

## Lesson 9: Close Read: Pages 42–45 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.



### 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 42–45 (RI.5.1, RI.5.3)

### Agenda

#### 1. Opening

- A. Reviewing Learning Target (5 minutes)

#### 2. Work Time

- A. Reading for Gist: *Promises to Keep*, Pages 42–45 (10 minutes)
- B. Close Reading: *Promises to Keep*, Pages 42–45 (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 Times A and B and the Closing all contain repeated routines from Lessons 2–7. Refer to those lessons for more detail, as necessary.
- This lesson follows the same sequence of instruction as in Lesson 8: Students continue reading a chapter in *Promises to Keep* for gist, and then closely reread an excerpt looking for a factor that led to Jackie's success (RI.5.1, RI.5.3). This chapter includes violent reactions toward Jackie Robinson from opposing players. Continue to be mindful that these issues may be sensitive for students, and monitor student reflections to determine if more discussion is necessary.

- 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:

- In previous lessons of this unit students have read chapters of *Promises to Keep* and identified the factors that contributed to the success of Jackie Robinson as a leader of change. In this lesson they read more of *Promises to Keep* and continue to identify the factors that contributed to his success.

### 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 students' 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:

- In the next lesson, students will finish reading "Play Ball!", summarize the chapter in its entirety, and write a short informational paragraph explaining one of the factors for success identified.

### 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 42–45 and the Close Reading Note-catcher: *Promises to Keep*, Pages 42–45 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 and 5.I.B.6

### Important points in the lesson itself

- The basic design of this lesson supports ELLs by providing the same routine for finding the gist, close reading, and identifying a new factor for success as in Lesson 8. Students especially 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).
- Students may be sensitive to reading about the violent ways that opposing players treated Jackie Robinson. Consider inviting students to participate in a Mini Language Dive during Work Time B, focusing students on Jackie Robinson's nonviolent reaction, and allowing time for discussion.

*For lighter support:*

- The supports in this lesson are similar to the supports in Lesson 8, because the tasks mirror one another. Based on student performance in Lesson 8, consider releasing students from some of the supports applied in that lesson to foster independence and to assess student progress.

*For heavier support:*

- Throughout the reading for gist, stop often to check for comprehension. Ask students to summarize the events and ideas in the text. When necessary, invite a more proficient student to paraphrase the events in more comprehensible language.

## Universal Design for Learning

- **Multiple Means of Representation (MMR):** This lesson offers a variety of visual anchors to cue students' thinking. Continue creating additional or individual anchor charts for reference and charting student responses during whole class discussions to aid with comprehension.
- **Multiple Means of Action & Expression (MMAE):** During the Closing, students share a focus statement that answers the second module guiding question and give evidence to support the focus statement. Support planning and management of information by inviting students to write their ideas on a notecard for reference during the Think-Pair-Share. This helps students keep information organized and "in mind."
- **Multiple Means of Engagement (MME):** Invite students to reflect on their learning from previous lessons with *Promises to Keep*. This helps students understand the value and relevance of the activities in this lesson. Continue to provide support for students who may need additional guidance in peer interactions and collaboration.

## 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, 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 42–45 (one per student and one to display)
- ☑ Finding the Gist and Unfamiliar Vocabulary: *Promises to Keep*, Pages 42–45 (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 42–45 (for teacher reference)
  - Close Reading Note-catcher: *Promises to Keep*, Pages 42–45 (one per student and one for display)
  - Close Reading Note-catcher: *Promises to Keep*, Pages 42–45 (example, for teacher reference)
  - 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 (begun in Lesson 8)
- ☑ Factor for Success: A Way to Communicate the Vision anchor chart (new; co-created with students during the Closing; see supporting Materials)
- ☑ Factor for Success: A Way to Communicate the Vision anchor chart (example, for teacher reference)
- ☑ Module Guiding Questions anchor chart (begun in Lesson 1)

## Opening

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### 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."
- Remind students that they worked toward this target in the previous lesson.
- Turn and Talk, and select volunteers to share out:

*"What were your challenges as you worked toward this target in the previous lesson?" (Responses will vary.)*

*"What were your successes?" (Responses will vary.)*

- Tell students that as in Lesson 8, 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 be uncomfortable sharing their own idea with the entire class: Consider allowing them to share what their partner said so that they still have a chance to speak in front of the class. (MMAE, MME)
- For ELLs: (Varying Linking Words) Invite students to share three factors that led to Jackie Robinson's success that they have identified so far, using varying linking words to connect their ideas. Invite them to refer to the "Factors for Success Paragraph" chart introduced in Lesson 6 for linking words they can use (examples: *For instance, Additionally, Furthermore*).

## Work Time

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### A. Reading for Gist: *Promises to Keep*, Pages 42–45 (10 minutes)

- Invite students to take out *Promises to Keep* and turn to page 42.
- Display page 42 and read pages 42–45 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?" (awards and recognition Jackie received after his first season in the Major Leagues)*
- 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 42–45**. Follow the same routine as in 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 42–45 (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 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 adding 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 42–45 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: (Explaining Strategies) 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: “**Opposing** is an unfamiliar Vocabulary word. **Oppose** has the same root word as opposite, so I think it must mean **opposite**, referring to the players on the team **opposite** Jackie Robinson’s.”)

### Work Time

#### B. Close Reading: *Promises to Keep*, Pages 42–45 (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 as needed.
- Use **Close Reading Guide: *Promises to Keep*, Pages 42–45** 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 42–45**
  - **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**
  - **Factor for Success: Support from Family, Friends, and Fans anchor chart**
- Refer to **Close Reading Note-catcher: *Promises to Keep*, Pages 42–45 (example, for teacher reference)** as necessary.

## Meeting Students' Needs

- For students who may need additional support with staying on pace during the close read: Similar to Lesson 8, 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: (Mini Language Dive) "He glared / at his aggressor / until he had gathered the strength / not to throw a punch. (p.43)
  - 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:
    - until: "How long?" / Meaning: until means up to a certain point or time. It connects what happened previously, He glared at his aggressor, to the forthcoming idea. The forthcoming idea will tell us when he stopped glaring at his aggressor. Suggested questions: "What do we think this word means? What is the translation of this word?" (conjunction)
    - he: "Who?" / Meaning: he is Jackie Robinson. The preceding sentence says Dad, referring to the author's dad, Jackie Robinson. Suggested questions: "Who does he refer to in this chunk? How do you know?" (noun)
    - gathered + strength: "Until he what?" / Meaning: had gathered the strength is what Jackie Robinson did. had gathered is the past perfect tense of gather, and tells us that the action was completed before a given time in the past, before Jackie Robinson stopped glaring at his aggressor. Suggested questions: "What do you think it means that Jackie Robinson had gathered the strength? What, in the sentence, makes you think so? What is another way to say this chunk?" (had prepared himself for a difficult situation or action; had taken efforts to get ready for a difficult situation) (past perfect tense phrasal verb; collocation)
  - Practice: I gathered the strength to \_\_\_\_\_.
  - Reconstruct: Reread the sentence. Ask:
 

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

***"How does your understanding of this sentence add to the module big idea, 'Athletes are presented with unique opportunities to lead change?'"***
  - Practice: Consider inviting students to use the sentence to speak or write about their own lives. Suggestion: I \_\_\_\_ until I gathered the strength not to \_\_\_\_\_. Ask:
 

***"What connection can you make between your understanding of this sentence and your understanding of Jackie Robinson's approach to leading change?"***
- For ELLs: (Verb Tense: Adding Examples) After the Mini Language Dive, add *glared* and *had gathered* to the Verb Tenses anchor chart, inviting students to explain the meaning that each verb tense conveys.

## 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: A Way to Communicate the Vision anchor chart**. Refer to the following as necessary:
  - **Module Guiding Questions anchor chart**
  - **Factor for Success: A Way to Communicate the Vision 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)