

Lesson 5: Reading Informational Texts: Comparing Point of View



CCS Standards

- **RI.5.6:** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- **W.5.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **L.5.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.5.2b:** Use a comma to separate an introductory element from the rest of the sentence.
- **L.5.2d:** Use underlining, quotation marks, or italics to indicate titles of works.



Daily Learning Targets

- I can explain the similarities and differences in different author's points of view on the most important factor in Jackie Robinson's success in leading social change. (RI.5.6)
- I can write a paragraph comparing different authors' points of view on the factor most important in Jackie Robinson's success in leading social change. (RI.5.6, W.5.2, L.5.2b, L.5.2d)

Ongoing Assessment

- Comparing Point of View Paragraph (RI.5.6, W.4.2, L.5.2b, L.5.2d)
- Exit Ticket: Comparing Point of View (RI.5.6)

Agenda

1. Opening

- A. Engaging the Reader: Factors for Success (10 minutes)
- B. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Guided Practice: Comparing Point of View (25 minutes)
- B. Independent Writing: Comparing Point of View (15 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:

- In Work Time A, students build on their understanding of the author’s points of view by comparing Sharon Robinson’s, Jackie Robinson’s, and Ken Burns’s views on the factors that contributed to Jackie’s success. They then choose two of these authors and write a paragraph comparing their views in Work Time B (RI.5.6, W.5.2, L.5.2b, L.5.2d).
- In this lesson, students focus on working to become effective learners, focusing on a characteristic of their choice as they compare points of view.

How it builds on previous work:

- This lesson follows the same routine in gathering evidence for factors of Jackie’s success as in Unit 1, Lessons 7, 10, and 12.
- Students consider the points of views of texts read in Lessons 1–4.

Areas where students may need additional support:

- Students may need additional support in comparing the points of view. Consider identifying parts of the texts for students to reread when gathering evidence.
- Consider providing sentence starters for students to use when writing their paragraphs.

Assessment guidance:

- Listen to student responses as they add to their Describing Point of View handouts to assess how well students can compare the points of view of different authors, and to identify common issues to use as whole group teaching points in the next lesson.
- Consider using the Writing Informal Assessment: Writing and Language Skills Checklist (Grade 5) during students’ independent writing in Work Time B (see Module 1 Appendix).

Down the road:

- Students will repeat this routine of comparing the points of view of authors with new texts as part of the Mid-Unit 2 Assessment in the next lesson.

In advance:

- Pre-determine two groups for Work Time A.
- Prepare technology necessary to read “This I Believe: Free Minds and Hearts at Work” and view “Jackie Robinson: Royals to Obamas” during Opening A.
- Post: Learning targets and applicable anchor charts (see Materials list).

- 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.
- Opening A: Prepare technology necessary for students to read “This I Believe: Free Minds and Hearts at Work” (one device per student).
 - Robinson, Jackie. “Free Minds and Hearts at Work” *This I Believe*, 1952. NPR. Web. Accessed on 16 Sept. 2016. <<http://www.npr.org/templates/story/story.php?storyId=89030535>>
- Opening A: Prepare technology necessary to play “*Jackie Robinson: Royals to Obamas*” (one per student).
 - Burns, Ken. “Jackie Robinson: Royals to Obamas.” Jackie Robinson, 2016. YouTube. Web. Accessed on 10 Oct. 2016. <<https://www.youtube.com/watch?v=cNkhsIDNYaQ>>

Supporting English Language Learners

Supports guided in part by CA ELD Standards 5.I.B.6, 5.I.B.7, 5.I.C.10, and 5.II.A.2

Important points in the lesson itself

- The basic design of this lesson supports ELLs by reviewing the factor for success charts; discussing the similarities and differences in Sharon Robinson’s, Jackie Robinson’s, and Ken Burns’s views on the factors that contributed to Jackie’s success; and providing choice about which points of view to compare and contrast in an informative paragraph.
- ELLs may find it challenging to determine similarities and differences in the points of view about factors that contributed to Jackie Robinson’s success. Consider working closely with a group of students who need heavier support during Work Time A.

Levels of support

For lighter support:

- Challenge students to review their summaries from Lessons 3–4 and add at least one introductory element to each summary.

For heavier support:

- Create an Introductory Elements chart that mirrors the Introductory Elements handout students receive in Work Time B. Students will add examples of introductory elements to the chart and can refer to it for support throughout the unit.

- During Work Closing and Assessment A, consider providing a paragraph outline for students to organize their writing, and make connections between the information on the note-catchers and the information they need to include in their informative paragraphs. Example: [Introductory statement] _____. [Focus statement] _____. [One similarity] _____. [Evidence] _____. [Evidence] _____. [One difference] _____.

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 students' responses during whole class discussions to aid with comprehension.
- **Multiple Means of Action and Expression (MMAE):** Continue to support students as they engage in discussion with partners.
- **Multiple Means of Engagement (MME):** Continue to help students feel successful with writing by allowing them to create feasible goals and celebrate when these goals are met. Celebrate students who meet their writing goals, whether it be length of text or sustained writing time.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- *point of view, similarities, differences, introductory element (L)*
- *factors, contributing, success, similar, differing, similarities, differences, points of view, for example, however (W)*

Materials

- Module Guiding Questions anchor chart (begun in Unit 1, Lesson 1)
 - Factor for Success anchor charts (begun in Unit 1, Lesson 4):
 - Factor for Success: Historical Context anchor chart
 - Factor for Success: Personal Qualities anchor chart
 - Factor for Success: Support from Decision Makers anchor chart
 - Factor for Success: Support from Family, Friends, and Fans anchor chart
 - Factor for Success: A Way to Communicate the Vision anchor chart
- Device (at least one per pair)
- Promises to Keep* (from Lesson 1; one per student and one to display)
- “This I Believe: Free Minds and Hearts at Work” (text; from Lesson 2; see Technology and Multimedia)
- “Jackie Robinson: Royals to Obamas” (video; from Lesson 4; play in entirety; see Technology and Multimedia)

- ✓ Close Readers Do These Things anchor chart (begun in Module 1)
- ✓ Academic Word Wall (begun in Module 1)
- ✓ Domain-Specific Word Wall (begun in Unit 1, Lesson 1)
- ✓ Vocabulary logs (from Module 1; one per student)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Listening Closely: “This I Believe: Free Minds and Hearts at Work” note-catcher (from Lesson 2; one per student and one to display)
- ✓ Close Read: “This I Believe: Free Minds and Hearts at Work” note-catcher (from Lesson 3; one per student)
- ✓ Listening Closely: “Jackie Robinson: Royals to Obamas” note-catcher (from Lesson 4; one per student and one to display)
- ✓ Describing Point of View handout (from Lesson 1; one per student and one to display)
- ✓ Describing Point of View handout (example, for teacher reference)
- ✓ Sticky notes (four per student)
- ✓ Paper (lined; one piece per student)
- ✓ Informative Writing Checklist (from Unit 1, Lesson 6; one per student and one to display)
- ✓ Introductory Elements handout (one per student and one to display)
- ✓ Comparing Point of View Paragraph (example, for teacher reference)

Opening

A. Engaging the Reader: Factors for Success (10 minutes)

- Follow the same routine from Work Time B of Unit 1, Lesson 7 to guide students through adding to the factor for success anchor charts:
 - Review the **Module Guiding Questions anchor chart** and discuss which guiding question the factor for success charts have been helping students think about.
 - Review how students have been using the following factor for success charts:
- Factor for Success: Historical Context anchor chart
- Factor for Success: Personal Qualities anchor chart
- Factor for Success: Support from Decision Makers anchor chart
- Factor for Success: Support from Family, Friends, and Fans anchor chart
- Factor for Success: A Way to Communicate the Vision anchor chart
 - Ensure students have a **device** so they can access the texts themselves. Tell students that they will work in small groups to reread and watch the following, and look for additional examples and evidence of the factors of success:
- **Promises to Keep**
- **“This I Believe: Free Minds and Hearts at Work”**
- **“Jackie Robinson: Royals to Obamas”**
 - Post and review the following directions and guide students through completing them as a whole group:

- Review the factor for success charts.
- Reread the two texts and video, looking for additional examples and evidence of factors for Jackie Robinson's success.
- Record the examples and evidence on the appropriate factor for success anchor chart.

Meeting Students' Needs

- For students who may need additional support with motivation and sustained effort: Provide feedback that is timely and informational as students share examples of the factor for Jackie Robinson's success. (Example: "That is a great example of one factor in Jackie Robinson's success. Can you share with your group where you find evidence of that to support your thinking?") (MME)
- For ELLs: (Sticky Notes for Evidence) Consider using sticky notes to identify examples and evidence for factors of success. Think aloud the cognitive process for identifying examples and evidence.
- For ELLs: (Jigsaw) Consider allowing each group to be responsible for a different text and then report back to the larger group about the examples and evidence of the factors of success they identified in their text.

Opening

B. Reviewing Learning Targets (5 minutes)

- Direct students' attention to the posted learning targets and select a volunteer to read them aloud:
- "I can explain the similarities and differences in different author's points of view on the most important factor in Jackie Robinson's success in leading social change."
- "I can write a paragraph comparing different authors' points of view on the factor most important in Jackie Robinson's success in leading social change."
- Remind students that in this unit they have been listening to and reading texts, and thinking about the point of view of authors.
- Underline the words *point of view* and ask:
"What do we mean by point of view?" (Point of view in informational texts is the perspective of the author on the topic. It is the way he or she helps the reader understand what the author thinks about the topic.)
- 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 them to the **Academic** and **Domain-Specific Word Walls** and invite students to add them to their **Vocabulary logs**.
 - *similarities* (things that are alike or the same)
 - *differences* (things that are not the same)

- Tell students that today, they are going to continue working with the three texts from the previous Agenda item to compare them by thinking about the similarities and differences of the authors' points of view.
- Direct students' attention to the **Working to Become Effective Learners anchor chart** and invite students to read the habits of character on the chart to themselves. Tell them to choose a habit to focus on as they work today.

Meeting Students' Needs

- For ELLs: (Practicing with Something Familiar) Check comprehension of the words *similarities* and *differences* by inviting students to discuss the similarities and differences of two books they've read this year. Encourage them to describe similarities in the size, shape, illustrations, or content of the books. Provide the following sentence frames for support: One way the books are similar is _____. One way the books are different is _____.

Work Time

A. Guided Practice: Comparing Point of View (25 minutes)

- Invite students to take out the following note-catchers and texts:
 - *Promises to Keep*, page 29
 - “This I Believe: Free Minds and Hearts at Work”
 - **Listening Closely: “This I Believe: Free Minds and Hearts at Work” note-catcher**
 - **Close Read: “This I Believe: Free Minds and Hearts at Work” note-catcher**
 - **Listening Closely: “Jackie Robinson: Royals to Obamas” note-catcher**
- Display and invite students to retrieve their **Describing Point of View handout** and remind them that they have been recording their thinking about each author's point of view on the factors that contributed to Jackie's success on this handout.
- Tell students they will practice comparing the points of view of Sharon Robinson and Jackie Robinson as a class, and then practice comparing the point of view of either Sharon or Jackie with Ken Burns in groups.
- Invite students to reread the notes on the Describing Point of View handout. Ask:
 - **“What was Sharon Robinson's point of view on the factors that contributed to Jackie's success?” (She felt his success was because of Jackie's personal qualities and support from his family.)**
 - **“What evidence supports your thinking?” (“Dad was prepared athletically”; “He'd matured over the years”; “He had his faith”; “He had the support of a loving woman and a steadfast mother.”)**
- Model skimming the following resources, looking for evidence that Jackie's point of view was similar:
 - “This I Believe: Free Minds and Hearts at Work”
 - Listening Closely: “This I Believe: Free Minds and Hearts at Work” note-catcher
 - Close Read: “This I Believe: Free Minds and Hearts at Work” note-catcher

- Record the evidence on the Describing Point of View handout, inviting students to do the same on their copies. Refer to **Describing Point of View handout (example, for teacher reference)** as necessary.
- Invite students to skim their texts and note-catchers, looking for evidence of differences in Sharon’s and Jackie’s points of view.
- Select volunteers to share out, capturing their responses on the Describing Point of View handout and inviting students to do the same on their copies. Continue to refer to the Describing Point of View handout (example, for teacher reference) as necessary.
- Move students into two pre-determined groups. Tell them they will now compare either Sharon Robinson’s or Jackie Robinson’s point of view on the factors that contributed to Jackie’s success with Ken Burns’s point of view.
- Distribute **sticky notes**.
- Post and review the following directions:
 1. Reread the notes on the Describing Point of View handout for your group’s authors.
 - Group 1: Ken Burns and Sharon Robinson
 - Group 2: Ken Burns and Jackie Robinson
 2. Think about Ken Burns’s point of view on the factors that contributed to Jackie’s success, and the evidence from the documentary that supports your thinking.
 3. Skim either page 29 of *Promises to Keep* or “This I Believe: Free Minds and Hearts at Work” and your note-catchers to find evidence of similarities between Ken Burns’s and your group’s other author’s point of view. Record your ideas on your sticky notes.
 4. Repeat this process, finding evidence of differences between Ken Burns’s and your group’s other author’s point of view.
- Circulate to support students as they work and to identify common issues to use as whole group teaching points.
- After 10 minutes, refocus whole group. Invite each group to share the similarities and differences they gathered with the class. As students share out, capture their thinking on the Describing Point of View handout and invite students to do the same on their copies.
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the first learning target.

Meeting Students’ Needs

- For students who may need additional support with fine motor skills: Offer dictation by a teacher or peer as students share their evidence of similarities and differences. (MMAE)
- For ELLs: (Describing Point of View handout: Using Sentence Starters) Encourage students to use the sentence starters on the Describing Point of View handout when describing Sharon Robinson’s, Jackie Robinson’s, and Ken Burns’s points of view about the most important factor in Jackie Robinson’s success.
- For ELLs: (Modeling and Thinking Aloud: Similarities and Differences) Consider modeling and thinking aloud the process for identifying evidence for *both* similarities and differences in points of view and adding the information to the anchor chart before inviting students to do so.

Work Time

B. Independent Writing: Comparing Point of View (15 minutes)

- Post the following prompt:
 - “Pick two points of view to compare (those of Sharon Robinson, Jackie Robinson, or Ken Burns). How were their views on factors that contributed to Jackie’s success similar? How were their views different?”
- Tell students they are going to write a paragraph in response to this prompt, comparing the two authors’ point of views, using their thinking from Work Time A.
- Distribute **paper**.
- Invite students to retrieve their **Informative Writing Checklist** and remind them they used this checklist in Modules 1 and 2, as well as in Unit 1, to ensure that their writing meets the criteria of strong informative pieces. Invite students to skim through the characteristics, clarifying any criteria as needed.
- Focus students on the criteria:
 - “L.5.2: My spelling, capitalization, and punctuation are correct.”
- Tell students that when they give evidence from the texts to support their ideas about point of view, they should use an *introductory element* to introduce the evidence.
- Distribute and display the **Introductory Elements handout**. Select a volunteer to read the definition at the top of the handout:
 - “An *introductory element* is a phrase that gives background information or sets the stage for the rest of the sentence.”
- Tell students that writers use introductory elements to introduce evidence and link or transition from one idea to another.
- Tell students that they should use a comma to separate the introductory element from the rest of the sentence.
- Focus students on the example sentences. Invite them to underline the introductory element in each sentence. Select volunteers to share the introductory element for each sentence (for example, in *Promises to Keep*).
- Remind students to underline the title of *Promises to Keep* and use quotation marks when writing the title of Jackie’s essay and Ken Burns’s documentary as they write.
- Invite students to choose which points of view to compare and to begin working. Circulate to support students as they write, reminding them to refer to their Describing Point of View handout and their Informative Writing Checklist as needed. Refer to **Comparing Point of View Paragraph (example, for teacher reference)** as necessary.
- Invite students to record “Y” for “Yes” and the date in the final column of their Informative Writing Checklist if they feel the criteria marked on their checklists have been achieved in their writing in this lesson.
- Collect students’ paragraphs to assess their progress toward comparing point of view.
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the second learning target and to self-assess how well they worked to become effective learners in this lesson.

Meeting Students' Needs

- For students who may need additional support with sustained effort: Invite students to take a break halfway through the independent writing session. (Examples: a quick stretch, sun salutation, or getting up for a drink of water) (MME)
- For ELLs: (Introductory Elements Chart: Making Connections) Direct students' attention to the Introductory Elements chart (see *For heavier support*) and help them make connections between introductory elements and the linking language they've used in their writing this year. Invite them to share examples of linking words or phrases that could also be considered introductory elements when used at the beginning sentences and add student ideas to the chart. (Responses will vary, but may include: *For example, However, In addition.*)
- For ELLs: (Oral Processing before Writing) Before inviting students to write, consider providing time for students to orally process the information on their note-catchers and the anchor chart, discuss which points of view they will compare and contrast, and identify information they will include in their paragraph.
- For ELLs: (Shared Writing: Informative Paragraph) Consider working with a group of students who need heavier support to complete the comparing point of view paragraphs as a shared or interactive writing experience.

Closing and Assessment

A. Reflecting on Learning (5 minutes)

- Move students into pairs and invite them to share their paragraphs.
- Invite students to reflect on the process of comparing point of view and writing a paragraph 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 engagement: Prior to whole group sharing, invite students to practice sharing their successes and challenges with you or a peer. (MME)
- For ELLs: (Errors: Verb Tense) As students interact, jot down examples of verb tense errors that are impeding communication. Share these with the class, and briefly review verb tenses. Encourage students to identify the verb tense that communicates the message clearly and accurately. Add examples to the Verb Tense anchor chart.

Homework

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

Meeting Students' Needs

- For ELLs and students who may need additional support with writing: (Oral Response) Students can discuss and respond to their prompt orally, either with a partner, a family member, or a student from Grades 4 or 6, or record an audio response. (MMAE)
- 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)