



EXPEDITIONARY  
LEARNING

## **Grade 5: Module 3A: Unit 3: Lesson 12**

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



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

- I can accurately synthesize information from multiple texts on the same topic. (RI.5.9)  
 I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)
- a. I can introduce the topic of my opinion piece.
  - b. I can create an organizational structure in which I group together related ideas.
  - c. I can identify reasons that support my opinion.
  - d. I can use linking words to connect my opinion and reasons.
  - e. I can construct a concluding statement or section for my opinion piece.

**Supporting Learning Targets**

- I can write a paragraph to introduce the topic and my opinion about the athlete I researched in a letter to a publisher.
- I can organize reasons and evidence logically to support my opinion about the athlete I researched.
- I can write reason body paragraphs to support my opinion about the athlete I researched in a letter to a publisher.
- I can use linking words to connect my opinion, reasons, and evidence about the athlete I researched in a letter to a publisher.
- I can write a conclusion statement for my opinion about the athlete I researched in a letter to a publisher.

**Ongoing Assessment**

- End of Unit 3 Assessment
- Tracking My Progress, End of Unit 3 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Engage the Writer: Vocabulary Card Concept Map (10 minutes)</li> <li>B. Review Learning Targets (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. End of Unit Assessment (30 minutes)</li> <li>B. Tracking My Progress (10 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Debrief: Sharing Reflections on Learning Targets (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Continue reading in your independent reading book for this unit at home.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• For the On Demand: End of Unit Assessment, students create their best independent draft letter to a publisher. During Lessons 13 and 14 they then will work in triads to revise their draft letters, before sharing their final and best version of the letter aloud for the Performance Task in Lesson 15.</li> <li>• See teaching note at the end of this lesson regarding what feedback students will need before Lesson 13.</li> <li>• In advance: Prepare the Arrow Cards for students to use in creating the Vocabulary Card Concept Map during the Opening.</li> <li>• Based on the needs of your class, consider prioritizing which targets for students to focus on for their Tracking My Progress.</li> </ul>

Lesson Vocabulary	Materials
<p>justify, topic, opinion, reasons, evidence, linking words, connect, support, conclusion (all from previous lessons)</p>	<ul style="list-style-type: none"> <li>• Vocabulary Cards</li> <li>• Arrow Cards (three of each per group)</li> <li>• End of Unit 3 Assessment: Writing a Letter to a Publisher about an Athlete’s Legacy (one per student)</li> <li>• Lined paper (two pieces per student)</li> <li>• Student’s individual Mid-Unit 3 Assessments (from Lesson 11)</li> <li>• Opinion Letter Rubric anchor chart (Lessons 9–11)</li> <li>• End of Unit 3 Assessment: Opinion Letter Rubric (for teacher reference; use this to score students’ assessments)</li> <li>• Tracking My Progress, End of Unit 3 recording form (one per student)</li> </ul>



Opening	Meeting Students' Needs
<p><b>A. Engage the Writer: Vocabulary Card Concept Map (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to get into their group of four and have with them their <b>Vocabulary Cards</b>, especially those created during their research about either Althea Gibson or Roberto Clemente.</li><li>• Explain to students that they will be reviewing the vocabulary they have been working with during this module by creating a concept map about the athlete whose legacy they researched. Remind students of the work they did with vocabulary words about biodiversity in Module 2. Invite students to talk in their groups for a few minutes about the concept maps they created about biodiversity in Module 2.</li><li>• Ask a few groups to share what they remember. Listen for: “We connected vocabulary words together using arrows and then explained how they were connected to another group.”</li><li>• Distribute three of each <b>Arrow Cards</b> to each group and direct students to choose four cards from their collection of vocabulary cards that they feel have something to do with their athlete's legacy.</li><li>• Direct students to work together to create a concept map using the arrow cards and at least two of the vocabulary cards from each group member they chose by connecting the words in some way. Explain that they will have to be able to <i>justify</i> the connection, to tell how the words go together, and what the words have to do with their athlete's legacy.</li><li>• Allow students about 5 minutes to create the concept map and discuss their justification. Circulate to support as needed.</li><li>• Ask each group to join another group and invite them to share their concept maps, making sure to justify the connection between the words and their athlete's legacy.</li><li>• If time permits, ask a few groups to share out their work with the whole class.</li></ul>	<ul style="list-style-type: none"><li>• Consider pre-selecting vocabulary cards for students who may have difficulty determining the best ones to use.</li></ul>



Opening	Meeting Students' Needs
<p><b>B. Review Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Say: "Today you will take the end of unit assessment. Remember, during the previous lesson you had the opportunity to prepare for this assessment by gathering, reviewing, and organizing the notes you took about either Roberto Clemente or Althea Gibson in the first half of this unit."</li><li>• Ask a few students, one at a time, to read aloud the learning targets.</li><li>• Focus students on the words <i>topic</i>, <i>opinion</i>, <i>reasons</i>, <i>evidence</i>, <i>linking words</i>, <i>connect</i>, <i>support</i>, and <i>conclusion</i> as they are read in each learning target. Ask students to share in their groups what they know about the meaning of these words from previous lessons. Students should share:<ul style="list-style-type: none"><li>– <i>topic</i> = what it is about</li><li>– <i>opinion</i> = what someone believes</li><li>– <i>reasons</i> = why someone believes what they believe</li><li>– <i>evidence</i> = the facts and details that prove the opinion</li><li>– <i>linking words</i> = words that show how opinions, reasons, and evidence are connected</li><li>– <i>connect</i> = go together</li><li>– <i>support</i> = make stronger or prove</li><li>– <i>conclusion</i> = the end, where you restate the opinion</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Provide nonlinguistic symbols for <i>opinion</i> (an exclamation point), <i>reasons</i> (a question mark), and <i>evidence</i> (a check mark).</li></ul>



Work Time	Meeting Students’ Needs
<p><b>A. End-of-Unit Assessment (30 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to take out their <b>Mid-Unit 3 Assessment</b> and distribute the <b>End of Unit Assessment: Writing a Letter to a Publisher about an Athlete’s Legacy</b> and two pieces of <b>lined paper</b>. Invite students to quickly skim the assessment.</li> <li>• Point out to students that they are going to write a business letter to a publisher about their athlete’s legacy. Tell students they should refer to the following resources as they write their draft letters today:               <ol style="list-style-type: none"> <li>1. Opinion, Reasons, and Evidence graphic organizer from the Mid-Unit 3 Assessment</li> <li>2. Their expert group texts (if necessary; they should mostly be working from their notes by this point)</li> <li>3. Vocabulary cards</li> <li>4. Anchor charts the class created</li> </ol> </li> <li>• Direct students to focus on the Opinion Letter Rubric at the bottom of the assessment. Point out that this is the same rubric they created together; however, criteria for grammar, spelling, and punctuation have now been added.</li> <li>• Review with students the criteria for a high-quality opinion letter on the <b>Opinion Letter Rubric anchor chart</b>. Address any clarifying questions.</li> <li>• Circulate to supervise; because this is a formal on-demand assessment, do not provide support other than formally approved accommodations.</li> <li>• If students finish the assessment early, they may read independently or begin work on the End of Unit Tracking My Progress recording form.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide extra time for completing the assessment for students who struggle with language.</li> <li>• Consider allowing students that struggle with writing the opportunity to dictate their letter to the teacher or record it into a recording device.</li> </ul>
<p><b>B. Tracking My Progress (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute the <b>End of Unit 3: Tracking My Progress</b> to students. Explain that this is a self-assessment, exactly like the Tracking My Progress forms they completed for previous assessments. They will reflect on their progress toward the learning targets. Read through the tracker and provide clarification as necessary.</li> <li>• Ask students to independently complete their Tracking My Progress forms. Ask them to hold on to this sheet to refer to during the lesson Debrief.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider allowing students who struggle with language to dictate their Tracking My Progress form to a partner or the teacher.</li> </ul>



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Debrief: Sharing Reflections on Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Congratulate students on how much they have learned about writing opinions and supporting them with reasons and evidence.</li> <li>• Partner students. Ask them to share the reflections on their Tracking My Progress recording forms.</li> <li>• Invite several students to share out with the whole group.</li> <li>• Pique students’ interest for the upcoming lessons. Tell students that over the next few days they will be able to have critique and revision sessions with their peers in order to improve their letters. Then they will read their letters in small groups during an Author’s Read celebration.</li> <li>• Collect students’ End of Unit 3 Assessments, Mid-Unit 3 assessments, and their Tracking My Progress recording forms.</li> </ul>	<ul style="list-style-type: none"> <li>• Intentionally partner students so that ELL students are partnered with a student who speaks their same L1 language for the debrief.</li> </ul>
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• Continue reading in your independent reading book for this unit at home.</li> </ul> <p><i>Note: Review the students’ End of Unit 3 Assessments, Mid-Unit 3 assessments, and their Tracking My Progress recording forms.</i></p> <p><i>Ideally, before Lesson 13, you will grade all students’ letters based on all the rubric criteria included with this assessment. If that is not feasible, there are several options:</i></p> <p><i>A. Consider photocopying students’ letters, so you can return their originals at the start of Lesson 13, and score the photocopied version as time permits.</i></p> <p><i>B. Skim students’ draft letters to provide one piece of specific positive feedback (for one focus area of the rubric) and one specific suggestion they should focus on when getting help from their peers to revise.</i></p>	<ul style="list-style-type: none"> <li>• Provide prerecorded audio independent reading books for those students that struggle with reading independently.</li> </ul>



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## Supporting Materials



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Arrow Cards



**End of Unit 3 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 about the athlete you researched
- Logically organized reasons and evidence
- Linking words and phrases to connect the opinion, 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 3 Assessment:  
Opinion Letter Rubric

	<b>Score Point 3</b>	<b>Score Point 2</b>	<b>Score Point 1</b>	<b>Score Point 0</b>
<b>Topic and Opinion</b>	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.
<b>Reasons (in the Introduction)</b>	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.
<b>Reasons (Body Paragraphs)</b>	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 3 Assessment:  
Opinion Letter Rubric (continued)

	<b>Score Point 3</b>	<b>Score Point 2</b>	<b>Score Point 1</b>	<b>Score Point 0</b>
<b>Conclusion Statement</b>	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.
<b>Language Conventions and Mechanics (Spelling, Grammar and Punctuation)</b>	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:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Tracking My Progress:  
End of Unit 3

**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:

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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:

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Tracking My Progress:  
End of Unit 3

**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:

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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:

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