



MODULE LESSONS

Grade 5: Module 3: Unit 1

Athlete Leaders of Social Change
— End-of-Unit Assessment

Language Arts Curriculum

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

(For Teacher Reference)

This assessment centers on CCSS ELA **RI.5.3**, **RI.5.10**, and **SL.5.2** and has two parts. In Part I, students apply what they have learned about summarizing a text read aloud. Students listen to a new section of *Promises to Keep*, recording the main idea and key details as the text is read aloud. They then use this information to write a summary of the text. In Part II, students reread the same section of text and answer selected response and short answer questions to demonstrate an understanding of the relationship between key ideas in the text.

CCSS Addressed:

- 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.

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

(Example, for Teacher Reference)

Directions: This assessment has two parts. In Part I, you will write a summary of the last few pages of *Promises to Keep*. You will hear the excerpt read aloud twice. Listen once for gist and then again to record the main idea and supporting details of the excerpt. In Part II, you will reread the same pages and show your understanding by answering selected response questions.

Part I

1. Listen for gist as your teacher reads pages 60–61 aloud.
2. Listen as your teacher reads pages 60–61 of *Promises to Keep* aloud a second time. Think about the main idea of this section of the text. As you listen, create and complete a graphic organizer that summarizes the main idea and supporting details of the excerpt. (SL.5.2)

Responses will vary; accept any response that accurately represents the main idea and key details of the text.

Main Idea	<i>Jackie Robinson continues to inspire young people today.</i>
Supporting Details	<i>Children still do History Day projects on him.</i>
	<i>Schools, community centers, and parks are named after him.</i>
	<i>The Jackie Robinson Foundation offers education and leadership opportunities to young people. Over 1,000 graduates volunteer and stay active and engaged in a changing world.</i>

3. Using the information in the graphic organizer, write a brief summary of the text below. (SL.5.2)

Responses will vary; accept any response that accurately describes the main idea and key supporting details of the text. Evaluate responses using the Summarizing an Informational Text Rubric.

Note: Responses are assessed on mastery of SL.5.2, not on the quality of written expression.

Sample Student Response:

On pages 60–61 of Promises to Keep, Sharon Robinson describes some of the ways that Jackie Robinson continues to inspire young people today. Children still do History Day projects on him. Many schools, community centers, and parks are named after him. His family started the Jackie Robinson Foundation. It offers education and leadership opportunities to young people across the country and has over 1,000 graduates. Jackie Robinson Foundation scholars learn how to volunteer and stay active and engaged in a changing world. Jackie Robinson is still supporting social change, decades after his death.

Summarizing an Informational Text Rubric			
Advanced	Proficient	Developing	Beginning
Clearly introduces the text and “wraps up” with a concluding statement that repeats the main idea(s) of the passage	Introduces the text with author and title and “wraps up” with a concluding statement	Missing an adequate introduction or concluding statement	Missing introductory and concluding statement
Accurately identifies and clearly and concisely explains main idea(s) in the text.	Accurately identifies and briefly explains main idea(s) in the text	Key ideas in the text are absent or unclear; little or no explanation provided	Main ideas are stated or explained in a way that indicates misunderstanding
Uses well-chosen details and quotes (if appropriate) to explain the main idea(s) of the text	Uses important details and quotes (if appropriate) to explain the main idea(s) of the text	Details used may not clearly explain the main idea(s) of the text	Does not include details that explain the main idea(s) of the text
Concisely conveys only the most important ideas and details	Conveys only important ideas and details	Includes some unnecessary details	Includes many unnecessary details and explanations

Part II

Read pages 60–63 and answer the questions below.

1. Which of the following details from the text support the idea that Jackie Robinson has not been forgotten? Underline all that apply. (RI.5.3)
 - A. “In Major League Baseball ballparks across the country ... number 42 is retired and proudly displayed along the outfield walls.”
 - B. “[T]he struggle for equality continues.”
 - C. “Across the country, there are organizations, programs, schools ... and other facilities that bear my father’s name.”
 - D. “Each graduate is unique and special.”

2. Which statement best describes the relationship between the work of the Jackie Robinson Foundation and Jackie Robinson’s life? (RI.5.3)
 - A. Everyone who graduates from the Foundation is unique and special.
 - B. The Foundation teaches young people that they must be active and committed to building a diverse world.
 - C. The Foundation was created by Jackie’s wife and close friends in 1973.
 - D. The Foundation supports young people who have unusual athletic talent.

3. According to Sharon Robinson, what is the relationship between making “a promise to ... be the best you can be” and the struggle for equality? (RI.5.3)
 - A. If you are the best you can be, others will understand that you deserve equal rights.
 - B. If you are the best you can be, when you have the opportunity, you’ll be able to lead the fight against injustice.
 - C. If you are the best you can be, you will always triumph over injustice.
 - D. If you are the best you can be, you will be keeping your promise.

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Name: _____ **Date:** _____

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Read pages 60–63 and answer the questions below.

1. Which of the following details from the text support the idea that Jackie Robinson has not been forgotten? Underline all that apply. (RI.5.3)
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