraph 2
 - b. Reasons: Body Paragraph 3
 - c. Conclusion Statement
 - d. Language Conventions and Mechanics (whole letter)
3. After reviewing these areas of the writer’s letter, determine a score (3, 2, 1, or 0) based on the criteria. Write a brief comment below the score so the writer will understand your thinking and why you gave the score you did. Be specific and use language directly from the criteria in your comments (e.g., “I gave you a 2 because there are a few errors in grammar or spelling”).
4. Return the writer’s letter and rubric to him or her, with scores and comments.
5. Answer any clarifying questions the writer has about the scores or comments. Make sure you can justify your thinking so the writer will know specifically how to refine her or his letter.

Group Norms and Critique Criteria

Record each student's name and the date of evaluation. Mark the criteria you are able to evaluate with a check (meeting criteria) or a minus (not meeting criteria.) Use the "Notes/Comments" area to record any additional observations.

| | |
|------------------------|---|
| Name: | |
| Date: | |
| Criteria: | |
| | Contributes to discussion. |
| | Takes turns speaking. |
| | Gives full attention to speaker. |
| | Asks follow-up or clarifying questions. |
| | Provides specific feedback based on rubric criteria. |
| | Offers kind feedback. |
| | Stays on topic (refers to rubric elements and criteria) |
| | Thanks the "Reviewer" for feedback. |
| Notes/Comments: | |

Speaking Criteria

| | |
|---------------------------|--|
| Date: | |
| Listener/Reviewer's Name: | |

| | |
|-----------------|--|
| Author #1 Name: | |
|-----------------|--|

| Criteria: | Yes | No |
|---|------------|-----------|
| 1. The author tells the listeners what the topic of the letter is <i>before</i> reading the letter aloud. | | |
| 2. The author speaks clearly. | | |
| 3. The author speaks at an understandable pace. | | |
| Additional Comments: Be specific, Be kind... | | |
| | | |

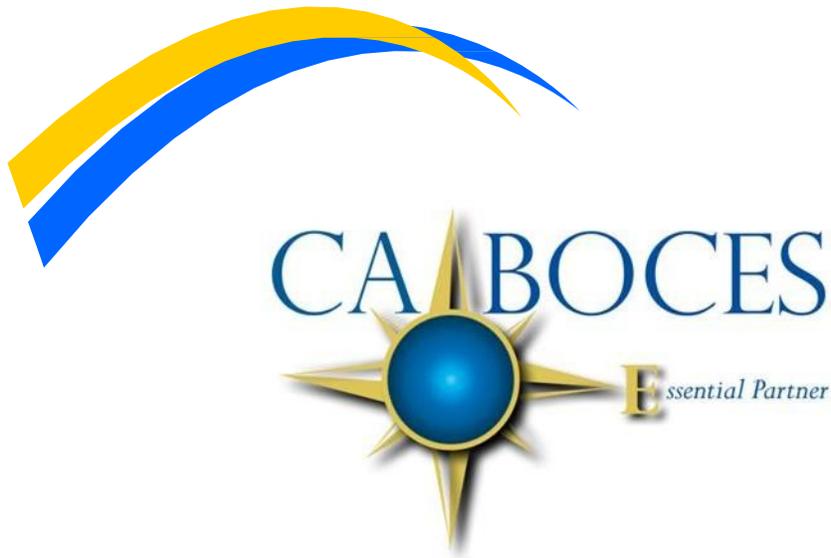
| | |
|-----------------|--|
| Author #2 Name: | |
|-----------------|--|

| Criteria: | Yes | No |
|---|------------|-----------|
| 1. The author tells the listeners what the topic of the letter is <i>before</i> reading the letter aloud. | | |
| 2. The author speaks clearly. | | |
| 3. The author speaks at an understandable pace. | | |
| Additional Comments: Be specific, Be kind... | | |
| | | |

Author Readings Task Card

Complete the following in your triads:

- The first student gets 4-5 minutes to read her or his letter aloud to your group. . Group members should not interrupt the speaker.
- After the reader is done, the listeners take 2 to 3 minutes to fill in and give feedback for Author 1, using the Speaking Criteria form.
- Listeners share feedback with the author, based on the criteria. Be kind and specific with your feedback.
- Repeat above steps for Authors 2 and 3.



Learning Resources
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