

Lesson 5: Mid-Unit 1 Assessment: Reading and Summarizing an Informational Text



CCS Standards

- **RI.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.5.2:** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **RI.5.3:** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
- **RI.5.10:** By the end of the year, read and comprehend informational texts, including history/ social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
- **W.5.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **W.5.9b:** Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
- **L.5.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.5.1c:** Use verb tense to convey various times, sequences, states, and conditions.
- **L.5.1d:** Recognize and correct inappropriate shifts in verb tense.



Daily Learning Targets

- I can determine the main ideas of a text and explain how they are supported by key details. (RI.5.1, RI.5.2)
- I can summarize an informational text. (RI.5.2)
- I can recognize and correct inappropriate shifts in verb tense. (L.5.1c, L.5.1d)

Ongoing Assessment

- Mid-Unit 1 Assessment: Reading and Summarizing an Informational Text (RI.5.1, RI.5.2, RI.5.10, W.5.9b, L.5.1c, L.5.1d)

Agenda

1. Opening

- A. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Mid-Unit 1 Assessment: Reading and Summarizing an Informational Text (30 minutes)
- B. Tracking Progress (10 minutes)

3. Closing and Assessment

- A. Identifying Factors for Success (15 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 this lesson, students read a new chapter from *Promises to Keep*, identify main ideas and key details from the chapter, and write a summary of the chapter for the mid-unit assessment (RI.5.1, RI.5.2, W.5.9b, L.5.1c, L.5.1d).
- In this lesson, students focus on working to become effective learners by reading and answering questions independently for the mid-unit assessment.

How it builds on previous work:

- In the Closing, students continue to think about the factors that led to Jackie Robinson's success in breaking the color barrier in baseball. They consider Jackie's personal qualities that led to his success, recording examples and evidence on the Factor for Success: Personal Qualities anchor chart (RI.5.3).
- In the first half of this unit, students began reading *Promises to Keep*, determining main ideas and key details of chapters from the text, and summarizing what they read. This lesson continues those routines in an assessment.

Areas in which students may need additional support:

- If students receive accommodations for assessments, communicate with the cooperating service providers regarding the practices of instruction in use during this study as well as the goals of the assessment.
- Some students may need the text read aloud before they work on the questions. Consider inviting students who require this to sit in a group away from the rest of the students, so as not to be distracting.
- For some students, this assessment may require more than the 30 minutes allotted. Consider providing time over multiple days if necessary.

Assessment guidance:

- All assessment Materials (student prompt and teacher checklist) are included in the Assessment Overview and Resources.
- When assessing and providing feedback on this assessment, use the teacher answer key and sample student responses (see Assessment Overview and Resources) to help complete the student Tracking Progress recording form.
- In this assessment, students are tracking progress toward anchor standards:
 - R.1: By the end of Grade 12, I will be able to: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
 - R.4: By the end of Grade 12, I will be able to: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
 - R.10: By the end of Grade 12, I will be able to: Read and comprehend complex literary and informational texts independently and proficiently.
 - L.4: By the end of Grade 12, I will be able to: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference Materials, as appropriate.
- Collect the Language Dive Practice I and II: *Promises to Keep* homework from Lessons 3–4. See Language Dive Practice I and II: *Promises to Keep* homework (example, for teacher reference) as necessary.

Down the road:

- In the second half of this unit, students will continue reading *Promises to Keep*, with a focus on identifying and explaining factors for Jackie Robinson's success.
- Students' Mid-Unit 1 assessments will be returned in Lesson 12 with feedback.

In advance:

- Prepare the Mid-Unit 1 Assessment: Reading and Summarizing an Informational Text (see Assessment Overview and Resources).
- Post: Learning targets and applicable anchor charts (see Materials list).

Technology & Multimedia

- Continue to use the technology tools recommended throughout Modules 1 and 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.B.6, 5.I.C.10, 5.I.C.11, and 5.II.B.3

Important points in the lesson itself

- The basic design of this lesson supports ELLs by inviting them to complete assessment tasks similar to the classroom tasks completed in Lessons 2–4.
- ELLs may find the assessment challenging. Encourage students to consult classroom resources and give them specific, positive feedback on the progress they’ve made with learning English.
- Allow students to review note-catchers, the Word Walls, and Vocabulary logs.
- Ensure ELLs understand the assessment directions. Answer their questions, refraining from supplying answers to the assessment questions themselves (see Meeting Students’ Needs).
- After the assessment, ask students to discuss which assessment task was easiest and which was most difficult, and why.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** To set themselves up for success for the mid-unit assessment, students need to generalize the skills that they learned in previous sessions. Similar to Modules 1–2, before administering the assessment, activate their prior knowledge by recalling the learning targets from the previous lessons. Also present the directions for the assessment both visually and verbally and display a map of the assessment parts.
- **Multiple Means of Action and Expression (MMAE):** In this lesson, students read new pages from *Promises to Keep* and answer selected response questions as the mid-unit assessment. Continue to support students in setting appropriate goals for their effort and the level of difficulty expected.
- **Multiple Means of Engagement (MME):** Continue to support students in limiting distractions during the mid-unit assessment. Also continue to provide variation in time for completing the assessment as appropriate. Consider breaking the assessment into parts and offering breaks at certain times.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- *main ideas, key details, summarize (L)*

Materials

- ☑ Language Dive Practice I and II: *Promises to Keep* homework (example, for teacher reference)
- ☑ Mid-Unit 1 Assessment: Reading and Summarizing an Informational Text (one per student; see Assessment Overview and Resources)

- ✓ *Promises to Keep* (from Lesson 1; one per student and one to display)
- ✓ Close Readers Do These Things anchor chart (begun in Module 1)
- ✓ Strategies to Answer Selected Response Questions anchor chart (begun in Module 1)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Tracking Progress folders (from Module 1; one per student)
- ✓ Tracking Progress: Reading, Understanding, and Explaining New Text (one per student)
- ✓ Sticky notes (three per student)
- ✓ Factor for Success: Historical Context anchor chart (from Lesson 4)
- ✓ Factor for Success: Personal Qualities anchor chart (new; co-created with students during the Closing; see supporting Materials)
- ✓ Factor for Success: Personal Qualities anchor chart (example, for teacher reference)
- ✓ Module Guiding Questions anchor chart (begun in Lesson 1)

Opening

A. Reviewing Learning Targets (5 minutes)

- Collect the Language Dive Practice I and II: *Promises to Keep* homework from Lesson 3. Refer to **Language Dive Practice: *Promises to Keep* homework (example, for teacher reference)** as necessary.
- Direct students' attention to the learning targets and read them aloud:
- "I can determine the main ideas of a text and explain how they are supported by key details."
- "I can summarize an informational text."
- "I can recognize and correct inappropriate shifts in verb tense."
- Remind students that they have seen these learning targets in the previous lessons, and review Vocabulary: *main ideas* (the main points the author wants you to understand and take away from reading), *key details* (evidence that supports the main ideas), and *summarize* (to give a short explanation of something that has been read, viewed, or heard), as needed.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension and engagement: (Working on Same Learning Target) Students can discuss one way they worked toward each learning target in previous lessons. (MMR, MME)

Work Time

A. Mid-Unit 1 Assessment: Reading and Summarizing an Informational Text (30 minutes)

- Distribute the **Mid-Unit 1 Assessment: Reading and Summarizing an Informational Text** and invite students to take out their copies of *Promises to Keep*.

- Tell students that for this assessment, they will read a new chapter from *Promises to Keep*, identify the main ideas and key details of this chapter, and then summarize it.
- Invite students to follow along, reading silently in their heads, while you read the directions for each part of the assessment aloud. Answer clarifying questions.
- Direct students' attention to the following anchor charts:
 - **Close Readers Do These Things anchor chart**
 - **Strategies to Answer Selected Response Questions anchor chart**
- Remind students to refer to these anchor charts as they read the assessment text and answer the assessment questions.
- Remind students that because this is an assessment, they should complete it independently in silence. Focus students on the **Working to Become Effective Learners anchor chart** and review what perseverance looks and sounds like. Remind students that because they will be reading and answering questions independently for the assessment, they may need to practice perseverance.
- Invite students to begin the assessment.
- While they are taking the assessment, circulate to monitor and document their test-taking skills.
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the learning targets. Repeat, inviting students to self-assess how well they persevered.

Meeting Students' Needs

- For ELLs: (Assessment Map) While explaining, display a "map" of the assessment.
- For ELLs and students who may need additional support with comprehension: (Reading Aloud and Monitoring Assessment) Read aloud the entire assessment. Rephrase directions. Monitor to see that students correctly complete the assessment. (MMR)

Work Time

B. Tracking Progress (10 minutes)

- Give students specific, positive feedback on their completion of the Mid-Unit 1 Assessment.
- Distribute **Tracking Progress folders, Tracking Progress: Reading, Understanding, and Explaining New Text** and **sticky notes**.
- Guide students through completing the recording form.

Meeting Students' Needs

- For ELLs and students who may need additional support with monitoring their own learning: (Self-assessment) Self-assessment may be an unfamiliar concept for some students. Tell students that thinking about how well they did will help them do even better next time. (MME)

Closing and Assessment

A. Identifying Factors for Success (15 minutes)

- Direct students' attention to the **Factor for Success: Historical Context anchor chart** and remind them they began thinking about factors that led to Jackie Robinson's success in breaking the color barrier in baseball, and that one factor was other people working toward the same goal of desegregation at the same time as Jackie.
- Follow the same routine from the Closing of Lesson 4 to guide students through creating the new **Factor for Success: Personal Qualities anchor chart**.
 - Review the **Module Guiding Questions anchor chart**.
 - Tell students that another reason for Jackie Robinson's success was his personality.
 - Model identifying one of Jackie's personal qualities that led to his success and recording it and evidence from "A Determined Pair" in the appropriate spots on the anchor chart. Refer to **Factor for Success: Personal Qualities anchor chart (example, for teacher reference)** as necessary.
 - Invite students to reread pages 18–21 of *Promises to Keep*, identifying other personal qualities and evidence that led to Jackie's success. Select volunteers to share, recording in the appropriate spots on the anchor chart.
 - Think-Pair- Share:

"Say a focus statement that answers the second module guiding question and give evidence and examples to support the focus statement."
- Tell students they will continue to identify factors for Jackie Robinson's success and add to both factors for success anchor charts as they read *Promises to Keep*.

Meeting Students' Needs

- For students who may need additional support with oral language and processing: Continue to strategically pair students to ensure they have strong, politely helpful partners to support their efforts in sharing their thinking and listening to their partner. (MMAE)
- For ELLs: (Jigsaw Reading) Allow students to be responsible for different, smaller portions of the text and then report back to the larger group what they learned from that portion about what qualities helped Jackie Robinson be successful.
- For ELLs: (Sticky Notes for Evidence) Consider using sticky notes to identify examples and evidence for a factor of success. Think aloud the cognitive process for determining evidence.

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