

Lesson 8: Close Read: Pages 38–41 of *Promises to Keep*



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.5.3:** 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.5.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- **L.5.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- **L.5.4a:** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- **L.5.4b:** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).



Daily Learning Target

- *I can explain how people or events led to Jackie Robinson's success using specific information in the text. (RI.5.1, RI.5.3)*

Ongoing Assessment

- Close Reading Note-catcher: *Promises to Keep*, Pages 38–41 (RI.5.1, RI.5.3, RI.5.4, L.5.4a, L.5.4b)

Agenda

1. Opening

- A. Reviewing Learning Target (5 minutes)

2. Work Time

- A. Reading for Gist: *Promises to Keep*, Pages 30–41 (10 minutes)
- B. Close Reading: *Promises to Keep*, Pages 38–41 (30 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:

- Work Time A and the Closing contain repeated routines from Lessons 2–6. Refer to those lessons for more detail, as necessary.
- In this lesson, students begin a new chapter in *Promises to Keep*. They read the first part of the chapter for gist, and then closely reread an excerpt, looking for a factor that led to Jackie's success (RI.5.1, RI.5.3, RI.5.4, L.5.4a, L.5.4b). This chapter includes violent reactions from fans, including threatening letters on page 34. Continue to be mindful that these issues may be sensitive for students, and monitor student reflections to determine if more discussion is necessary.
- In Work Time B, students participate in a close reading of *Promises to Keep*. During this close read, students focus on explaining the relationship between Jackie and other people that helped him to succeed in breaking the color barrier in baseball. Beginning in this lesson, the Close Reading Guide lists only the text excerpts, key questions to ask students, and instructional moves required. Continue to use discussion protocols (e.g., Think-Pair-Share, Conversation Cues, and total participation techniques) to engage all students in a collaborative discussion about the text.
- In this lesson, students focus on working to become ethical people by showing respect as they reflect on the chapter read from *Promises to Keep*, and working to become effective learners by collaborating as they work in triads throughout the lesson.

How it builds on previous work:

- Rather than the teacher identifying the factor for success as in previous lessons, students closely read to determine the factor of support from family, friends, and fans.

Areas in which students may need additional support:

- Students may need additional support with recording their answers on their note-catchers. Consider sitting those students in a group together for teacher support when necessary.

Assessment guidance:

- Review student close reading note-catchers to ensure students understand the relationship between people and events leading to Jackie Robinson's success.
- Consider using the Speaking and Listening Informal Assessment: Collaborative Discussion Checklist during students' triad work in Work Time B (see Module 1 Appendix).

Down the road:

- This lesson begins a three-lesson sequence in which students read the chapter "Play Ball!" and identify factors of Jackie's success. Students will repeat this routine of reading for the gist, closely reading an excerpt to determine a factor for success, and creating a new factor for success anchor chart in the next lesson. In Lesson 10, students will finish reading the chapter, create a timeline and use the timeline to give an oral summary of the chapter, and write an informational paragraph about one of the factors for Jackie's success.

In advance:

- Strategically group students into triads for the work in this lesson, with at least one strong reader per triad.

- Preview Close Reading Guide: *Promises to Keep*, Pages 38–41 and the Close Reading Note-catcher: *Promises to Keep*, Pages 38–41 to familiarize yourself with what will be required of students.
- 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, 5.I.B.6, and 5.I.B.8

Important points in the lesson itself

- The basic design of this lesson supports ELLs by providing the same routine for finding the gist as in Lessons 2–3, and for creating a new factor for success anchor chart as in Lessons 4–6. Students also benefit from the close reading in Work Time B, which focuses on using the text to address the Daily Learning Target.
- ELLs may find it challenging to keep pace with the class during Closing and Assessment A, given the volume and density of the text they are asked to read in the amount of time allotted. Consider working with a small group of students to help them identify factors for success together before doing so on their own (see Meeting Students' Needs).

Levels of support

For lighter support:

- Invite students to explain how they determined the meaning of unfamiliar Vocabulary words, emphasizing the strategies of using context, and affixes and roots, as clues. (Example: “*Embraced* is an unfamiliar Vocabulary word. The text says, ‘... surrounded by a community that *embraced* them. There they met lifelong friends.’ *lifelong friends* makes me think that *embraced* means to accept or welcome someone.”)

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.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** In this lesson, students again engage with *Promises to Keep*. Before students engage with this text, continue to support comprehension by activating prior knowledge. Also provide questions visually as well as verbally.
- **Multiple Means of Action and Expression (MMAE):** It is important to support self-monitoring and executive function skills. In this lesson, you can facilitate student management of information and resources by allowing students to identify unknown words and record them in their Vocabulary log. Also consider offering scaffolds when students closely read the text. (Example: Provide sticky notes with words pertaining to the gist of the story already printed on them.)
- **Multiple Means of Engagement (MME):** Before students share with a partner, foster community and support students by practicing how to provide positive feedback (e.g., how to give a compliment or ask questions for further understanding).

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- *insisted, trek, anticipated, threatened, remaining, attendance, experiences, boycott, standing ovation, regarded, await, surrounded, reaction, resent, ambiguous, embraced (T)*

Materials

- ✓ *Promises to Keep* (from Lesson 1; one per student and one to display)
- ✓ Finding the Gist and Unfamiliar Vocabulary: *Promises to Keep*, Pages 30–41 (one per student and one to display)
- ✓ Finding the Gist and Unfamiliar Vocabulary: *Promises to Keep*, Pages 30–41 (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)
- ✓ Close Reading Guide: *Promises to Keep*, Pages 38–41 (for teacher reference)
 - Close Reading Note-catcher: *Promises to Keep*, Pages 38–41 (one per student and one to display)
 - Close Reading Note-catcher: *Promises to Keep*, Pages 38–41 (example, for teacher reference)
 - Affix List (from Module 1; one per student and one to display)

- Factor for Success: Historical Context anchor chart (begun in Lesson 4)
- Factor for Success: Personal Qualities anchor chart (begun in Lesson 5)
- Factor for Success: Support from Decision Makers anchor chart (begun in Lesson 6)
- ☑ Factor for Success: Support from Family, Friends, and Fans anchor chart (new; co-created with students during the Closing; see supporting Materials)
- ☑ Factor for Success: Support from Family, Friends, and Fans anchor chart (example, for teacher reference)
- ☑ Module Guiding Questions anchor chart (begun in Lesson 1)

Opening

A. Reviewing Learning Target (5 minutes)

- Direct students' attention to the learning target and read it aloud:
- "I can explain how people or events led to Jackie Robinson's success using specific information in the text."
- Tell students that in this lesson, they will closely read an excerpt from a new chapter of *Promises to Keep* and identify another factor that led to Jackie Robinson's success.

Meeting Students' Needs

- For students who may need additional support with comprehension and engagement: Invite students to share one way that they worked toward a similar learning target in previous lessons. (MMR, MME)
- For ELLs: (Sentence Frames) Invite students to share factors that led to Jackie Robinson's success that they have identified so far. Provide sentence frames. (Example: One factor that led to Jackie Robinson's success was _____. For instance, ____.)

Work Time

A. Reading for Gist: *Promises to Keep*, Pages 30–41 (10 minutes)

- Invite students to take out *Promises to Keep* and turn to page 30.
- Display page 30 and read pages 30–41 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?" (when Jackie first started playing with the Royals and the Dodgers)
- Share that today they will read this text for the gist and then reread it more closely, thinking about what factors led to Jackie Robinson's success in breaking the color barrier in baseball.
- Distribute **Finding the Gist and Unfamiliar Vocabulary: *Promises to Keep*, Pages 30–41**. Follow the same routine from Work Time A of Lesson 2 to guide students through reading this text. Refer to the following resources as necessary:
 - **Close Readers Do These Things anchor chart.**

- **Finding the Gist and Unfamiliar Vocabulary: *Promises to Keep*, Pages 30–41 (answers, for teacher reference)**
- **Vocabulary logs**
- **Academic Word Wall**
- **Domain-Specific Word Wall**
- **Working to Become Ethical People anchor chart**

Meeting Students' Needs

- For ELLs and students who may need additional support with determining the gist: Continue to highlight or underline key phrases in their individual copy of *Promises to Keep* in advance. Recall that this lifts the gist up for them as they read along. (MMR)
- For students who may need additional support with comprehension: Continue to add visual support for new Vocabulary words as they are added to the Word Walls. (MMR)
- For students who may need additional support with fine motor skills: Continue to provide options for expression by offering a copy of Finding the Gist and Unfamiliar Vocabulary: *Promises to Keep*, Pages 30–41 that includes lines. (MMAE)
- 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.
- For ELLs: (Mini Language Dive) "When the game ended, / they returned to their separate worlds." (p.33)
 - 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:
 - they: "Who?" / Meaning: they refers to the Royals' black and white players, stated in the preceding sentence. The sentence is about the Royals' black and white players. Suggested questions: "Who does they refer to in this chunk? How do you know?" (pronoun)
 - returned: "What?" / Meaning: returned is the simple past tense of return and means to go back to. Suggested questions: "What did the Royals' black and white players do? What is the translation of this word?" (noun)
 - to their separate worlds: "Where?" / Meaning: This chunk tells us where the Royals' black and white players returned to. to their separate worlds means they lived in a divided, or segregated, world; black people and white people went to separate schools, restaurants, etc. The text refers to this segregation throughout each chapter. Suggested questions: "What does this chunk tell us? Why do we think that?" (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 section of the text?"
- Practice: Consider inviting students to use the sentence to speak or write about their own lives. Suggestion: When ____ ended, I returned to _____. Ask:
 - "What if we replaced ended with ends?"
 - "What connection can you make between your understanding of this sentence and your understanding of racial segregation at the time?"

Work Time

B. Close Reading: *Promises to Keep*, Pages 38–41 (30 minutes)

- Remind students that digging into the text deeper can help them understand it better, so they are going to dig deeper into this excerpt of the text through close reading.
- Move students into pre-determined triads.
- Direct students' attention to the **Working to Become Effective Learners anchor chart** and review what collaboration looks and sounds like.
- Use **Close Reading Guide: *Promises to Keep*, Pages 38–41** to guide students through a close read of this excerpt. Refer to the guide for how to integrate the following:
 - **Close Reading Note-catcher: *Promises to Keep*, Pages 38–41**
 - **Affix List**
 - **Factor for Success: Historical Context anchor chart**
 - **Factor for Success: Personal Qualities anchor chart**
 - **Factor for Success: Support from Decision Makers anchor chart**
- Refer to **Close Reading Note-catcher: *Promises to Keep*, Pages 38–41 (example, for teacher reference)** as necessary.

Meeting Students' Needs

- For students who may need additional support with staying on pace during the close read: Consider gathering these students in one place in the room to support them quickly and quietly as they closely read the text. (MMAE, MME)
- For ELLs: (Verb Tense: Adding Examples) When asking students "Relationship Question 3: 'How did that change? Why?'" of the Close Read Guide, focus them on the sentence "By June, however, things had changed." Invite students to identify the verb tense in the sentence, and explain the meaning the verb tense conveys. (*had changed* is written in the past perfect tense and conveys that the action was completed at some point in the past, before something else happened.) As students share, provide any needed clarification and add *had changed* to the Verb Tenses anchor chart from Lesson 2.

Closing and Assessment

A. Identifying Factors for Success (15 minutes)

- Follow the same routine from the Closing of Lesson 4 to guide students through creating the new **Factor for Success: Support from Family, Friends, and Fans anchor chart**. Refer to the following as necessary:
 - **Module Guiding Questions anchor chart**
 - **Factor for Success: Support from Family, Friends, and Fans anchor chart (example, for teacher reference)**
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the learning target and to self-assess how well they collaborated and showed respect in this lesson.

Meeting Students' Needs

- For students who may need additional support with oral language and processing: Continue to strategically pair students. (MMAE)
- For ELLs: (Errors: Verb Tense) As students Think-Pair-Share, jot down examples of verb tense errors that are impeding communication. Share these with the class, and briefly review verb tenses. Encourage students to identify the verb tense that communicates the message clearly and accurately. Consider adding examples to the Verb Tenses anchor chart introduced in Lesson 2.
- For ELLs: (Jigsaw Reading) Allow students to be responsible for different, smaller portions of the text and then report back to the larger group with examples and evidence for the factor for success their group is focused on.
- For ELLs: (Sticky Notes for Evidence) Consider inviting students to use sticky notes to identify examples and evidence for a factor of success, and to refer back to these sticky notes as they record their evidence onto the anchor chart.

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: Students may benefit from discussing and responding to their prompt orally, either with a partner or a family member or by recording their 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)