



MODULE LESSONS

Grade 5: Module 3: Unit 1

**Athlete Leaders of Social
Change— Mid-Unit Assessment**

Language Arts Curriculum

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Mid-Unit 1 Assessment: Reading and Summarizing an Informational Text

(For Teacher Reference)

This assessment centers on CCSS ELA RI.5.1, RI.5.2, RI.5.10, W.5.9b, L.5.1c, and L.5.1d. Students apply what they have learned to identify multiple main ideas in a new section of *Promises to Keep* and explain how each is supported by key details. They then express this understanding in a concise written summary. Finally, students revise a short passage to correct inappropriate shifts in verb tense.

CCSS Addressed:

- 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.5.10: 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.
- W.5.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - b. Apply *grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
- L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - c. Use verb tense to convey various times, sequences, states, and conditions.
 - d. Recognize and correct inappropriate shifts in verb tense.

Mid-Unit 1 Assessment: Reading and Summarizing an Informational Text

(Answers, for Teacher Reference)

Directions: Read “A Determined Pair” on pages 18–19 from *Promises to Keep* and then follow the directions below.

1. In the space below, create and complete a graphic organizer that summarizes the main ideas and supporting details of the passage. (RI.5.1, RI.5.2, W.5.9b)

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

<i>Main Ideas</i>	<i>Jackie Robinson continued to excel in all sports in college</i>	<i>Jackie’s personal life had both high and low points</i>
Supporting Details	<i>At Pasadena Jr. College—set National Junior College broad jump record</i>	<i>Met Reverend Karl Downs—lifelong friend, helped guide him into adulthood</i>
	<i>Newspaper named him athlete of the year</i>	<i>Family moved into smaller house</i>
	<i>“College scholarship offers piled in”</i>	<i>Brother Frank killed in accident</i>
	<i>By senior year at UCLA, named best all-around athlete on the West Coast</i>	<i>Met his future wife, Rachel Annetta Isum, at UCLA in 1940—both had strong personal goals</i>
	<i>Twice led Pacific Coast Conference in basketball scoring</i>	<i>Drafted into a segregated army</i>

	<i>Reached National Tennis Tournament semi-finals</i>	
	<i>Intercollegiate golf champion</i>	

2. Using the information in the graphic organizer, write a brief summary of the text below. Be sure to include at least one direct quotation from the text. (RI.5.1, RI.5.2)

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

Note: Responses are assessed on mastery of RI.5.1, RI.5.2, and W.5.9a, not on the quality of written expression.

Sample Student Response:

The section “A Determined Pair” from Promises to Keep, by Sharon Robinson, focuses on Jackie Robinson’s college years. In college, Robinson continued to excel in many different sports. At Pasadena Junior College, he set the National Junior College broad jump record, and one newspaper named him athlete of the year. His talent was recognized, and “college scholarship offers piled in.” Jackie chose to attend UCLA, and by senior year, he was named the best all-around athlete on the West Coast. Jackie twice led the Pacific Coast Conference in basketball scoring, reached the National Tennis Tournament semi-finals, and was an intercollegiate golf champion. Jackie was clearly an amazing athlete!

While his fame as an athlete grew, Jackie’s personal life during his college years had its ups and downs. At PJC, he met the Reverend Karl Downs, a minister who became a trusted lifelong friend and helped guide him into adulthood. About this time, his family moved into a smaller house, leaving the beloved house on Pepper Street where Jackie had grown up. The summer before Jackie started UCLA, his brother Frank was killed in a tragic motorcycle accident. A bright spot at UCLA was that Jackie met his future wife, Rachel Annetta Isum, there. Both

had strong personal goals and their romance blossomed. Shortly after Jackie proposed, he was drafted into a segregated army. Jackie's college years were filled with both highs and lows.

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

3. Underline the verbs in the sentence:

The book *Promises to Keep* teaches us about how Jackie Robinson broke barriers in baseball during the historical era in which he lived.

Write each verb and the tense it is written in below (L.5.1c):

Verb: *teaches*

Tense: *present*

Verb: *broke*

Tense: *past*

Verb: *lived*

Tense: *past*

4. Read the sentence below and cross out the inappropriate shift in verb tense. Then, rewrite the sentence using the correct verb tenses (L.5.1d).

There were many factors that ~~will be contributing~~ to Jackie's success in a changing society.

Rewrite the sentence below using the appropriate shift in verb tense throughout.

There were many factors that contributed to Jackie's success in a changing society.

Mid-Unit 1 Assessment: Reading and Summarizing an Informational Text

Name: _____ Date: _____

Directions: Read “A Determined Pair” on pages 18–19 from *Promises to Keep* and then follow the directions below.

1. In the space below, create and complete a graphic organizer that summarizes the main ideas and supporting details of the passage. (RI.5.1, RI.5.2, W.5.9b)

3. Underline the verbs in the sentence:

The book *Promises to Keep* teaches us about how Jackie Robinson broke barriers in baseball during the historical era in which he lived.

Write each verb and the tense it is written in below (L.5.1c):

Verb:

Tense:

Verb:

Tense:

Verb:

Tense:

4. Read the sentence below and cross out the inappropriate shift in verb tense. Then, rewrite the sentence using the correct verb tenses (L.5.1d).

There were many factors that will be contributing to Jackie's success in a changing society.

Rewrite the sentence below using the appropriate shift in verb tense throughout.
