

## Lesson 12: End of Unit 1 Assessment: Summarizing a Text Read Aloud and Explaining the Relationship between Key Ideas in an Informational Text



### CCS Standards

- **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.
- **SL.5.2:** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.



### Daily Learning Targets

- I can summarize an informational text read aloud. (SL.5.2)
- I can explain how people or events led to Jackie Robinson's success using specific information in the text. (RI.5.3)

### Ongoing Assessment

- End of Unit 1 Assessment: Summarizing a Text Read Aloud and Explaining the Relationship between Key Ideas in an Informational Text (RI.5.3, RI.5.10, SL.5.2)

### Agenda

#### 1. Opening

- A. Returning Mid-Unit 1 Assessments (5 minutes)
- B. Reviewing Learning Targets (3 minutes)

#### 2. Work Time

- A. Reading for Gist: *Promises to Keep*, Pages 58–59 (7 minutes)
- B. End of Unit 1 Assessment: Summarizing a Text Read Aloud and Explaining the Relationship between Key Ideas in an Informational Text (30 minutes)

#### 3. Closing and Assessment

- A. Tracking Progress (10 minutes)
- B. Back-to-Back and Face-to-Face Protocol: Module Guiding Questions (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 Opening A, students' Mid-Unit 1 Assessments are returned with feedback. The purpose of this is for students to have the opportunity to see how they performed in order to improve in their next assessment, and to ask questions if they don't understand the feedback.
- In this lesson, students listen to a new excerpt from *Promises to Keep* and summarize it, and answer selected response questions explaining the relationship between key ideas in the text for the End of Unit 1 Assessment (RI.5.3, SL.5.2).
- Note that similar to Lessons 6–7, because students are listening to the excerpt from *Promises to Keep* read aloud to them for the assessment, they do not use their copy of *Promises to Keep* when listening to or summarizing the excerpt. They may use their copy of the text to answer the selected response questions for the assessment.
- In this lesson, students focus on working to become effective learners by showing perseverance as they summarize and answer questions independently for the end of unit assessment.

### How it builds on previous work:

- In the second half of this unit, students have been listening to *Promises to Keep* and summarizing what they have heard, and reading chapters from this book and explaining the relationship between key ideas. 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.
- 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.

#### **Down the road:**

- Students will use the factor for success anchor charts throughout Units 2–3 when developing an opinion about which factor was most important in Jackie Robinson’s success, and when comparing his success to the success of other athletes.
- Students’ End of Unit 1 Assessments with feedback will be returned in Unit 2, Lesson 6.

#### **In advance:**

- Prepare the End of Unit 1 Assessment: Summarizing a Text Read Aloud and Explaining the Relationship between Ideas in an Informational Text (see Assessment Overview and Resources)
- Provide feedback on students’ Mid-Unit 1 Assessments in preparation for returning them in Opening A.
- 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.5 and 5.I.B.6

#### **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 throughout the unit.
- 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, Vocabulary log, and other classroom resources.

- Make sure that 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 assessment, students need to generalize the skills that they learned from previous sessions. Similar to the mid-unit assessment, 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 complete the end of 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 with limiting distractions during the end of unit assessment. Also 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

- *Do not preview Vocabulary for this assessment lesson.*

### Materials

- ✓ Mid-Unit 1 Assessment: Reading and Summarizing an Informational Text (from Lesson 5; one per student; returned with feedback during Opening A)
- ✓ *Promises to Keep* (from Lesson 1; one per student and one to display)
- ✓ Sticky notes (seven per student: four for Work Time A and three for the Closing)
- ✓ Close Readers Do These Things anchor chart (begun in Module 1)
- ✓ Vocabulary logs (begun in Module 1; one per student)
- ✓ Academic Word Wall (begun in Module 1; added to during Work Time A)
- ✓ Domain-Specific Word Wall (begun in Lesson 1; added to during Work Time A)
- ✓ End of Unit 1 Assessment: Summarizing a Text Read Aloud and Explaining the Relationship between Key Ideas in an Informational Text (one per student; see Assessment Overview and Resources)
- ✓ 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)
- ✓ Module Guiding Questions anchor chart (begun in Lesson 1)

## Opening

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### A. Returning Mid-Unit 1 Assessment (5 minutes)

- Return students' **Mid-Unit 1 Assessment: Reading and Summarizing an Informational Text** and follow the same routine established in Modules 1–2 for students to review feedback and write their name on the board if they require teacher support.

### Meeting Students' Needs

- For students who may need additional support with reading: Reassure them that if they don't understand or cannot read the feedback, they will have an opportunity to review it with you during the lesson. (MME)
- To build an accepting and supportive environment, remind students that everyone is working toward individual goals and that learning is about continued growth and development. (MME)

## Opening

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### B. Reviewing Learning Targets (3 minutes)

- Direct students' attention to the learning targets and read them aloud:
- "I can summarize an informational text read aloud."
- "I can explain how people or events led to Jackie Robinson's success using specific information in the text."
- Remind students that they have seen these learning targets in the previous lessons, and review Vocabulary as needed: *summarize* (to give a short explanation of something that has been read, viewed, or heard), *success* (a good result from doing something well).

### Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension and engagement: Invite students to share one way that they worked toward each learning target in previous lessons. (MMR, MME)

## Work Time

### A. Reading for Gist: *Promises to Keep*, Pages 58–59 (7 minutes)

- Invite students to take out ***Promises to Keep*** and turn to page 58.
- Display page 58 and read pages 58–59 aloud, as students read along silently in their heads.
- Turn and Talk, and use a total participation technique to invite responses from the group:  
**“What is the text about?” (how Jackie’s family felt after he died)**
- Distribute **sticky notes**. Follow the same routine from Work Time A of Lesson 2 to guide students through reading this text. Note: Students will record the gist on their sticky notes rather than a Finding the Gist and Unfamiliar Vocabulary handout:
  - **Close Readers Do These Things anchor chart**
  - **Vocabulary logs**
  - **Academic Word Wall**
  - **Domain-Specific Word Wall**

### Meeting Students’ Needs

- For ELLs and students who may need additional support determining the gist: Consider highlighting or underlining key phrases in their individual copy of *Promises to Keep* in advance. This will lift the gist up for them as they read along. (MMR)
- For ELLs: (Summarizing) Before reading, invite students to summarize the main ideas from the previous section of *Promises to Keep* in 1 minute or less (with feedback) and then again in 30 seconds or less with a partner.

## Work Time

### B. End of Unit 1 Assessment: Summarizing a Text Read Aloud and Explaining the Relationship between Key Ideas in an Informational Text (30 minutes)

- Distribute the **End of Unit 1 Assessment: Summarizing a Text Read Aloud and Explaining the Relationship between Key Ideas in an Informational Text**.
- Tell students that for this assessment, they will listen to the rest of the chapter “Jackie Robinson’s Legacy” from *Promises to Keep*, summarize it, and then reread the chapter and answer selected response questions.
- 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.

- Tell students to close their copies of *Promises to Keep* and set them to the side.
  - Remind students that when they have listened to a text read aloud, they just listened to the text during the first read. Read aloud pages 60–63.
  - Invite students to look at page 1 of their assessments. Remind them that when they have listened to a text read aloud, they recorded running notes and questions during the second read.
  - Read aloud pages 60–63 a second time, inviting students to take notes and write questions as you read.
  - Invite students to summarize the excerpt from *Promises to Keep*.
- After 15 minutes, collect students' summaries, and invite them to turn to pages 60 in *Promises to Keep* and complete the remainder of 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 against how well they persevered.

### Meeting Students' Needs

- For students who may need additional support with reading: Read the assessment directions, questions, and answer options aloud. Rephrase directions for them. Ensure that students clearly understand all assessment directions. Monitor during the assessment to see that students are completing the assessment correctly. (MMR)
- For ELLs: (Assessment Map) While explaining, display a "map" of the assessment.
- For ELLs: (Determining Main Idea from Running Notes) Remind students to identify key details that are connected to one another to support students in determining the main ideas of "Jackie Robinson's Legacy." Invite them to write the main idea next to the connected key details, and to follow the same process for writing summaries as in previous lessons.
- For ELLs: (Rephrasing Selected Response) Invite students to rephrase selected response questions—and answer them—before they read each answer choice.

## Closing and Assessment

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### A. Tracking Progress (10 minutes)

- Give students specific, positive feedback on their completion of the End of 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 students who may need additional support with monitoring their own learning: Self-assessment may be an unfamiliar concept for some students. Tell them that thinking about how well they did will help them do even better next time. (MME)
- For ELLs: (Self-assessment) Self-assessment may be an unfamiliar concept for some students. Tell them that thinking about how well they did will help them do even better next time.

## Closing and Assessment

### B. Back-to-Back and Face-to-Face Protocol: Module Guiding Questions (5 minutes)

- Give students specific, positive feedback on finishing reading *Promises to Keep*.
- Direct students' attention to the **Module Guiding Questions anchor chart** and select a volunteer to read the questions aloud:
  - “How have athletes broken barriers during the historical era in which they lived?”
  - “What factors can contribute to an individual's success in changing society?”
- Tell students they are going to use the Back-to-Back and Face-to-Face protocol. Remind them that they used this protocol in the past, and review as necessary. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Guide students through three rounds of the protocol using the following questions with three different partners:
 

*“Say the first guiding question in your own words. Say the second guiding question in your own words.”*

*“How did Jackie Robinson break barriers during the historical era in which he lived?”*

*“What factors contributed to Jackie Robinson's success in changing society?”*
- Tell students they will continue to work with this text and learn more about Jackie Robinson in Units 2 and 3.

### Meeting Students' Needs

- For ELLs: (Sentence Frames: Heavier Support) Invite more proficient students to create sentence frames for students who need heavier support to use when sharing. (Example: Athletes have broken barriers by \_\_\_\_\_. Some factors that can contribute to an individual's success in changing society are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.)

## Homework

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