

Learning and Accessing Deep Knowledge

In the EL Education K-8 Language Arts Curriculum, we have built rich sets of texts—ranging from novels to scientific articles to speeches—around the topics in the modules that allow students to build the skills and knowledge they need to meet the standards, complete meaningful tasks, and build their literacy muscles.

When choosing texts for the EL Education Language Arts curriculum, we ask ourselves what opportunities a text provides to teach students about the topic and to be a resource for the tasks we are asking them to complete, and because the tasks are always tightly aligned to the standards, we ask ourselves if the text is significantly complex and will allow students to meet the standards. Students interact with texts in two main ways in the curriculum: Some texts are complex, which students will read closely; and there are additional texts on the topic that ensure that each student experiences a volume of reading at his/her/their independent reading level.

The organizing principle of the read-think-talk-write cycle is used in daily lessons to allow students to synthesize evidence, play with ideas, develop arguments, and “rehearse” various forms of communication. It is highly supportive of multilingual learners, who benefit from oral processing and the social construction of knowledge, and, in general, of the varied learning styles represented in classrooms.

Grade 5, Module 3: Athlete Leaders of Social Change

In this module, students consider the factors that contribute to the success of professional athletes as leaders of social change. They read about a number of professional athletes who have been leaders of social change, beginning with Jackie Robinson. In Unit 1, students build background knowledge about Jackie Robinson through reading *Promises to Keep*, written by Jackie's daughter, Sharon. Students determine the main ideas and identify key details, using these to summarize book chapters. They also think about the relationship between people and events in the text as they gather factors that led to Jackie Robinson's success in leading social change. In Unit 2, students continue their study of Jackie Robinson, building on their understanding of factors that led to his success by developing an opinion on which factor(s) were most important in his success. In the first half of the unit, students examine different texts and videos, describing each author's opinion on the factor that led to Jackie's success and comparing these points of view.

In the second half of the unit, students draw from the factors gathered throughout Units 1 and 2 to state their own opinion. First, they participate in a text-based discussion. They then draw from the discussion to write an opinion essay on which factor they think was most important in Jackie Robinson's success in leading social change. In Unit 3, students read about other athletes who were also leaders of social change, beginning with Jim Abbott. They research and write essays to compare and contrast the factors that contributed to the success of the athletes they study with those of Jackie Robinson. Once students have read about a few athletes, they then consider the common factors that contribute to being an effective leader of social change and work in pairs to create a multimedia presentation highlighting three of those factors. For the performance task, students work in groups to create a poster highlighting a personal quality that effective leaders of change need to have for a display titled “Be an Effective Leader of Change.”

Required Texts

These are the required texts that the module lessons have been designed around and that all students will read:

- *Promises to Keep: How Jackie Robinson Changed America*, Sharon Robinson (RI, 1030L; one per student)
- “Jim Abbott,” Rick Swain (RI, N/A; included in module materials)

- “Free Minds and Hearts at Work,” This I Believe, Jackie Robinson (RI, N/A; included in module materials)

Recommended Texts

This is a sample of the texts, of a variety of levels, that are recommended for students to read during independent reading time to build more knowledge about the topic:

Grade	Module	Title	Author (Last Name, First Name)	Publisher	ISBN or UPC	Text Type	Lexile®	Pub Date
5	3	<i>Jim Thorpe: Original All American</i>	Bruchac, Joseph	Penguin Young Readers	9780142412336	Informational	950	2008
5	3	<i>Rising Above: How 11 Athletes Overcame Challenges in Their Youth to Become Stars</i>	Zuckerman, Gregory	Penguin Young Readers	9780147515681	Informational	1010	2016
5	3	<i>Becoming Kareem: Growing Up On and Off the Court</i>	Abdul-Jabbar, Kareem with Raymond Obstfeld	Little, Brown	9780316555418	Informational	990	2017
5	3	<i>Rising Above: Inspiring Women in Sports</i>	Zuckerman, Gregory	Penguin Young Readers	9780399547485	Informational	1070	2018
5	3	<i>Catching The Moon: The Story Of A Young Girl's Baseball Dream</i>	Hubbard, Crystal	Lee & Low	9781600605727	Informational	AD760	2005
5	3	<i>Louis Sockalexis: Native American Baseball Pioneer</i>	Wise, Bill	Lee & Low	9781600604287	Informational	AD920	2007
5	3	<i>Roberto Clemente</i>	Rice, Dona and William	Teacher Created Materials	978143336836	Informational	930	2012
5	3	<i>The Boys in the Boat: The True Story of an American Team's Epic Journey to Win Gold at the 1936 Olympics (Young Readers Edition)</i>	Brown, Daniel James	Penguin Young Readers	9780147516855	Informational	1000	2016
5	3	<i>Babe Didrikson Zaharias: The Making of a Champion</i>	Freedman, Russell	Houghton Mifflin Harcourt	9780544104914	Informational	1060	1999
5	3	<i>Muhammad Ali Visual Encyclopedia</i>	DK Publishing	DK Publishing	9781465473462	Informational		2018
5	3	<i>Pelé</i>	Simon, Eddy	First Second	9781626727557	Informational		2017
5	3	<i>Go for the Goal</i>	Hamm, Mia	HarperCollins	9780060931599	Informational		2000
5	3	<i>Black Brother, Black Brother</i>	Rhodes, Jewell Parker	Little, Brown Young Readers	9780316493802	Literary		2020
5	3	<i>Growing Up Pedro: How the Martínez Brothers Made It from the Dominican Republic All the Way to the Major Leagues</i>	Tavares, Matt	Candlewick	9780763693114	Informational	AD820	2015

Unit 1

In this unit, students are introduced to the module topic, athletes as leaders of change, through the lens of Jackie Robinson. Students read the book *Promises to Keep*, identifying factors that led to Jackie's success in breaking the color barrier in baseball as they read. They work with the text in various ways throughout the unit.

In the first half of the unit, they read to determine main ideas and summarize book chapters. They also begin to identify different factors for Jackie Robinson's success, collecting evidence from *Promises to Keep* to support their thinking. In the second half of the unit, they listen to and summarize chapters, closely read excerpts, and think about the relationship between people and events in the text by continuing to determine factors for Jackie Robinson's success.


Spotlight on Lesson 2

In this lesson, students read an excerpt of the text *Promises to Keep* before participating in a Language Dive, a routine in which students deconstruct, reconstruct, and practice language and syntax.

Language Dive Teacher Guide:

Athlete Leaders of Social Change

Grade 5: Module 3: Unit 1: Lesson 2

<p>Throughout the Language Dive:</p> <ul style="list-style-type: none"> • When referring to a chunk on display, point to it or invite students to place their finger by the same chunk. • Record and display student discussion next to or underneath each chunk on display for visual reference. • Consider referring to the Questions We Can Ask During a Language Dive anchor chart. • If productive, invite students to use a translation dictionary and add vocabulary and collocations to their vocabulary log. • Students can work on their note-catcher for each item marked with the icon .
<p>Day 1</p>
<p>Deconstruct: Use the Sentence Strip Chunks.</p> <ol style="list-style-type: none"> 1. Whole group: display all chunks, sequenced as a sentence. Read aloud the sentence twice; students read aloud the sentence with a partner. 2. Whole group: students briefly grapple with the meaning of the sentence and connection to the guiding question or big idea. 3. Whole group: consider pre-teaching one or two key vocabulary words. 4. Whole group or small group: display each chunk, chunk by chunk. Students briefly grapple with the meaning of each chunk. Use the Chunk Chart to guide student grappling. <ul style="list-style-type: none"> — As students discuss the highlighted focus structure, be sure they slow down for extended conversation and practice of the focus structure. See suggested questions and Conversation Cues (underlined) in the chunk chart. — To provide lighter support: Display one or more of the key suggested language goals provided in the chunk chart, or an adaptation of it, to prompt student grappling. — To provide heavier support: Consider using visuals or realia to help convey meaning. Use the suggested language goals provided in the chunk chart to pose questions requiring careful consideration. Monitor with total participation techniques and Conversation Cues. Provide think time and invite partners to discuss in English or in home language groups. 5. Reconstruct: Whole group: consider scrambling the chunks. Several students each take a chunk and display it in front of the class, thinking aloud to rearrange themselves to reconstruct and then reread the sentence. To provide lighter support, consider also completing this step at the beginning of the Language Dive.

Spotlight on Lessons 8

In Lesson 8 of Unit 1, students participate in a close read of an excerpt of the text *Promises to Keep: How Jackie Robinson Changed America* by Sharon Robinson. Through this close read-aloud, students focus on explaining the relationship between Jackie and other people that helped him to succeed in breaking the color barrier in baseball.

Close reading teacher guide sample:

Athlete Leaders of Social Change

Grade 5: Module 3: Unit 1: Lesson 8

Close Reading Guide: *Promises to Keep*, Pages 38–41

(For Teacher Reference)

RI.5.1, RI.5.3, RI.5.4, L.5.4a, L.5.4b

<p>Purpose and Notes</p>	<ul style="list-style-type: none"> The purpose of this close read is for students to use the text to explain the relationship between Jackie and other people that helped him to succeed in breaking the color barrier in baseball. Continue to use discussion protocols (e.g., Think-Pair-Share, Conversation Cues, and total participation techniques) to engage all students in a collaborative discussion about the text. Attend to the four “relationship questions” in the first section of the close read and the process of adding to the note-catcher afterward, because this process will be repeated throughout.
<p>Excerpt of Text (Reread aloud)</p>	<p>Questions and Directions</p>
<ul style="list-style-type: none"> Page 38, from “While Dad’s teammates ...” to “... with the other players.” The photograph and caption on the bottom of page 38 	<ul style="list-style-type: none"> Ask: <i>“Reread the caption. Who resented Jackie?” (his teammates and the fans)</i> <i>“How did his teammates and the fans feel about Jackie when he first joined the league? How did they feel two months into his first season?” (They did not like him at first; then they respected him.)</i> <i>“How did Jackie earn the respect of his teammates and the fans?” (through his skill)</i> <i>“What does resents mean? How do you know?” (to feel anger or bitterness toward someone or something)</i> Ask: <i>Relationship Question 1: “Who is described on page 38? Who is seen in this photograph and described in the caption?” (Jackie and his teammates)</i> <i>Relationship Question 2: “How did they treat each other at first?” (Jackie kept to himself; his teammates ignored him.)</i>

	<p><i>Relationship Question 3: “How did that change? Why?” (They warmed up to him; Jackie gained their respect.)</i></p> <p><i>Relationship Question 4: “How did their relationship affect Jackie’s success?” (They helped Jackie feel comfortable on and off the field.)</i></p> <p><i>Note: These questions will be repeated to support students in analyzing the impact of different people or groups of people on Robinson’s success.</i></p> <ul style="list-style-type: none"> • Completing the note-catcher: Guide students through adding this group of people to the first row of the Who, What, Why chart on their note-catcher.
<ul style="list-style-type: none"> • The photograph in the lower right corner and the caption at the bottom of page 39 	<ul style="list-style-type: none"> • Ask the four relationship questions for the person described on this page and guide students through completing the note-catcher (Jackie’s wife, Rachel).
<ul style="list-style-type: none"> • Page 40, from “White fan reaction ...” to “... Pee Wee Reese’s wife, Dottie.” • The photograph and caption on the bottom of page 40 	<ul style="list-style-type: none"> • Ask: <ul style="list-style-type: none"> • <i>“Reread the first sentence on the page and find the word ambiguous. What might this word mean? How do you know?” (Responses will vary.)</i> • <i>“How did white fans feel about Jackie playing in the Major Leagues?” (They were mixed—some were happy about it, some did not like it.)</i> • <i>“Find a sentence in the first paragraph that tells how African Americans felt about Jackie playing in the Major Leagues.” (“They loved my dad!”)</i> • <i>“Look at your Affix List. What familiar word part is in the word ambiguous? What does it mean?” (-ous; full of or characterized by)</i> • <i>“Find this phrase in the first sentence: ‘... but there was nothing ambiguous about the support from the Brooklyn fans and from African-American communities across the country.’ Restate this phrase in your own words.” (Brooklyn fans and African American communities were clear about how they felt about Jackie.)</i> • <i>“Think about these details. Now what do you think the word ambiguous means? What, in the text, makes you think so?” (unclear)</i>

Close read student note-catcher:

Athlete Leaders of Social Change

Grade 5: Module 3: Unit 1: Lesson 8

Close Reading Note-Catcher: *Promises to Keep*, Pages 38–41

RI.5.1, RI.5.3, RI.5.4, L.5.4a, L.5.4b

Name: _____ Date: _____

Who (Who was involved?)	What (What was his/her/their interaction with Jackie?)	How (How did their relationship impact Jackie's success?)

Unit 2

In this unit, students continue their study of Jackie Robinson, building on their understanding of the factors that led to his success in leading social change by developing an opinion on which factor(s) were most important in his success. In the first half of the unit, students work with different texts and videos, describing and comparing each author's point of view on the most important factor in Jackie's success.

In the second half of the unit, students draw on the evidence they have collected throughout Units 1-2 to develop their own opinion on the factor (or factors) most important in Jackie's success. They begin by participating in a text-based discussion, and then use their conclusions from this discussion to write an opinion essay on this topic.

Spotlight on Lesson 7

In this lesson, students prepare for a text-based discussion in which they state and support an opinion about Which was the most important factor (or factors) for Jackie Robinson's success in leading social change?

Student discussion note-catcher:

Athlete Leaders of Social Change Grade 5: Module 3: Unit 2: Lesson 7

Preparing for a Text-Based Discussion: Jackie Robinson Note-catcher

RI.5.9, SL.5.1a

Name: _____ Date: _____

Question: Which was the most important factor (or factors) for Jackie Robinson's success in leading social change?		
Opinion: (Circle/underline)		
Historical Context <u>Personal Qualities</u> A Way to Communicate the Vision		
Support from Decision Makers Support from Family, Friends, and Fans		
Reasons	Evidence/example from the text(s)	Elaboration How does this evidence support the reason?

Unit 3

Students begin this unit by reading about Jim Abbott, another professional athlete who effectively led social change in accepting athletes with disabilities in professional sports. They then compare and contrast the factors that contributed to Jim Abbott's success as a leader of social change with those of Jackie Robinson. Students then work in expert groups to research an athlete leader of social change of their choice. As with Jim Abbott, they compare and contrast the factors that contributed to their expert group athlete's success as a leader of social change with those of Jackie Robinson and write an essay describing the similarities and differences. Students then read about a new athlete leader of social change and write an essay comparing and contrasting the factors that contributed to their expert group athlete's success as a leader of social change with those of Jackie Robinson.

In the second half of the unit, students look across all of the athlete leaders of change they have read about and choose three common factors to highlight in a presentation about factors that contribute to the success of leaders of social change.

Spotlight on Lesson 4

In this lesson, students plan their essay to answer the question: What are the similarities and differences between the factors that contributed to the success of your athlete as a leader of social change and those of Jackie Robinson?

Teacher guide:



Work Time

A. Independent Writing: Planning an Essay (30 minutes)

- Invite students to pair up with someone who researched the same athlete in Lessons 2 and 3. If necessary, students can work in triads.
- Distribute the **Informative Writing Checklist** and remind students they have used this checklist in previous modules.
- Invite pairs to read through criterion on the checklist together and then to use the Model Essay: Comparing and Contrasting Jackie Robinson and Jim Abbott to help them determine specific criteria for the essay they will write comparing Jackie Robinson to their expert group athlete, and to record the criteria in the third column:
 - “Criteria of an essay comparing and contrasting Jackie Robinson and my expert group athlete”
- After 10 minutes, use total participation techniques to select students to share out their specific criteria. Refer to **Informative Writing Checklist (example, for teacher reference)** as necessary. Invite students to add or revise their criteria as they hear from the rest of the group.
- Refocus students on the Model Essay: Comparing and Contrasting Jackie Robinson and Jim Abbott. Remind them that they are going to write an essay similar to this for their expert group athlete, so instead of being about Jim Abbott, their essay will be about their expert group athlete.
- Distribute and display the **Essay Planning graphic organizer**. Tell students that they only need to write notes on this organizer, because it is just a chance for them to think through the information they want to include in each paragraph. Point out that the organizer shows them what information to include and how much.
- Invite students to use the model essay to help you complete the displayed Essay Planning graphic organizer for Jim Abbott. Refer to **Essay Planning graphic organizer (example, for teacher reference)** as necessary.
- Tell students that they are going to work in pairs or triads to plan their essays.