

## Lesson 7: Preparing for a Text-Based Discussion: Stating and Supporting an Opinion



### CCS Standards

- **RI.5.9:** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- **W.5.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **W.5.1a:** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- **SL.5.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.5.1a:** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.



### Daily Learning Target

- *I can state an opinion and support it with reasons and evidence. (RI.5.9, W.5.1a)*

### Ongoing Assessment

- Preparing for a Text-Based Discussion: Jackie Robinson note-catcher (RI.5.9, SL.5.1a)

### Agenda

#### 1. Opening

- A. Building Vocabulary: Interactive Word Wall (10 minutes)
- B. Reviewing Learning Target (5 minutes)

#### 2. Work Time

- A. Developing an Opinion: Factors for Success (15 minutes)
- B. Determining Reasons and Gathering Evidence: Factors for Success (25 minutes)

#### 3. Closing and Assessment

- A. Reflecting on Learning (5 minutes)

#### 4. Homework

- A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

## Teaching Notes

### Purpose of lesson and alignment to standards:

- This lesson marks a transition in the unit, with students moving from focusing on what others felt was the most important factor in Jackie Robinson's success in breaking the color barrier in baseball to developing their own opinions on the most important factor. Students prepare for a text-based discussion by developing their opinion, determining reasons for their opinion, and gathering evidence from the texts read so far in this unit to support their opinion (RI.5.9, W.5.1a, SL.5.1a).
- In this lesson, students focus on working to become ethical people, showing respect, empathy, and compassion as they develop and share their opinions.

### How it builds on previous work:

- Students refer to the factor for success anchor charts from Unit 1 when developing and supporting their opinion.

### Areas where students may need additional support:

- Students may need additional support in completing their note-catchers. Consider working with a small group of students, supporting them in developing their opinion and determining reasons and evidence supporting their opinions.

### Assessment guidance:

- Review students' Preparing for a Text-Based Discussion: Jackie Robinson note-catcher to assess how well students can state an opinion and support it with reasons and evidence.

### Down the road:

- Students will use their Preparing for a Text-Based Discussion: Jackie Robinson note-catcher during the discussion in the next lesson. They will draw from their reasons and evidence when planning their opinion essay later in the unit.

### In advance:

- Pre-determine triads for the Interactive Word Wall protocol in Opening A.
- Post: Learning targets and applicable anchor charts (see Materials list).

### Technology & Multimedia

- Continue to use the technology tools recommended throughout Modules 1–2 to create anchor charts to share with families; to record students as they participate in discussions and protocols to review with students later and to share with families; and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.

## Supporting English Language Learners

Supports guided in part by CA ELD Standards 5.I.A.1, 5.I.A.3, 5.I.A.4, 5.I.A.5, 5.I.B.6, 5.I.B.7, 5.I.C.11, 5.II.A.1, 5.II.A.2, 5.II.C.6, and 5.II.C.7

### Important points in the lesson itself

- The basic design of this lesson supports ELLs by providing time to investigate Vocabulary; modeling and thinking aloud filling in the Preparing for a Text-Based Discussion: Jackie Robinson note-catcher before inviting students to do so on their own; and referring to the factors for success charts from Unit 1 to support students in developing their opinions.
- ELLs may find it challenging to determine the most relevant evidence for their opinion and to keep pace with the class during Work Time B, given the volume and density of the texts. Consider working with a small group of students to help them identify evidence for their factor for success before they do so on their own (see Meeting Students' Needs).

### Levels of support

*For lighter support:*

- Before providing additional modeling or support during Work Time B, observe student interaction and allow students to grapple. Provide additional support only after students have grappled with the task. Observe the areas in which they struggle to target appropriate support.

*For heavier support:*

- Consider adding sentence starters to each column of the Preparing for a Text-Based Discussion: Jackie Robinson note-catcher. Write *I believe...* under the "Opinion" heading; the linking word *because...* under the "Reasons" heading; the linking phrases *For example*, *...* and *For instance*, under the "Evidence/example..." heading; and the phrase *This shows that...* under the "Elaboration..." heading. Remind students that the "Opinion" language has a similar meaning and purpose as the sentence starters on the Describing Point of View anchor chart. As students share their opinions in the Closing, encourage them to use the sentence starters and linking language listed under the headings of each column to connect their ideas.

## Universal Design for Learning

- **Multiple Means of Representation (MMR):** This lesson offers a variety of visual anchors to cue students' thinking. Continue to support students by creating additional or individual anchor charts for reference and charting student responses during whole class discussions to aid with comprehension.
- **Multiple Means of Action and Expression (MMAE):** This lesson offers several opportunities for students to engage in discussion with partners. Continue to support those who may need it with expressive language by providing sentence frames to help them organize their thoughts.
- **Multiple Means of Engagement (MME):** Invite students to reflect on their learning from previous lessons in this unit to support them in understanding the value and relevance of the activities in this lesson. Continue to provide prompts and sentences frames for those students who require them.

## Vocabulary

### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- *opinion, support, reason, elaboration (L)*

## Materials

- ✓ Vocabulary logs (from Module 1; one per student)
- ✓ *Promises to Keep* (from Unit 1, Lesson 1; one per student and one to display)
- ✓ “This I Believe: Free Minds and Hearts at Work” (text; from Lesson 2; one per student and one to display)
- ✓ Large index cards (one per triad)
- ✓ Domain-Specific Word Wall (begun in Unit 1, Lesson 1)
- ✓ Close Readers Do These Things anchor chart (begun in Module 1)
- ✓ Academic Word Wall (begun in Module 1)
- ✓ Preparing for a Text-Based Discussion: Jackie Robinson note-catcher (one per student and one to display)
- ✓ Discussion Norms anchor chart (begun in Module 1)
- ✓ Working to Become Ethical People anchor chart (begun in Module 1)
- ✓ Preparing for a Text-Based Discussion: Jackie Robinson note-catcher (example, for teacher reference)
- ✓ Factor for Success anchor charts (begun in Unit 1)
- ✓ Units 1 and 2 note-catchers (one per student)
  - Determining Main Ideas and Key Details: “A Black and White World” note-catcher (from Unit 1, Lesson 2)
  - Determining Main Ideas and Key Details: “Signs of Hope” note-catcher (from Unit 1, Lesson 4)
  - Listening Closely: “1945: A Changing World” note-catcher (from Unit 1, Lesson 6)
  - Listening Closely: “Why My Father?” note-catcher (from Unit 1, Lesson 7)
  - Close Reading: *Promises to Keep*, Pages 38–41 note-catcher (from Unit 1, Lesson 8)
  - Close Reading: *Promises to Keep*, Pages 42–45 note-catcher (from Unit 1, Lesson 9)
  - Listening Closely: “This I Believe: Free Minds and Hearts at Work” note-catcher (from Unit 2, Lesson 2)
  - Close Reading: “This I Believe: Free Minds and Hearts at Work” note-catcher (from Unit 2, Lesson 3)
  - Listening Closely: “Jackie Robinson: Royals to Obamas” note-catcher (from Unit 2, Lesson 4)

## Opening

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### A. Building Vocabulary: Interactive Word Wall (10 minutes)

- Follow the same routine from Work Time B of Lesson 1 to guide students through the Interactive Word Wall protocol:
  - Direct students’ attention to the Domain-Specific Word Wall and invite them to take out their **Vocabulary logs**, their copy of **Promises to Keep**, and “**This I Believe: Free Minds and Hearts at Work.**”
  - Distribute large index cards and move students into pre-determined triads. Tell them to choose a domain-specific word they have encountered so far in this unit and write it on the front of the index card. If necessary, review the term *domain-specific Vocabulary*.
  - Invite students to choose their word and write it on the front of their index card.
  - Invite each triad to find another triad, forming a group of six, and to share the words they have written on their index cards.
  - Invite groups to interact or engage with the words on their cards by comparing and contrasting them or using them to create a description. Circulate to monitor groups as they interact with the words. Pre-select groups to share out that have come up with creative ways to compare and contrast their words or create descriptions.
  - Call on pre-selected groups to share out. Collect students’ index cards and add them to the **Domain-Specific Word Wall**.

### Meeting Students’ Needs

- For students who may need additional support in organizing their ideas for verbal expression: Model the discussion of comparing and contrasting domain-specific words for students, offering sentence frames for students to use in their triad discussions. (MMAE, MME)
- For ELLs: (Verb Tense: Reinforcing) Reinforce students’ understanding of how verb tenses convey meaning by inviting them to vary the verb tenses they use as they create context with their Vocabulary and to discuss the meaning each verb tense conveys. Model with a Vocabulary word from one of the Vocabulary charts created in Lesson 2. (Example: Vocabulary: *progress*. Sentence: “Jackie Robinson *made progress* in breaking the color barrier in baseball because of many factors. *made* is the simple past tense to show that it happened in the past.” “*I am making progress* in my reading ability because I always try my best. *am making* is the simple progressive tense to show continual action; the progress is ongoing.”) Invite students to refer to the Verb Tenses anchor chart from Unit 1 as they share.

## Opening

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### B. Reviewing Learning Target (5 minutes)

- Direct students’ attention to the posted learning target and select a volunteer to read it aloud:
- “I can state an opinion and support it with reasons and evidence.”

- Remind students that the focus of this unit is considering which factor or factors was most important in Jackie Robinson's success, and that in the first half of the unit, they analyzed texts by different people to compare their views on this.
- Tell students that now it is their turn to share their opinion on which factor they think was most important to Jackie's success. Tell students that first they will prepare for and participate in a discussion, sharing which factor they think was most important, and then they will use their discussions and the evidence they gathered throughout Units 1 and 2 to plan and write an opinion essay.
- Tell students that today, they will focus on preparing for their discussion.
- Underline and use the Vocabulary strategies on the **Close Readers Do These Things anchor chart** to review and/or determine the meaning of the following words. Add any new Vocabulary to the **Academic Word Wall** and Domain-Specific Word Wall and invite students to add them to their Vocabulary logs.
  - *opinion* (what you think about something or someone)
  - *support* (to give or provide)
  - *reason* (an explanation)

### Meeting Students' Needs

- For students who may need additional support with comprehension and engagement: Invite students to share an opinion they have about something outside of school and support it with one reason. (Example: In your opinion, who is the best football team?) (MMR, MME)
- For ELLs: (Synonyms to Support New Vocabulary) Remind students that *opinion* is synonymous with *point of view*, which students learned about in the first half of the unit. Invite students to refer to the Point of View anchor chart and identify a point of view, or *opinion*, from an author or speaker listed. Explain that, just as each author or speaker supported his or her opinion with reasons and evidence, students must also do the same when stating an opinion.

## Work Time

### A. Developing an Opinion: Factors for Success (15 minutes)

- Distribute and display the **Preparing for a Text-Based Discussion: Jackie Robinson note-catcher**.
- Focus students' attention on the big question at the top:
  - “Which was the most important factor (or factors) for Jackie Robinson's success in leading social change?”
- Direct students' attention to the **Discussion Norms anchor chart** and point out the bullet about preparing for a discussion.
- Tell students that this will be an important step as they prepare for the discussion in the next lesson.
- Focus students on the “Opinion” box on the Preparing for a Text-Based Discussion: Jackie Robinson note-catcher and select a volunteer to read aloud the words in the box. Point out



that the factors listed here are the factors they determined and collected evidence for on the factor of success anchor charts throughout Unit 1.

- Repeat this with the headings below the “Opinion” box: “Reasons,” “Evidence,” and “Elaboration.” Tell students that when developing an opinion, they must have strong reasons that support their opinion, supported by evidence from the text.
- Tell students that when developing an opinion, people personally weigh evidence based on their *values* and *judgment*, and often go with their gut reaction.
- Tell students that our values are the principles we consider most important. Tell students that our judgment is the opinion we form about something after carefully studying all the information we have. Point out that because we all have different values, our opinions will be different, and that is okay and to be expected.
- Focus students’ attention on the **Working to Become Ethical People anchor chart** and tell students that with that in mind, they will need to be sure to practice respect, empathy, and compassion throughout the remainder of this unit as they share and discuss their opinions.
- Model a think-aloud about developing an opinion about which factor was most important for Jackie Robinson’s success in leading social change. Refer to **Preparing for a Text-Based Discussion: Jackie Robinson note-catcher (example, for teacher reference)**. Be sure to model referring to the **factor for success charts** when weighing evidence about which factor was most important.
- Invite students to decide which factor (or factors) they think was most important in Jackie Robinson’s success, and to circle or underline it on their note-catcher. Reassure students that it is okay if they think there was more than one factor that was important, and that they can choose more than one.
- Select volunteers to share their opinion. Remind students to practice respect, empathy, and compassion as they listen to their peers share.

### Meeting Students’ Needs

- For students who may need additional support with fine motor skills: Offer choice with the Preparing for a Text-Based Discussion: Jackie Robinson note-catcher by providing a template that includes lines within each box. (MMR, MME)
- For ELLs: (Recalling: Personal Opinions) Encourage students to turn to an elbow partner and recall and describe a time when they had a different opinion from someone else, and how they used evidence to support their opinion or their thinking. Ask:
- “Why do you need to give evidence after you share an opinion or an idea?”
- For ELLs: (Paraphrasing Factors for Success) Invite students to paraphrase each factor for success before asking them to determine which one they think was most important in Jackie Robinson’s success. Provide wait time after each factor is paraphrased, giving students a chance to reflect upon each one before weighing their importance.

- For ELLs: (Practicing Sentences with an Introductory Element) Encourage students to use an introductory element in their sentences to share their opinion. Provide the following sentence frames for support, and add the introductory elements to the examples on the Introductory Elements chart introduced in Lesson 5:
  - In my opinion, \_\_\_\_\_ is the most important factor in Jackie Robinson's success.
  - From my point of view, I think \_\_\_\_\_ is the most important factor in Jackie Robinson's success.

### Work Time

#### B. Determining Reasons and Gathering Evidence: Factors for Success (25 minutes)

- Remind students that when developing an opinion, they need to have strong reasons and evidence supporting what they think.
- Focus students on the “Reasons” column on the Preparing for a Text-Based Discussion: Jackie Robinson note-catcher.
- Turn and Talk:
 

*“What might go in this column?” (reasons for why we think the factor(s) are most important)*
- Focus students on the “Evidence” column. Turn and Talk:
 

*“What might go in this column?” (evidence/details from the texts we have read in Units 1 and 2)*
- Focus students on the “Elaboration” column. Review what *elaboration* means (the act of developing or presenting an idea in detail).
- Turn and Talk:
 

*“What might go in this column?” (developing their ideas further; how does this evidence support the reason?)*
- Model a think-aloud about completing a row on the note-catcher. Refer to Preparing for a Text-Based Discussion: Jackie Robinson note-catcher (example, for teacher reference) as necessary. Be sure to use the following sentence frame when modeling:
  - “(Factor) led to (event), which was important because \_\_\_\_\_.”
- Invite students to record their reasons on their note-catcher, referring to the factor for success charts as needed.
- Invite students to retrieve *Promises to Keep* and “This I Believe: Free Minds and Hearts at Work” to add evidence from the texts and their **Units 1 and 2 note-catchers** to support their reasons, and to elaborate on how that evidence supports their reason.
- Circulate to support students as they write, prompting them with the question “How does that evidence support your reason?”
- After 20 minutes, refocus whole group.
- Tell students they will be having this discussion in the next lesson.
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the learning target and to self-assess how well they showed respect, empathy, and compassion in this lesson.



### Meeting Students' Needs

- For students who may need additional support with motivation and sustained effort: Provide feedback that is timely and informational while students are writing. (Example: "I see you have clearly identified the evidence from the text to support your opinion. What can you find in your note-catchers to help you complete the 'elaboration' column for that reason?") (MME)
- For ELLs: (Interactive Writing) Before inviting students to work independently, complete a few rows on the model note-catcher as an interactive writing experience. Call on students to help find evidence and write it on the note-catcher. This will prepare students to work independently.
- For ELLs: (Sticky Notes for Evidence) Consider inviting students to use sticky notes to identify evidence from the text that supports their reasons. Then invite them to select four to six pieces of evidence that they think best support their reasons to add to their note-catchers.
- For ELLs: (Jigsaw Learning) Consider grouping students together who share an opinion on the most important factor for Jackie Robinson's success and use jigsaw learning. Allow students to be responsible for different texts/different sections of *Promises to Keep*, and then report back to the larger group on evidence they gathered. Students can record the evidence they think is most important on their note-catchers.

## Closing and Assessment

### A. Reflecting on Learning (5 minutes)

- Move students into groups or pairs, and invite them to share their opinion and one reason for their opinion.
- Invite students to reflect on this lesson by discussing the following:  
*"What were your challenges as you worked today?" (Responses will vary.)*  
*"What were your successes?" (Responses will vary.)*
- If productive, cue students to expand the conversation by giving an example:  
*"Can you give an example?" (Responses will vary.)*

### Meeting Students' Needs

- For students who may need additional support with oral language and processing: Pair students with strategic partners to ensure that they have a strong, politely helpful partner to support their efforts in sharing their thinking and listening to their partner. (MMAE)
- For ELLs: (Modeling and Thinking Aloud: Connecting Ideas) Consider modeling and thinking aloud sharing an opinion by connecting the ideas listed in each column on the note-catcher. Model using the sentence starters and linking language listed under the headings of each column to do so. (See *For heavier support*.) (Example: I believe that personal qualities is the most important factor for Jackie Robinson's success because he had a lot of integrity. For instance, in the text it says that he

contained his anger and “gathered the strength not to throw a punch.” This shows that he did the right thing, even when it was difficult.)

### Homework

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**A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.**

#### Meeting Students' Needs

- For students who may need additional support with reading: Support students in selecting a prompt to respond to, rephrasing the prompt, and thinking aloud possible responses. (MMR)
- For ELLs and students who may need additional support with writing: (Oral Response) Read aloud, discuss, and respond to your prompt orally, either with a partner, a family member, or a student from Grades 4 or 6, or record an audio response. (MMAE)