



# ArtsforLearning Online Curriculum

Unit 3 **Everyday Heroes**

Part 2 Exploring

Unit 3: Lesson 7

Continue Investigation by Reading

Nonfiction Texts

## Unit 3: Lesson 7

# Continue Investigation By Reading Nonfiction Texts

### LITERACY OBJECTIVE

By the end of this lesson students will be able to use evidence from nonfiction texts to determine if Clemente has the qualities of an everyday hero.

### LITERACY "I CAN" STATEMENT

"I can use evidence from nonfiction texts to determine if Clemente has the qualities of an everyday hero."

### LESSON OVERVIEW

Steps	Pacing: 120-180 Minutes
<p><b>Step 1:</b> Introduce Part 2  <b>Step 2:</b> Introduce Lesson 7  <b>Step 3:</b> Introduce First Nonfiction Text &amp; Conduct a Mini Lesson on Nonfiction Text Features  <b>Step 4:</b> Guide Students to Read Roberto Clemente: A Champion, "I Am From the Poor People," Take Notes, &amp; Examine Clemente as an Everyday Hero</p>	<p><b>45-60 Minutes</b></p>
<p><b>Step 5:</b> Students Read Up to Five Additional Nonfiction Texts, Take Notes, and Examine Clemente as an Everyday Hero  <b>Step 6:</b> Close Lesson 7</p>	<p><b>30-120 Minutes</b></p>

\*Pacing depends on the number of nonfiction texts students read, and the level of support they need during the reading and note taking.

## STANDARDS ALIGNMENT

### TARGETED CCSS

#### Reading Standards

**RI 3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**RI 4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**RI 5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

#### Writing & Language

**W 3.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons.

**W 3.1a:** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

**W 3.1b:** Provide reasons that support the opinion.

**W 3.1c:** Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

**W 3.1d:** Provide a concluding statement or section.

**W 4.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

**W 4.1a:** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

**W 4.1b:** Provide reasons that are supported by facts and details.

**W 4.1c:** Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

**W 4.1d:** Provide a concluding statement or section related to the opinion presented.

**W 5.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

**W 5.1a:** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

**W 5.1b:** Provide logically ordered reasons that are supported by facts and details.

**W 5.1c:** Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

**W 5.1d:** Provide a concluding statement or section related to the opinion presented.

**L 3.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L 3.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L 4.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L 4.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L 5.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L 5.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

#### Speaking & Listening

**SL 3.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-

led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

**SL 3.1a:** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**SL 3.1b:** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**SL 3.1c:** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**SL 3.1d:** Explain their own ideas and understanding in light of the discussion.

**SL 4.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**SL 4.1a:** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**SL 4.1b:** Follow agreed-upon rules for discussions and carry out assigned roles.

**SL 4.1c:** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

**SL 4.1d:** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

**SL 5.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

**SL 5.1a:** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**SL 5.1b:** Follow agreed-upon rules for discussions and carry out assigned roles.

**SL 5.1c:** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**SL 5.1d:** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

## SECONDARY CCSS

### Reading Standards

**RI 3.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**RI 3.7:** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

**RI 3.8:** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

**RI 3.10:** 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 2–3 text complexity band independently and proficiently.

**RI 4.4:** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

**RI 4.8:** Explain how an author uses reasons and evidence to support particular points in a text.

**RI 4.10:** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**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.

**RI 5.8:** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

**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.

### **Writing & Language**

**W 3.8:** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**W 4.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

**W 5.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**L 3.4:** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

**L 3.5:** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

**L 3.5a:** Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

**L 4.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

**L 4.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L 4.5a:** Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

**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 5.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**L 5.5a:** Interpret figurative language, including similes and metaphors, in context.

### **Speaking & Listening**

**SL 3.2:** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL 3.3:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**SL 3.4:** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**SL 4.2:** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL 4.3:** Identify the reasons and evidence a speaker provides to support particular points.

**SL 4.4:** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**SL 5.2:** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL 5.3:** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**SL 5.4:** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**TEACHING RESOURCES****A4L STUDENT NOTEBOOK**

-Using Evidence to Determine if Roberto Clemente has the Qualities of an Everyday Hero: Nonfiction Texts

**TEXTS**

-Roberto Clemente: A Champion, Nonfiction Texts

**CLASSROOM CHARTS**

-Vocabulary Words and Icons  
-Qualities of an Everyday Hero Chart (Created in class)

**LIFE & LEARNING SKILLS**

Unit 3 includes the following Life & Learning Skills:

- Reflective thinking
- Creative problem-solving
- Critical and analytic thinking
- Collaboration Communication

**DIFFERENTIATION OPTIONS**

Differentiation Options will appear throughout the unit to suggest ways to scaffold or challenge student learning. Use the number of helping hands to select the level of differentiation that best supports student learning.



Highest level of scaffolding. Select this option if students are learning strategies for the first time, if the text is challenging for them, or if students require more guidance during activities. The Unit is written for the highest level of scaffolding.




Moderate scaffolding. Select this option if students require some support comprehending the text or navigating the activity.



Least amount of scaffolding/Extending the instruction. Select this option if students are ready to work more independently, move more quickly through the material, or are ready for additional challenge.



### LEVERAGING MOMENTS

Key instructional steps where the arts are used to leverage literacy-learning (and vice versa) are marked with . Smaller leveraging moments also occur throughout the lessons.

## STEP 1: INTRODUCE PART 2

**Process:** Introduce Part 2 and review the Unit Overview for Students, which will help students know where they are in the learning process. Make decisions about which nonfiction texts students will read, how many they will read, and how they will read them. See menu below for Differentiation Options: Selecting, Reading and Taking Notes From Nonfiction Texts. The more texts students read, the better opportunity they will have to practice synthesizing.

### ELL SUPPORT: COMPREHENSIBLE INPUT

Recommended vocabulary from nonfiction texts to pre-teach with visual icons available in this resource page:

#### "I AM FROM THE POOR PEOPLE"

Sugarcane Field  
Carolina, Puerto Rico  
Jibaros

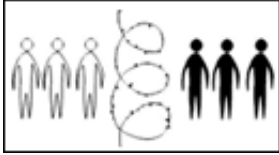


#### A CHILD'S BASEBALL DREAM

Broomstick  
Guava Branches  
Barrio  
Rubber Ball

## THE DREAM AND A SHOCK

Racism  
Santurce Cangrejeros  
White Only  
Drinking Fountains



### FIGHTING RACISM

Batting Champion  
Skin Color  
Speaking about Racism  
Civil Rights Movement  
Dr. Martin Luther King

### FIGHTING PAIN FOR A DREAM

Pittsburgh Pirates  
Car Wreck  
Brace  
Marine Boot Camp  
Elbow Injury



### ONE FINAL DREAM

Vera Zabala and Roberto Clemente  
The Clemente Family  
Helping Children in Puerto Rico  
Sports Center



## DIFFERENTIATION OPTIONS: SELECTING, READING & TAKING NOTES FROM NONFICTION TEXTS

### Selection of Texts:

- Direct students to the appropriate level of text; each has two versions:
- A is leveled at second/third grade
- B is leveled at fourth/fifth grade
- Make choices about the number of nonfiction texts students will read (2-5)

- Read through all the text headings and allow students to choose the texts they want to read
- Have Collage Communities jigsaw the readings and share their findings with one another

### Reading & Taking Notes



#### Guide reading and note-taking.

Read aloud while students follow along. Guide students to take notes, draw conclusions, and determine which qualities are important to being an everyday hero. Students can also listen to an audio recording of the text as they read along.



#### Independent reading & evidence gathering. Guide drawing conclusions.

Students read independently and work in pairs/groups to record what they learn about Clemente. Then, guide students to draw conclusions and determine importance. Or, while some students work independently, pull together a small group to provide additional support.



#### Independent work.

Students read texts independently and then work on their own or in pairs/groups to record what they learn, draw conclusions, and determine which qualities are important to being an everyday hero.

### Suggested Dialogue

#### BEGINNING PART 2

"We're starting Part 2 of the Everyday Hero unit, where you're going to continue our investigation of Clemente and gather more evidence to help us decide if he is worthy of the title everyday hero. Let's visit the Unit Overview for Students, so we can see where we are in our process. (Show Unit Overview for Students.) We began our research by reading a narrative biography about Roberto Clemente and gathering evidence that shows he may have qualities of an everyday hero. While we were reading, we learned elements of art, principles of design, and created a mini collage."

"Remember, researchers draw from multiple sources, so now we'll read several nonfiction texts to build on what we know about Clemente. We'll then look at all of the evidence we have gathered and decide what each of us believes is the most important evidence to call him an everyday hero."

## STEP 2: INTRODUCE LESSON 7

**Process:** Give an overview of the lesson objectives: Learn about nonfiction text features and read and take notes from several nonfiction texts. As students read these nonfiction texts, they will begin synthesizing, drawing from across resources to arrive at an informed conclusion or a new understanding of Clemente.



## Suggested Dialogue

### INVESTIGATING AND USING NONFICTION TEXTS AS EVIDENCE

"Researchers read from many different sources when conducting investigations. We have only read one source so far and we learned a little bit about Clemente growing up and as a baseball player. When Jonah Winter wrote his narrative biography about Roberto Clemente, he made choices about what to include and didn't tell us everything about him. Now we are going to read several more nonfiction texts about Roberto Clemente. After looking at all we've learned, we'll decide if he is worthy of the title everyday hero."

"By the end of today's lesson, you will be able to say, 'I can use evidence from nonfiction texts to determine if Clemente has the qualities of an everyday hero'."

## STEP 3: INTRODUCE FIRST NONFICTION TEXT & CONDUCT A MINI LESSON ON NONFICTION TEXT FEATURES

**Process:** Introduce the first nonfiction text, *Roberto Clemente: A Champion, "I am From the Poor People."* Put text on the document camera. Conduct a mini lesson on text features. Students can either follow along in their texts (page 36) during the mini lesson or read the text from the document camera. Students also take out their A4L Notebooks and turn to the Evidence Chart on page 15.

## Suggested Dialogue

### Introducing Nonfiction Texts

"The first nonfiction text we'll read is called Roberto Clemente: A Champion, "I am From the Poor People." (Put text on document camera.) Open to page 36 in your A4L Texts. Before we read, let's talk about some features that are common to nonfiction texts. When you look at this text, what do you notice? (Students respond "I see a picture. I see a box with a quote. I see a heading.") All of the things you've noticed are features of nonfiction texts. This looks quite different than the narrative biography. What can you expect from this text that is different from Winter's book? (Students respond "More information," "More facts," "Look like a textbook," "Less interesting to read.") Knowing what to expect makes us better readers."

### DISCUSSING HOW TO READ A NONFICTION TEXT

"The first thing you want to read in a text like this is the main heading. This is at the top of the page and tells the reader the main topic. What is the main heading on our text? (Students respond "Roberto Clemente: A Champion.") The next thing you might read is the subheading, which gives you specific information about the main topic. What is the sub-heading on our text? (Students respond "I Am From the Poor People") Based on the main heading and sub-heading what do you think this text will be about? (Students respond.) Yes, we'll learn more about Clemente's life growing up."

"There's also a photograph. Before you read all the text, it's good to look at photos and the captions that go with them. A caption often describes what is happening in the photograph, or gives us additional information. Let's look at the photo and read the caption." (Read the caption and discuss how it supports the photograph and the topic of the text.)

"This is a highlight box. Nonfiction texts often have highlight boxes that give you a special piece of information related to the main topic. For example, you might see a quotation or a timeline in the highlight box."

"All of these things together help you understand the text. Based on all these features, what do you predict we're going to learn in this text?" (Students respond.)

## STEP 4: GUIDE STUDENTS TO READ ROBERTO CLEMENTE: A CHAMPION "I AM FROM THE POOR PEOPLE," TAKE NOTES, & EXAMINE ROBERTO CLEMENTE AS AN EVERYDAY HERO

**Process:** Guide students to read and take notes from Roberto Clemente: A Champion, "I am From the Poor People." version B, helping them identify what to record in their notes, to draw conclusions about Clemente, and finally to determine if anything they read tells them more about Clemente having the qualities of an everyday hero. Make decisions on how to structure the reading and note taking. See menu Differentiation Options: Selecting, Reading and Note Taking From Nonfiction Texts (by Step 1) for ways to structure the process. Students use their A4L Texts, page 36 and A4L Notebooks, page 15.

### Process To Examine Clemente As An Everyday Hero

-Step 1: Students take notes on what they learned about Clemente.

Ask students, "What have you learned about Clemente from this text? What more do you now know about Clemente?" Guide students to underline or highlight evidence in the text, take notes by paraphrasing the text, recording in the "Evidence" column the specific information they learned.

-Step 2: Students identify Clemente's personal qualities.

Ask students, "Think about this evidence. What conclusions can you draw? What words can you use to describe the kind of person he was? What personal qualities did he have?" Guide students to use the evidence to draw conclusions and record those in the "Personal Qualities" column.

-Step 3: Students determine importance based on the purpose for reading. Ask students, "Let's take a step back and think: of all the interesting things we've learned, what will help us determine if Clemente is an everyday hero? Compare what you wrote in the 'Personal Qualities' column to the definition of an everyday hero and the Qualities of an Everyday Hero Chart. Do you see any similarities?" Guide students to circle qualities they think might make Clemente an everyday hero. Add to the Qualities of an Everyday Hero Chart.

### **TEACHING TIP: UNDERSTANDING RACISM (SENSITIVE TOPIC)**

Most children are aware of ethnic and cultural differences among peers and friends. However, they lack the historical perspective to fully understand the relevance of racism within the context of societal tensions regarding immigrants. It is extremely important to engage students in pre-reading discussions to help them gain insights and understanding about racism.

#### **Suggested Approach**

- Know your students--consider their backgrounds and experiences.
- Pre-teach key vocabulary--use age-appropriate icons and definition charts/posters.
- Create a "Safe Zone"--emphasize importance of self-expression with respect and sensitivity.
- From basic to complex--move from exploring differences and similarities in people to discrimination and racism.
- Clarification is vital--be prepared for tough questions.
- Thinking and sharing--allow individual reflection (drawing and/or writing in journal) about the topic and small group discussions.

### **Suggested Dialogue**

#### **GUIDING THE NOTE TAKING PROCESS**

"We're going to work together to read our first nonfiction text, Roberto Clemente: A Champion, "I am From the Poor People." Open A4L Texts to Page 36 and your A4L Notebooks to page 15. Let's read the beginning." (Begin reading text or have students read silently through the first three paragraphs, up to "...when they had the cash.")

"Let's stop, talk about what we just read, and see if there is anything we want to highline or underline and then record in our notes. Did you learn anything important about Clemente in this part of the text? Underline or highlight anything you think is important. (Students highlight.) What did you highlight? (Students respond). We can write that his family was poor and that they helped other people. (Record notes in "Evidence" column.) Remember, when we take notes, we want to paraphrase, or use our own words."

"Let's keep reading and taking notes. (Continue reading the text and guiding students to take notes. Guide students to notice that at the end of the piece, they learn how Clemente went out of his way to help others.) What do you know now about Clemente that you didn't know before? Pair-share with a partner." (Students pair-share.)

**Guiding Students To Draw Conclusions Based On Evidence**

"Now that we've recorded what we learned about Clemente, let's think about if this evidence tells us more about the kind of person he was. Look over your notes. What conclusions can you draw? What words or phrases can you use to describe him? They may be the same words you used previously--that's ok. Pair-share with a partner. (Students pair-share and record conclusions.) Let's share out. (2 - 3 students share out.) Determine which of Clemente's qualities are important to being an everyday hero."

"Let's take a step back and think about what we learned from this text. What is most important for our research? Is there anything you recorded that you think strengthens our calling him an everyday hero? Let's share out. (Whole-class discussion.) Are there any qualities you think we should add to our Qualities of an Everyday Hero Chart?" (Students respond. Ask other students if they agree.)

## STEP 5: READ UP TO FIVE ADDITIONAL NONFICTION TEXTS, TAKE NOTES, & EXAMINE CLEMENTE AS AN EVERYDAY HERO

**Process:** Students read up to five additional nonfiction texts, using the same reading and note taking process. Have students read as many texts as interest and time allow. Reading all the texts will provide students with a deeper understanding of Clemente and better practice synthesizing material.

## STEP 6: CLOSE LESSON 7

**Process:** Close the lesson with a "looking forward" describing the next lesson.

### Suggested Dialogue

**Looking Forward**

"In the next lesson, we'll reflect on everything we've learned and determine if Clemente is worthy of the title everyday hero. You'll then get to create one final, master collage that represents all that we've learned."

**Performing The Closing Ritual (Optional)**

"To close our theater lessons, we'll appreciate our work and each other with a unified clap. On three we'll all clap once and say, 'Huh!' 1-2-3 (clap) Huh!"

**CONGRATULATIONS ON COMPLETING LESSON 7! YOU ARE NOW READY TO MOVE ONTO LESSON 8 OF UNIT 3.**

Is this Lesson Public or Members only?:  
Members Only