

## Lesson 3: Reading Informational Texts: Summarizing a Text about Jackie Robinson



### 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.
- **L.5.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.5.1d:** Recognize and correct inappropriate shifts in verb tense.



### Daily Learning Targets

- I can recognize inappropriate shifts in verb tense. (L.5.1d)
- I can summarize an informational text. (RI.5.1, RI.5.2)

### Ongoing Assessment

- Summary: “A Black and White World” (RI.5.1, RI.5.2)
- Exit Ticket: Summarizing a Text (RI.5.1, RI.5.2)

### Agenda

#### 1. Opening

- A. Engaging the Reader: Oral Summaries (5 minutes)
- B. Reviewing Learning Targets (5 minutes)

#### 2. Work Time

- A. Language Dive: *Promises to Keep*, Pages 8–9 (15 minutes)
- B. Summarizing the Text: *Promises to Keep*, Pages 8–9 (25 minutes)

#### 3. Closing and Assessment

- A. Exit Ticket: Summarizing a Text (10 minutes)

#### 4. Homework

- A. Complete Language Dive Practice I: *Promises to Keep* in your Unit 1 homework.
- B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.

## Teaching Notes

### Purpose of lesson and alignment to standards:

- In this lesson, students build on their understanding of main ideas and details to write a summary of “A Black and White World” (RI.5.1, RI.5.2). Continue to monitor students to

determine if there are issues surfacing as a result of the content of this chapter that need to be discussed as a whole group, in smaller groups, or individually.

- In Work Time A, students participate in Day 2 of a two-day Language Dive that guides them through the meaning of a sentence from *Promises to Keep*. The focus of Day 2 is recognizing inappropriate shifts in verb tense (L.5.1d). Students then apply their understanding of the meaning and structure of this sentence when writing summaries and revising for inappropriate shifts in verb tense. Refer to the Module 1 Appendix for additional information regarding a consistent Language Dive routine.
- In this lesson, students focus on working to become effective learners by collaborating as they work in pairs to write their summaries.
- Recall that the research reading students complete for homework helps build both their Vocabulary and knowledge pertaining to literary classics. This kind of reading continues over the course of the module.

### How it builds on previous work:

- Students determined main ideas and key details of “A Black and White World” in the previous lesson. They use the Determining Main Ideas and Key Details: “A Black and White World” note-catcher to write their summary in this lesson.
- Students practiced summarizing informational texts in Modules 1–2. They refer back to the Criteria for an Effective Summary anchor chart developed in these modules before writing their summaries in this lesson.
- This lesson is the third in a series of three that include built-out instruction for the use of Goal 4 Conversation Cues to promote productive and equitable conversation (adapted from Michaels, Sarah and O’Connor, Cathy. *Talk Science Primer*. Cambridge, MA: TERC, 2012. [http://inquiryproject.terc.edu/shared/pd/TalkScience\\_Primer.pdf](http://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf). Based on Chapin, S., O’Connor, C., and Anderson, N. [2009]. *Classroom Discussions: Using Math Talk to Help Students Learn, Grades K–6*. Second Edition. Sausalito, CA: Math Solutions Publications).

### Areas in which students may need additional support:

- Students may need additional support with summarizing the text. Consider using the Rank-Talk-Write protocol used throughout Unit 1 of Module 2 to support students in writing their summaries.

### Assessment guidance:

- Review students’ summaries and Exit Ticket: Summarizing a Text to ensure students understand how to summarize informational texts.
- Consider using the Writing Process Checklist for Writing and Language Skills during students’ partner work in Work Time B (see Module 1 Appendix).

### Down the road:

- In the next lesson, students will read a new chapter of *Promises to Keep*, determine main ideas and key details for this chapter, and summarize the chapter. Students will repeat this routine again with a new chapter for the mid-unit assessment in Lesson 5.

### In advance:

- Strategically pair students for Opening A and Work Time B, with at least one strong reader per pair.

- Preview the Language Dive Guide from Lesson 2 and consider how to invite conversation among students to address the language goals for Day 2.
- 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.A.2, 5.I.B.6, 5.I.B.7, 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 with opportunities to review the section of *Promises to Keep* read in the previous lesson, orally summarize the text, examine inappropriate shifts in verb tense, and apply their learning in a written summary.
- ELLs may find it challenging to write a summary of *Promises to Keep* in the amount of time allotted. Encourage students to refer to their Determining Main Ideas and Key Details note-catcher and allow them to discuss and rehearse their summaries with a partner before writing (see “Levels of support” and the Meeting Students’ Needs column).

#### Levels of support

*For lighter support:*

- Challenge students to rephrase the questions in the lesson for those who need heavier support.

*For heavier support:*

- During Work Time B, consider introducing a Summarizing the Section anchor chart to support students in writing their summaries. On the top half of the chart, write the following bullet points:
  - Include three or four key details to support each main idea.
  - Use linking words and phrases to connect key details in the paragraph.
  - Use correct verb tense.
- Create a bank of linking words and phrases by writing *For example*, *Also*, and *In addition* under the second bullet, and encourage students to add to the bank during the unit.

- Leave space on the bottom half of the chart to write a shared summary to serve as a model for students throughout the unit.
- During Work Time B, consider providing an outline for students to organize their summary and make connections between the information on their note-catchers and information they need to include in their summaries. Example:  
 [Book title, author, and big idea]\_\_\_\_\_. [First main idea] \_\_\_\_\_.  
 [Key detail]\_\_\_\_\_. [Key detail]\_\_\_\_\_. [Key detail]\_\_\_\_\_.  
 [Second main idea]\_\_\_\_\_. [Key detail]\_\_\_\_\_. [Key detail]\_\_\_\_\_.  
 [Key detail]\_\_\_\_\_. [Key detail]\_\_\_\_\_. [Concluding statement]\_\_\_\_\_.

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** To facilitate effective learning during this lesson, ensure that all students have access to the directions in each activity and feel comfortable with the expectations. Continue to vary the ways in which you convey expectations for each activity or task.
- **Multiple Means of Action and Expression (MMAE):** When introducing the writing in this lesson, support a range of fine motor abilities and writing needs by offering students options for writing utensils. Also consider supporting students' expressive skills by offering partial dictation of student responses. Recall that varying tools for construction and composition supports students' ability to express knowledge without barriers to communicating their thinking.
- **Multiple Means of Engagement (MME):** Continue to remind students of the goal for the work they are doing with *Promises to Keep*. Returning to the learning goals lifts up their value and relevance to students.

### Vocabulary

#### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- *summarize (L)*
- *segregated, existed, color barrier, race relations, enslaved, amendments, violate, favoring, opposed, demeaning (T)*
- *background, colonies, slaves, amendments, illegal, citizens, segregated, Jim Crow, demeaning (W)*

### Materials

- ✓ Finding the Gist and Unfamiliar Vocabulary: *Promises to Keep*, Pages 6–9 (from Lesson 2; one per student and one to display)
- ✓ *Promises to Keep* (from Lesson 1; one per student and one to display)
- ✓ Criteria for an Effective Summary anchor chart (begun in Module 1)
- ✓ Timer (one to display)

- ✓ Close Readers Do These Things anchor chart (begun in Module 1)
- ✓ Academic Word Wall (begun in Module 1; added to during Opening B)
- ✓ Domain-Specific Word Wall (begun in Lesson 1; added to during Opening B)
- ✓ Language Dive Guide: *Promises to Keep* (from Lesson 2; for teacher reference)
  - Questions We Can Ask during a Language Dive anchor chart (begun in Lesson 2)
  - Language Dive Chunk Chart: *Promises to Keep* (from Lesson 2; for teacher reference)
  - Language Dive Note-catcher: *Promises to Keep* (from Lesson 2; one per student and one to display)
  - Language Dive Sentence Strip Chunks: *Promises to Keep* (from Lesson 2; one to display)
  - Verb Tenses handout (from Lesson 2; one per student and one to display)
- ✓ Determining Main Ideas and Key Details: “A Black and White World” note-catcher (from Lesson 2; one per student)
- ✓ Determining Main Ideas and Key Details: “A Black and White World” note-catcher (from Lesson 2; answers, for teacher reference; one to display)
- ✓ Summary: “A Black and White World” (example, for teacher reference)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Paper (lined; one piece per student)
- ✓ Exit Ticket: Summarizing a Text (one per student and one to display)
- ✓ Exit Ticket: Summarizing a Text (answers, for teacher reference)

## Opening

### A. Engaging the Reader: Oral Summaries (5 minutes)

- Invite students to retrieve **Finding the Gist and Unfamiliar Vocabulary: *Promises to Keep*, Pages 6–9** from Lesson 2 and their copy of ***Promises to Keep***. Tell them that today they will summarize pages 8–9 of *Promises to Keep*.
- Display and invite students to open to page 8, and invite students to chorally read pages 8–9 with you.
- Move students into predetermined pairs.
- Direct students’ attention to the **Criteria for an Effective Summary anchor chart** from Modules 1–2 and select a volunteer to read it aloud.
- Emphasize that a *summary* includes the most important details from the text.
- Set a **timer** for 60 seconds and invite pairs to paraphrase “A Black and White World,” pages 8–9 from *Promises to Keep*, using their gist charts. Allow students to choose to paraphrase orally or by drawing pictures.
  - Repeat this process, this time setting the timer for 30 seconds and inviting pairs to paraphrase “A Black and White World.”
  - Repeat this process a third time, setting the timer for 15 seconds.
- Circulate to monitor students as they paraphrase.
- Refocus whole group and select volunteers to share out.

## Meeting Students' Needs

- For students who may need additional support with organizing their thinking for verbal expression: Before they share with a partner, allow students extra time as needed to prepare their oral summary. (MMAE, MME)
- For ELLs: (Errors: Verb Tense) As pairs interact, jot down examples of verb tense errors that are impeding communication. Share these with the class, and briefly review verb tenses for the whole class. Encourage students to identify the verb tense that communicates the message clearly and accurately. Consider adding these examples to the Verb Tenses handout introduced in Lesson 2.

## Opening

### B. Reviewing Learning Targets (5 minutes)

- Direct students' attention to the posted learning targets and select a volunteer to read them aloud:
- "I can recognize inappropriate shifts in verb tense."
- "I can summarize an informational text."
- Remind students they have seen learning targets similar to the second target in Modules 1–2.
- Turn and Talk, and then cold call students to share out:  
*"What does it mean to summarize?" (It means to give a short explanation of something that has been read, viewed, or heard.)*
- Underline and use the Vocabulary strategies on the **Close Readers Do These Things anchor chart** to review and/or determine the meaning of any unfamiliar words. Record any new words on the **Academic Word Wall** and **Domain-Specific Word Wall** and invite students to add translations in their home languages.

## Meeting Students' Needs

- For students who may need additional support with comprehension and engagement: Continue to invite them to share one way they worked toward similar learning targets in Modules 1–2. (MMR, MME)
- For ELLs: (Working on Same Learning Target) Have students discuss one way they work toward the second learning target in previous modules.

## Work Time

### A. Language Dive: *Promises to Keep*, Pages 8–9 (15 minutes)

- Tell students they will now participate in Day 2 of the Language Dive from Lesson 2, using the same format.
- Direct students' attention on the **Questions We Can Ask during a Language Dive anchor chart** and remind them that they thought of their own questions to ask during a Language Dive.



- Think-Pair-Share:
  - “What is one question you can ask during a Language Dive?” (Responses will vary.)*
- Reread the third paragraph of page 8 of *Promises to Keep*.
- Focus students on the sentence:
  - “Before we get into the story of Jackie Robinson, however, we need to understand how segregation became a way of life in the United States.”
- Use the **Language Dive Guide: *Promises to Keep*** and **Chunk Chart: *Promises to Keep*** to guide students through Day 2 of a Language Dive of the sentence. Distribute and display the **Language Dive Note-catcher: *Promises to Keep*** and **sentence strip chunks**, and invite students to retrieve their **Verb Tenses handout**.
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the first learning target.

### Meeting Students' Needs

- For students who struggle with oral language and processing: Continue to allow ample wait time after asking questions during the Language Dive. (MME, MMAE)

## Work Time

### B. Summarizing the Text: *Promises to Keep*, Pages 8–9 (25 minutes)

- Tell students they will now use their **Determining Main Ideas and Key Details: “A Black and White World” note-catcher** to write a summary of the text. Display a copy of **Determining Main Ideas and Key Details: “A Black and White World” note-catcher (answers, for teacher reference)** and invite students to take out their copy.
- Redirect students’ attention to the Criteria for an Effective Summary anchor chart. Remind students of the summaries they wrote in Modules 1–2, reviewing the criteria on the anchor chart. Point out the following bullets:
  - “Clearly states the themes or main ideas (the main points or messages that the author wants you to understand and take away)”
  - “Includes the most important details, quoted accurately where appropriate, to support the theme or each main idea presented”
- Remind students that they already determined the main ideas of this section and identified key details in the previous lesson.
- Using a total participation technique, invite responses from the group:
  - “What is one main idea of this chapter?” (African Americans were slaves in the United States until the Civil War ended slavery.)*
  - “What is another main idea of this chapter?” (After the Civil War, African Americans were still treated badly, and they were segregated from white people.)*
  - “What is the big idea of this entire chapter? Why did Sharon Robinson write it?” (to give background about how African Americans were treated in the United States before telling the specifics of Jackie Robinson’s story)*
- If productive, use a Goal 4 Conversation Cue to encourage students to compare ideas:

*“How is what \_\_\_\_ said the same as/different from what \_\_\_\_ said? I’ll give you time to think and write.” (Responses will vary.)*

- Tell students that the first sentence of their summaries should tell this big idea. Invite students to help you write the first sentence, being sure to include the title and author of the text. Refer to **Summary: “A Black and White World” (example, for teacher reference)** as needed.
- Tell students that because there are two main ideas in this section, their summary should be two paragraphs—one for each main idea.
- Direct students’ attention to the **Working to Become Effective Learners anchor chart** and remind them specifically of the collaboration criteria. Tell students that they will be working together in pairs to write their summaries, so they need to be conscious of working effectively with others.
- Distribute **paper** and invite students to work with their partner and use their Determining Main Ideas and Key Details: “A Black and White World” note-catcher to write a summary of pages 8–9. Remind students to refer to the Criteria for an Effective Summary anchor chart and the Domain-Specific Word Wall as they write.
- Circulate to support students as they work and ask questions to guide their thinking:  
*“Where can you see evidence of this main idea on pages 8-9?”*  
*“How would you retell this part of pages 8-9 for me?”*  
*“How would you summarize it?”*
- When 2 minutes remain, refocus whole group.
- Collect the summaries and use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the second learning target and to self-assess how well they did with collaborating in this lesson.

### Meeting Students’ Needs

- For students who may need additional support with motivation and sustained effort: Continue to provide feedback that is timely and encourages the use of specific supports and strategies. (MME)
- For ELLs: (“Summarizing a Section” Chart: Referencing) Before inviting students to write, direct their attention to the “Summarizing a Section” chart and read it aloud (see *For heavier support*.) Point out that the bullet points list what to include in their summaries. Invite students to refer to this chart when writing their summaries, varying the linking words and phrases they use to connect ideas.
- For ELLs: (Shared Writing: Summary) Consider working with a group of students to complete the summary as a shared or interactive writing experience. Write this summary at the bottom of the “Summarizing a Section” chart (see *For heavier support*) and display the completed summary as a model for students to refer to when writing summaries in upcoming lessons.
- For ELLs: (Verbal Writing Practice) Consider allowing students to discuss and rehearse their summaries with their partner before writing. This allows them additional time to organize their thinking. Encourage them to use the linking words and phrases listed on the “Summarizing a Section” chart (see *For heavier support*) to connect key details and ideas in their summary.



## Closing and Assessment

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### A. Exit Ticket: Summarizing a Text (10 minutes)

- Distribute **Exit Ticket: Summarizing a Text** and follow the same routine from the Closing of Lesson 2 to guide students through completing the exit ticket.
  - Read aloud the question on the exit ticket.
  - Invite students to read the excerpt and complete the exit ticket.
  - Collect exit tickets to assess students' progress toward summarizing informational texts. Refer to **Exit Ticket: Summarizing a Text (answers, for teacher reference)**.

### Meeting Students' Needs

- For students who may need additional support with organizing ideas for written expression: Invite them to first orally share the sentences they plan to write on their exit ticket. (MMAE)
- For ELLs: (Referencing Lesson 2 Exit Ticket) Consider allowing students to refer to their completed Exit Ticket: Determining Main Ideas from Lesson 2 for support when completing today's exit ticket.

## Homework

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**A. Complete Language Dive Practice I: *Promises to Keep* in your Unit 1 homework.**

**B. Accountable Research Reading. Select a prompt to respond to 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 Grades 4 or 6, or record an audio response. (MMAE)
- For students who may need additional support with reading: Support students in selecting a prompt to respond to, rephrasing the prompt, and thinking aloud possible responses. (MMR)