

## Lesson 4: 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.
- **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.



### 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.5.1, RI.5.2)

### Ongoing Assessment

- Determining Main Ideas and Key Details: “Signs of Hope” note-catcher (RI.5.1, RI.5.2)
- Summary: “Signs of Hope” (RI.5.1, RI.5.2)

### Agenda

#### 1. Opening

- A. Reviewing Learning Targets (5 minutes)

#### 2. Work Time

- A. Reading for Gist: *Promises to Keep*, Pages 10–17 (10 minutes)
- B. Partner Practice: Determining Main Ideas and Key Details (15 minutes)
- C. Summarizing the Text: *Promises to Keep*, Pages 10–17 (15 minutes)

#### 3. Closing and Assessment

- A. Identifying Factors for Success (15 minutes)

#### 4. Homework

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

## Teaching Notes

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### Purpose of lesson and alignment to standards:

- In this lesson, students practice determining main ideas and key details, and writing a summary of “Signs of Hope” (RI.5.1, RI.5.2).
- In the Closing, students begin to think about the factors that led to Jackie Robinson’s success in breaking the color barrier in baseball. They consider how others worked toward the same goal of desegregation, recording examples and evidence on the Factor for Success: Historical Context anchor chart (RI.5.3).
- Students practice their fluency in this lesson by reading *Promises to Keep* with a partner in Work Time A. This kind of fluency practice continues over the course of the module.
- In this lesson, students focus on working to become ethical people by showing respect as they share their reflections on the text, and focus on working to become effective learners by collaborating as they work in pairs to determine main ideas and key details of the text.

### How it builds on previous work:

- This lesson follows the same routine of reading a chapter of *Promises to Keep*, determining main ideas and key details, and summarizing the chapter as in Lessons 2–3.

### 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’ Determining Main Ideas and Key Details: “Signs of Hope” note-catcher and summaries to ensure students understand how to determine main ideas and summarize informational texts.
- Consider using the Speaking and Listening Informal Assessment: Collaborative Discussion Checklist during students’ partner discussions in Work Times A and B (see Module 1 Appendix).
- Consider using the Writing Process Checklist for Writing and Language Skills during students’ work in Work Time C (see Module 1 Appendix).

### Down the road:

- Students will repeat this routine of reading a new chapter of *Promises to Keep*, determining main ideas and key details, and summarizing with a new chapter for the mid-unit assessment in the next lesson.
- Students will create new anchor charts for other factors for Jackie Robinson’s success and continue adding to the Factor for Success: Historical Context anchor chart in the second half of the unit. Students will refer to these 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.
- At the end of Closing and Assessment A, students give a focus statement and evidence answering the module’s second guiding question: What factors can contribute to an

individual's success in a changing society? This is done in preparation for the second half of the unit, when students write informational paragraphs responding to this question.

### In advance:

- Strategically pair students for partner work during Work Times A and B, with at least one strong reader per pair.
- 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 and 5.I.B.7

### Important points in the lesson itself

- The basic design of this lesson supports ELLs by giving students the opportunity to read the text for gist before determining main ideas and key details, following similar reading and summarizing routines as in previous lessons, allowing for partner discussion throughout the lesson, and returning to the text to consider factors that contribute to success as an effective leader.
- ELLs may find it challenging to write a summary of the section of text independently. Allow students to discuss and rehearse their summaries with a partner before writing, and remind them to use their note-catchers from Work Time B as well as the model summary created in Lesson 3 for support (see “Levels of support” below and the Meeting Students’ Needs column).

### Levels of support

*For lighter support:*

- During the Mini Language Dive, challenge students to generate questions about the sentence before asking the prepared questions.

*For heavier support:*

- Prepare sticky notes with pre-written words or drawings based on the gist of different sections of the text. During Work Time B, students can match the gist represented on the sticky notes with each section of the text.

- Consider providing the summary outline (see Lesson 3, *For heavier support*) to help students organize their writing and make connections between the information on their note-catchers and the information they need to include in their summaries.

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students silently read pages 10–17 of *Promises to Keep* as it is read aloud. Recall that hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students. Continue to set clear expectations that students read along silently in their heads as the text is read aloud.
- **Multiple Means of Action and Expression (MMAE):** This lesson includes writing time, during which some students may need additional support with building their writing stamina. Provide scaffolds that build an environment that is conducive to writing.
- **Multiple Means of Engagement (MME):** As students engage with the text, continue to support them in linking the information presented back to the learning target to emphasize and remind them of the instructional goal.

### Vocabulary

#### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- *separate, restricted, tension, migrated, sharecroppers, determined, boundaries, incidents, racism, equity, activists, endured, avoid, influence, triumph, superiority, admired* (T)
- *segregation, equity, antisegregation movement, racism, inspired, intimidate, instill, influence* (W)

### Materials

- ✓ *Promises to Keep* (from Lesson 1; one per student and one to display)
- ✓ Finding the Gist and Unfamiliar Vocabulary: *Promises to Keep*, Pages 10–17 (one per student and one to display)
- ✓ Finding the Gist and Unfamiliar Vocabulary: *Promises to Keep*, Pages 10–17 (answers, for teacher reference)
- ✓ 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)
- ✓ Working to Become Ethical People anchor chart (begun in Module 1)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Determining Main Ideas and Key Details: “Signs of Hope” note-catcher (one per student and one to display)

- ✓ Determining Main Ideas and Key Details: “Signs of Hope” note-catcher (answers, for teacher reference)
- ✓ Paper (lined; one piece per student)
- ✓ Criteria for an Effective Summary anchor chart (begun in Module 1)
- ✓ Summary: “Signs of Hope” (example, for teacher reference)
- ✓ Module Guiding Questions anchor chart (begun in Lesson 1)
- ✓ Factor for Success: Historical Context anchor chart (new; co-created with students during the Closing; see supporting Materials)
- ✓ Factor for Success: Historical Context anchor chart (example, for teacher reference)

### Opening

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

- Direct students’ attention to the posted learning targets and select a volunteer to 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.”
- Remind students they have worked on these learning targets in Lessons 2 and 3.
- Turn and Talk, and select volunteers to share out:

*“What is one way you worked toward these targets in Lessons 2 and 3?” (Responses will vary.)*

#### Meeting Students’ Needs

- For ELLs: (Working toward Same Learning Target) Students can discuss one way they worked toward similar learning targets in the previous two lessons.

### Work Time

#### A. Reading for Gist: *Promises to Keep*, Pages 10–17 (10 minutes)

- Invite students to take out ***Promises to Keep*** and turn to page 10. Display page 10 and read aloud pages 10–17 as students follow along, reading silently in their heads.
- Turn and Talk, and use a total participation technique to invite responses from the group:  
*“What is the text about?” (what life was like for Jackie when he was growing up and how people hoped for change and progress)*
- Share that as in Lessons 2 and 3, today they will read this text for the gist and then reread it more closely, thinking about the main ideas and key details.
- Distribute **Finding the Gist and Unfamiliar Vocabulary: *Promises to Keep*, Pages 10–17**. Follow the same routine from Work Time A of Lesson 2 to guide students through reading this text:

- Review the **Close Readers Do These Things anchor chart**.
- As a group, chorally read the first paragraph on page 10, find the gist, and record it in the appropriate spot on Finding the Gist and Unfamiliar Vocabulary: *Promises to Keep*, Pages 10–17. Refer to **Finding the Gist and Unfamiliar Vocabulary: *Promises to Keep*, Pages 10–17 (answers, for teacher reference)**.
- As a group, write down any unfamiliar words from the first paragraph and use the Vocabulary strategies listed on the Close Readers Do These Things anchor chart to determine the meaning of each word. Remind students to record new Vocabulary in their **Vocabulary logs**.
- Invite students to work with a partner to read the remainder of the chapter, recording the gist and any unfamiliar Vocabulary in the appropriate spots on their note-catchers.
- Circulate to support students as they find the gist and to identify common issues to use as whole group teaching points.
- As a group, discuss the gist and unfamiliar Vocabulary. Add any unfamiliar words to the **Academic Word Wall** and **Domain-Specific Word Wall** and invite students to add translations in home languages.
- Invite students to reflect on what they just read. Review respect on the **Working to Become Ethical People anchor chart** and invite volunteers to share their reflections.

### Meeting Students' Needs

- For students who may need additional support with 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 of the previous section in *Promises to Keep* in 1 minute or less (with feedback) and then again in 30 seconds or less with a partner.
- For ELLs: (Mini Language Dive) "While my father / fought relatively small battles against racism in Pasadena, / African-American leaders across the country / took the struggle to a new level."
  - Deconstruct: Invite students to discuss the meaning of the sentence and grapple with the meaning of each chunk. Encourage extended conversation and practice with the focus structure in the highlighted chunk, keeping the following language goals in mind:
    - took: "Did what?" / Meaning: took is the past tense of take and means brought or moved. Suggested questions: "What did African Americans across the country do?" (simple past tense irregular verb)
    - the struggle: "What?" / Meaning: the struggle refers to the battle against racism mentioned in the second chunk. Suggested questions: "What does the struggle refer to? How do you know?" (noun)
    - to a new level: "Where?" / Meaning: to signals where. This chunk will tell us where African American leaders took the struggle against racism. To a new level means they took the struggle beyond small battles referenced in a previous chunk. The text says they fought against racism in courts, newspapers, and street demonstrations. Suggested questions: "What do



you think it means that they took the struggle to a new level? How do you know?" (prepositional phrase)

- Practice: "How can you say this chunk in your own words?"
- Reconstruct: Reread the sentence. Ask:

***"Now what do you think the sentence means?"***

***"How does your understanding of this sentence add to your understanding of this chapter?"***

- Practice: Consider inviting students to use the sentence to speak or write about their own work or lives. Suggestion: While I \_\_\_\_\_, my friend \_\_\_\_\_. Ask:

***"What if we replaced took with are taking?"***

- For ELLs: (Visual Reinforcement/Acting Out Word Meanings) Consider adding a sketch or drawing and inviting students to act out the meaning of words added to the Word Walls.

### Work Time

#### B. Partner Practice: Determining Main Ideas and Key Details (15 minutes)

- Tell students that as in Lesson 2, they will reread this chapter to determine the main ideas the author wants the reader to understand, and to identify key details that support the main idea. Tell students that today, they will do this with a partner.
- Direct students' attention to the **Working to Become Effective Learners anchor chart** and review what perseverance and collaboration look and sound like.
- Distribute and display the **Determining Main Ideas and Key Details: "Signs of Hope" note-catcher**. Follow the same routine from Work Time C of Lesson 2 to guide students through independently rereading this chapter:
  - Invite students to work with a partner to reread the text and think about the main points the author wants the reader to understand and take away from reading the text, recording the main ideas in the appropriate spots on the note-catcher.
  - Invite students to gather details to confirm their original thinking about what the text is about or more precisely focus this thinking, recording key details that support the main ideas in the appropriate spots on the note-catcher.
  - Circulate to support students as they find work and to identify common issues to use as whole group teaching points. Refer to **Determining Main Ideas and Key Details: "Signs of Hope" note-catcher (answers, for teacher reference)** as necessary.
  - As a group, discuss main ideas and key details.
- 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 may need additional support with recording their ideas in writing: Provide a partially filled-in note-catcher that contains sentence stems or frames as scaffolds. (MMAE, MME)
- For ELLs: (Modeling) Before inviting students to work on their own, consider modeling identifying one main idea and any supporting details for students, and then invite students to discuss with a partner how each detail supports the main idea.

## Work Time

### C. Summarizing the Text: *Promises to Keep*, Pages 10–17 (15 minutes)

- Tell students they will now write a summary of “Signs of Hope.”
- Distribute **paper**. Follow the same routine from Work Time B of Lesson 3 to guide students through independently writing a summary of this chapter:
  - Review the criteria on the **Criteria for an Effective Summary anchor chart**.
  - As a group, discuss the big idea of the entire chapter.
  - Invite students to use their Determining Main Ideas and Key Details: “Signs of Hope” note-catcher to write a summary of pages 10–17. 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 write and to identify common issues to use as whole group teaching points. Refer to **Summary: “Signs of Hope” (example, for teacher reference)** as necessary.
- 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 persevering and 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) Consider reviewing the “Summarizing the Section” chart from Lesson 3 and inviting students to suggest new words or phrases to add to the linking language bank. Encourage students to vary the linking language they use in their summaries and to refer to the shared summary as a model for their writing.
- For ELLs: (Verb Tense: Identifying Examples) Model identifying a verb in a sentence from the Summary: “Signs of Hope” and explain the meaning the verb tense conveys. Example: “In the sentence ‘When Jackie was growing up, African Americans were fighting against segregation across the country,’ the verb *were fighting* is written in the past progressive and conveys that the fight against segregation was ongoing in the past and didn’t happen just once.”) Invite students to do the same with a



verb in their summaries. As students share, clarify and add the examples to the Verb Tenses anchor chart from Lesson 2.

## Closing and Assessment

### A. Identifying Factors for Success (15 minutes)

- Direct students' attention to the **Module Guiding Questions anchor chart** and select a volunteer to read aloud the first guiding question:
  - “How have athletes broken barriers during the historical era in which they lived?”
- Remind students that through reading *Promises to Keep*, they are learning about how Jackie Robinson broke the color barrier in baseball. Select a volunteer to read aloud the second guiding question:
  - “What factors can contribute to an individual's success in a changing society?”
- Tell students that as they read, they will identify factors that contributed to Jackie Robinson's success in breaking barriers and changing society, and collect evidence from the text for these factors.
- Direct students' attention to the **Factor for Success: Historical Context anchor chart**. Tell students that one reason for Jackie's success in breaking the color barrier in baseball was that there were many other people working toward the same goal at the same time.
- Select a volunteer to read the headings on the chart, clarifying as needed.
- Using a total participation technique, invite responses from the group:
  - “What goal was Jackie working toward?” (breaking the color barrier in baseball)*
  - “What was the bigger goal that others were working toward during this time?” (fighting against segregation and achieving racial equality)*
- Model identifying one group of people working toward these goals, recording the group of people and evidence in the appropriate spots on the anchor chart. Refer to **Factor for Success: Historical Context anchor chart (example, for teacher reference)** as necessary.
- Invite students to reread pages 10–17, identifying other people working toward these goals and evidence from the text supporting students' thinking. Select volunteers to share out, recording their ideas in the appropriate spots on the anchor chart and referring to Factor for Success: Historical Context anchor chart (example, for teacher references) as needed.
- Redirect students' attention to the second question on the Module Guiding Questions anchor chart.
- Think-Pair-Share:
  - “Say a focus statement that answers the second module guiding question: What factors can contribute to an individual's success in changing society?” (Responses will vary, but may include: One factor that can contribute to someone's success in leading social change is other people working toward the same goal, at the same time.)*
  - “Reread the evidence on the Factor for Success: Historical Context anchor chart. Give an example from the text to support the focus statement you just shared with your partner.” (Responses will vary, depending on the focus statement.)*
- Refocus whole group and use a total participation technique to invite responses from the group.

- If productive, cue students to explain why a classmate came up with a particular response:  
*“Who can explain why your classmate came up with that response? I’ll give you time to think and write.” (Responses will vary.)*
- Tell students they will continue to identify factors for Jackie Robinson’s success and will add to this anchor chart as they read *Promises to Keep*.

### Meeting Students’ Needs

- For students who may need additional support with oral language and processing: Pair students with strategic partners to ensure that 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 other groups that were fighting for racial equality during that time in history.
- 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. (Example: “We are looking for ways that historical context contributed to Jackie Robinson’s success. Can anyone help me find evidence for that? I will put a sticky note where I find the evidence so I can go back to it for more context when we share as a class.”)
- For ELLs: (Sentence Frames: Heavier Support) Invite more proficient students to create sentence frames for students who need heavier support to use when sharing ideas during the Think-Pair-Share protocol. (Example: *One factor that helps a person be successful in changing society is \_\_\_\_\_. For example, \_\_\_\_\_.*)

## Homework

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### A. Language Dive Practice II: *Promises to Keep*

**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, either with a partner or family member or 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)