



EXPEDITIONARY  
LEARNING

# **Grade 5: Module 3A: Unit 2: Lesson 15**

## **Writing a Second Body Paragraph and Conclusion for an Opinion Essay: Jackie Robinson's Role in the Civil Rights Movement (*Promises to Keep*, Pages 50–57)**



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**Writing a Second Body Paragraph and Conclusion for an Opinion Essay:**  
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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can explain how authors use evidence and reasons to support their points in informational texts. (RI.5.8)

I can write an opinion piece that supports a point of view with reasons and information. (W.5.1)

- a. I can create an organizational structure in which I group together related ideas.
- b. I can identify reasons that support my opinion.
- c. I can use linking words to connect my opinion and reasons.
- d. I can construct a concluding statement or section for my opinion piece.

With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.5.5)

I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)

**Supporting Learning Targets**

- I can write a body paragraph that groups evidence together to support a reason.
- I can use linking words to connect my reasons and evidence to my opinion.
- I can write a conclusion statement for my opinion essay.
- I can use feedback from a peer to revise my opinion essay to better meet the criteria.

**Ongoing Assessment**

- Vocabulary cards
- Journals (Opinion, Reasons, and Evidence graphic organizer; two body paragraphs; conclusion statement)



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Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Engaging the Reader and Writer (5 minutes)</p> <p>2. Work Time</p> <p>A. Writing Reason 2 Body Paragraph: Grouping Evidence for a Reason (15 minutes)</p> <p>B. Using Linking Words and Writing a Conclusion Statement: Revising Opinion Essays (20 minutes)</p> <p>C. Critique and Feedback Session: Opinion Essay (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Debrief and Reviewing Learning Targets (5 minutes)</p> <p>4. Homework</p> <p>A. Do a first read of pages 58–62 of <i>Promises to Keep</i>. On your index card, write the gist of the reading.</p>	<ul style="list-style-type: none"><li>• This lesson follows a pattern similar to that of Lessons 13 and 14, combining RI.5.8 (reading to identify an author's opinion) and W.5.1 (writing opinions).</li><li>• As noted in Lesson 13, students are not taught to write a formal conclusion paragraph in Unit 2, but rather a conclusion statement, as indicated by W.5.1d for the end of the essay.</li><li>• No new vocabulary words are introduced. Students review and apply vocabulary words from Lessons 13 and 14.</li><li>• In advance: Create the Linking Words anchor chart (based on linking words listed in Work Time B).</li><li>• Review: Milling to Music in Checking for Understanding Techniques (see Appendix).</li><li>• Post: Learning targets.</li></ul>



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Lesson Vocabulary	Materials
groups, linking, connect, feedback, revise	<ul style="list-style-type: none"><li>• Students' journals</li><li>• Criteria for Writing Opinion Essays anchor chart (from Lesson 14)</li><li>• Opinion, Reasons, and Evidence graphic organizer (from Lesson 13)</li><li>• Document camera or projector</li><li>• Model introduction paragraph and graphic organizer (from Lesson 14; one to display)</li><li>• Model Reason #2 paragraph (one per student)</li><li>• Highlighters (one per student)</li><li>• Linking Words anchor chart (new; teacher-created)</li><li>• Conclusion Statement samples (one to display)</li><li>• <i>Promises to Keep</i> (book; one per student)</li><li>• Index cards (one per student)</li></ul>



Opening	Meeting Students’ Needs
<p><b>A. Engaging the Reader and Writer (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to take out their <b>students’ journals</b> and turn to the introduction paragraph and Reason 1 body paragraph they wrote during Lesson 14. Invite students to reread their body paragraphs to remind themselves of the work they did.</li> </ul>	
Work Time	Meeting Students’ Needs
<p><b>A. Writing Reason 2 Body Paragraph: Grouping Evidence for a Reason (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Review the learning target:             <ul style="list-style-type: none"> <li>* “I can write a body paragraph that groups evidence together to support a reason.”</li> </ul> </li> <li>Post the <b>Criteria for Writing Opinion Essays anchor chart</b>. Ask students to briefly turn and talk with a partner about the criteria for a body paragraph:             <ul style="list-style-type: none"> <li>* “How did you use this criteria to write the Reason 1 body paragraph (in Lesson 14)?”</li> <li>* “What element of the criteria do you want to focus on most as you write the Reason 2 body paragraph?”</li> </ul> </li> <li>Invite several partners to share their thinking whole group.</li> <li>Tell students they will once again use their notes from their <b>Opinion, Reasons, and Evidence graphic organizers</b> (from Lesson 13) to help them write their second body paragraphs. This paragraph will be about Reason 2. Tell them that first, they will look at a model to review how to do this. Use the <b>document camera or projector</b> to project the <b>Model introduction paragraph and graphic organizer</b> for students.</li> <li>Then distribute the <b>Model Reason #2 paragraph</b>. Read the Model Reason 2 paragraph aloud to students. Ask them to look at the graphic organizer that is projected. Ask students to do the following:             <ol style="list-style-type: none"> <li>Underline the sentence that states the reason.</li> <li>Write a #1 above the first piece of evidence.</li> <li>Write a #2 above the second piece of evidence.</li> <li>Write a #3 above the third piece of evidence.</li> <li>Circle the sentence that restates the reason.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>Provide nonlinguistic symbols for <i>reasons</i> (a question mark) and <i>evidence</i> (a check mark).</li> <li>Consider further chunking of the text for students who struggle with reading grade-level text by asking them to find evidence for one paragraph at a time.</li> <li>Some students would benefit from text that is highlighted with sentences that have evidence within the text.</li> <li>Some students may benefit from having an individual sheet that has the Criteria for Writing Opinion Essays listed so they may check each one off as they complete it.</li> </ul>



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Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• After a few minutes, ask students to turn and talk to a partner about what they notice about how the reason and evidence was turned into a paragraph. Invite a few students to share their notices. Listen for comments such as:               <ul style="list-style-type: none"> <li>– “The paragraph starts by stating the reason.”</li> <li>– “The evidence is written in a complete sentence.”</li> <li>– “The paragraph ends by restating the reason.”</li> </ul> </li> <li>• Tell students that now they will draft their second body paragraph, for the second reason and pieces of evidence each identified and recorded on their graphic organizers (from Lesson 13).</li> <li>• Ask students to turn to a new page in their journal and to take about 7 to 8 minutes to draft their second body paragraph.</li> <li>• Circulate to provide support and clarify instructions if needed. Let students know they will have an opportunity to share their paragraphs for peer critique during Work Time C.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>B. Using Linking Words and Writing a Conclusion Statement: Revising Opinion Essays (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Read aloud the learning targets:           <ul style="list-style-type: none"> <li>* “I can use linking words to connect my reasons and evidence to my opinion.”</li> <li>* “I can write a conclusion statement for my opinion essay.”</li> </ul> </li> <li>• Focus students on the word <i>linking</i> and ask them to talk with a partner about what they know about that word. Ask a few partners to share. Listen for: “It means to join things together, like when things are connected, grouping things.”</li> <li>• Ask students to think about what the word <i>connect</i> means in the first learning target. Invite a few students to share their thoughts. Be sure that “the words have to show how the reasons are organized in the essay or that the evidence goes with the reason” is shared.</li> <li>• Distribute <b>highlighters</b>. Ask students to take a few minutes to look again at the Model Reason 2 paragraph. This time, they should focus on words that help the reader know which reason it is and how the evidence links to the reason. Ask students to highlight the words that are linking words, those that show order, or somehow connect the reasons and evidence.</li> <li>• Invite a few students to share some of the words they highlighted. Listen for the words or phrases: “On August 28, 1945 [date],” “however,” “after,” or “once.”</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a nonlinguistic symbol for <i>linking</i> (two rings interlocked).</li> <li>• Allow students who struggle with writing to dictate the draft of their Reason 2 body paragraph and their conclusion statement to a partner or the teacher.</li> </ul>



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Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• Display the <b>Linking Words anchor chart</b> and list the words shared. Ask students to share other linking words they know from their readings or writing with their group members. Call on a few groups to share their words aloud. Some words students may share are: one, first, second, third, next, most, now, besides, finally, in addition, furthermore, another, in addition, as well as, because, since, therefore, as a result, so, especially, and for example.</li> <li>• Ask students to review body paragraph 1 (from Lesson 14) and body paragraph 2 (from Work Time A). Allow students a few minutes to reread and revise their draft body paragraphs. Ask:             <ul style="list-style-type: none"> <li>* “What linking words did you already include?”</li> <li>* “Where might you add a linking word?”</li> </ul> </li> <li>• Direct students to share their linking words with a partner. Cold call several students to share aloud whole group.</li> <li>• Refocus students whole group. Draw students’ attention back to the Criteria for Writing Opinion Essays anchor chart. Ask:             <ul style="list-style-type: none"> <li>* “What else should we add to our list of criteria?”</li> </ul> </li> <li>• Listen for students to say: “Use linking words,” and add this response to the anchor chart.</li> <li>• Display the <b>Conclusion Statement samples</b> and read each aloud.</li> <li>• Ask students to think about and then discuss with a partner:             <ul style="list-style-type: none"> <li>* “What is a conclusion statement?”</li> </ul> </li> <li>• Invite several students to share their thinking aloud. Listen for ideas such as:             <ul style="list-style-type: none"> <li>– “A sentence that ties all the ideas together at the end of an essay.</li> <li>– “Restates the main opinion.”</li> </ul> </li> <li>• Direct students to reread their topic sentences that state an opinion and introduction paragraph, and then briefly skim to read their body paragraphs.</li> <li>• Ask students to think about and then discuss with a partner:             <ul style="list-style-type: none"> <li>* How could I restate my opinion as a conclusion statement?</li> <li>* How can I tie the ideas in my essay together in one sentence?</li> </ul> </li> </ul>	



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Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• Give students 2 minutes to write a conclusion statement for their essays.</li> <li>• Invite several students to share whole group.</li> <li>• Focus the class once again on the Criteria for Writing Opinion Essay anchor chart. Ask students:               <ul style="list-style-type: none"> <li>* “What else should we add to our list of criteria?”</li> <li>* Listen for them to say: “conclusion” or “conclusion statement,” and add it to the anchor chart.</li> </ul> </li> </ul>	
<p><b>C. Critique and Feedback Session: Opinion Essay (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Review the learning target:           <ul style="list-style-type: none"> <li>* “I can use feedback from a peer to revise my opinion essay to better meet the criteria.”</li> </ul> </li> <li>• Tell students they will now work with a partner to critique and give feedback on each other’s essays, based on the Criteria for Writing an Opinion Essay (introduction, body paragraphs, conclusion statement).</li> <li>• Partner students and remind them, when working with their partner, to do the following:           <ul style="list-style-type: none"> <li>– Be specific.</li> <li>– Be kind.</li> <li>– Stay on topic (talk about the criteria).</li> <li>– Thank your partner.</li> </ul> </li> <li>• Allow students 8–10 minutes total to critique and give feedback on each other’s essays. Circulate to listen and provide support to redirect or clarify if necessary.</li> <li>• Allow 3 to 4 minutes for students to revise their introductions, body paragraphs, or conclusion statements based on the feedback they received from their partners.</li> <li>• Congratulate students on working hard in applying their new writing skills. Tell students that in the next lesson they will return to the text and finish reading <i>Promises to Keep</i>. They will continue to practice forming an opinion, determining reasons, and identifying evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Intentionally switch a student’s partner after every critique and feedback to allow students to have as much exposure to as many different peers’ writing as possible.</li> <li>• Provide nonlinguistic symbols for <i>feedback</i> (two people talking) and <i>revise</i> (a person writing).</li> <li>• Create and post an anchor chart for Things to Remember When Giving Feedback.</li> <li>• Provide sentence stems for students to use when giving feedback, such as: “I like that you _____. You _____ well. One thing that you could do better is _____.”</li> </ul>



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Closing and Assessment	Meeting Students’ Needs
<p><b>A. Debrief and Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Bring students together whole group. Ask students to consider:               <ul style="list-style-type: none"> <li>* How did peer critique, based on the Criteria for Writing an Opinion Essay, help me to improve my draft essay?</li> </ul> </li> <li>• Invite several students to share their thinking aloud.</li> <li>• Read each learning target aloud and ask students to think about how they have progressed in meeting each one. Ask students to choose one that they feel they are meeting very well and one they feel they still need to work on. Remind them that in a few days (Lesson 17), they will be writing an opinion essay “on demand” to show what they know.</li> <li>• Ask students to share with a partner the learning target they are meeting well and the one with which they are struggling.</li> <li>• Distribute one <b>index card</b> to each student for homework.</li> </ul>	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• Do a first read of pages 58–62 of <i>Promises to Keep</i>. On your index card, write the gist of the reading. Bring your index card as an admit ticket to the next class.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide an audio recording of <i>Promises to Keep</i> for students who struggle with reading grade-level text.</li> <li>• Students who struggle with language may need to dictate their gist to someone at home.</li> </ul>



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## Supporting Materials



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Model Reason #2 Paragraph

Branch Rickey started what was known as the “Noble Experiment” by hiring Jackie Robinson as the first African American to play for the major league team the Brooklyn Dodgers. On August 28, 1945 Branch Rickey met with Jackie Robinson to discuss him playing Major League Baseball for the Brooklyn Dodgers’ field team, the Montreal Royals. However, even before arranging the meeting, Branch Rickey took the time to study Jackie Robinson as a player and person, to make sure he was the right one to break Major League Baseball’s color barrier. After a lengthy conversation, Branch Rickey told Jackie Robinson that he would need to adopt a nonviolence approach for the sake of achieving racial equality in baseball. Once Jackie Robinson agreed to Rickey’s terms, the “Noble Experiment” began with Jackie Robinson as the first African American to break the color barrier in Major League Baseball.



**Conclusion Statement Samples**

1. The importance of Branch Rickey's role in helping to break the color barrier in Major League Baseball cannot be denied.
2. Branch Rickey helped to change Major League Baseball forever.
3. Branch Rickey made bold decisions and started the "Noble Experiment" with Jackie Robinson to help make Major League Baseball an integrated sport.