Materials Adaptation Project Guide: Houghton-Mifflin Harcourt *Journeys*

Part One: About *Journeys* (K-5)

*A description of the strengths in alignment and changes needed*

*Journeys*, published by Houghton-Mifflin Harcourt, was written to address the Common Core State Standards, with the first Common Core edition being published in 2012. There have been several updates made, with the most recent version being the 2017 edition. For the most part all of the recent editions contain similar content and the same instructional approaches. A notable exception is the 2017 version, which has several valuable changes.

*Journeys Common Core* K-5 consists of six thematic units per grade level. Within each unit, weekly lessons guided by an essential question are centered on an anchor text, which is paired with a variety of additional selections. Generally, the anchor texts fall within grade band complexity range both quantitatively and qualitatively, however, realistic fiction is frequently included as non-fiction text and thereby limits students experience with learning from and about expository text.

The paired selections include teacher text for read aloud, big books, additional content selections, leveled readers, and suggestions for independent reading. Although these selections are organized around the essential question and offer some vocabulary support, often the connections are superficial or lightly thematic and do not support students in building knowledge on a topic.

The questions and tasks associated with the weekly readings include both text-dependent, meaning-focused questions and reading skill and strategy tasks for the teacher to ask during reading. Often students are given a graphic organizer to complete as they read. Teacher modeling of setting a purpose for reading, grappling with complex sections of the text, and using reading strategies frequently over-scaffold lessons and limit the opportunities for students to practice working directly with complex text. Additionally, the loosely connected themes often require students to extrapolate from the texts and make connections to their own lives rather than demonstrating a deep understanding of the texts under study. This pattern continues in the weekly writing assignments and performance tasks, as demonstrated by this third grade prompt:

*Look back at Roberto Clemente: Pride of the Pittsburgh Pirates and Kids Making a Difference. Find examples of how Roberto Clemente and*

*the kids helped serve a community. Then chose one of those examples to write a story about making a difference in your community.*

*Journeys Common Core* provides ample vocabulary practice with instruction included to introduce, enrich and extend academic language. Phonics, grammar, and spelling lessons are sequenced and cover grade level standards.

Part Two: Adaptations

*Lightweight modifications to improve alignment*

The goal of the Materials Adaptation Project planning guides is to offer guidance to teachers, curriculum leaders and administration on how to best understand and use the essential features of aligned materials to guide and enhance student experience of the “traditional basal”, in this case *Journeys Common Core*, to improve alignment to the instructional shifts required by sets of College and Career Readiness standards.

Materials aligned to college and career-ready standards reflect these ELA Shifts:

* Complexity: Regular practice with complex text and its academic language
* Evidence: Reading, writing and speaking grounded in evidence from text, both literary and informational
* Knowledge: Building knowledge through content-rich non-fiction

Three adaptations and more general Rules of Thumb that apply across lessons are suggested to bring the program into better alignment with these college and career-ready standards and shifts.

Adaptation 1: *Elevating lessons centered on rich texts worthy of close study*

Using a decision matrix to guide planning over the year:

Suggestions are provided for lessons to extend in Two Week At A Glance (TWAG) plans (Appendix 1). Texts selected generally focus on high-leverage K-5 Science and Social Studies topics. At least five - six TWAG lessons per year for grades K-5 are provided along with suggested individual comprehension lessons to omit. Foundational Skills and Language lessons should be followed as outlined in Journeys to honor the systematic and sequential sequence of instruction.

Adaptation 2: *Using text-specific questions and writing tasks that focus students on the central idea of the text*

Essential Questions, questions to ask while reading, and writing tasks have been culled from program resources or rewritten to focus student attention on the central ideas and knowledge gained from reading the text. Student materials and sample student responses are included in the TWAG Supplement (Appendix 2).

Adaptation 3: *Substituting and supplementing with program texts, other open sourced high quality resources, and cumulative student activities to grow knowledge and vocabulary on the topic under study.*

Turning away from focusing on a central text once per unit allows time to extend an interesting topic for students to dwell and grow knowledge. It also allows time for teachers to reinforce the writing process over a two-week period.

Replacing the central text and adding text sets in week two will extend the learning from week one, making use of text sets developed from existing program resources and open-source high-quality materials. Rather than grouping students by level for small group reading instruction, all students will read (with varying levels of support) all text set resources in order to practice reading increasingly complex texts. (In grades K and 1, the majority of the texts will be read aloud.)

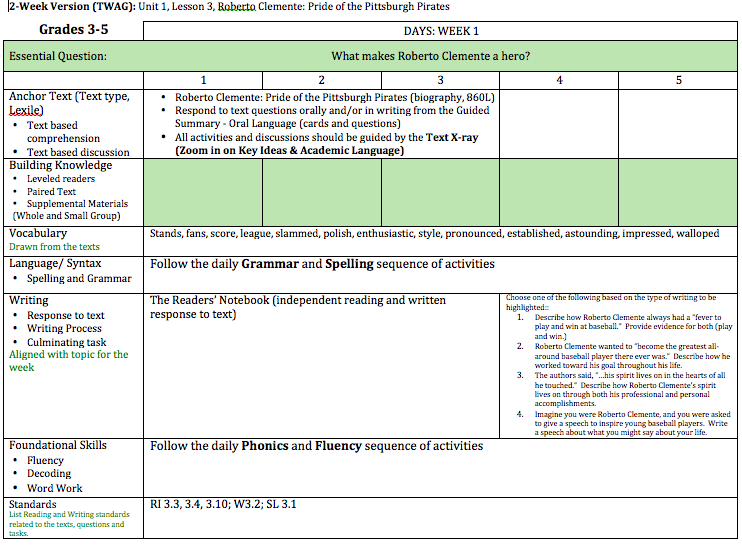
Part Three: Materials Overview and Tips for Instructional Use (Two Week At a Glance Plans for Grades 3-5)

Two Week At a Glance (TWAG) Week 1: Close Reading

The Two Week At A Glance Lesson Plan template illustrates the adaptation suggestions in Part Two and offers guidance to teachers as they work to align classroom practice and materials with college and career-ready standards. The template does not include enough detail to be a script, therefore it is suggested that educators use their professional judgment to make the best use of the recommended resources.

Additionally, generalizable ‘Rules of Thumb’ offer ideas on how regular practices used across the *Journeys Common Core* lessons might be modified to improve alignment.

Week 1 of the TWAG centers on reading, discussing and writing about the anchor text and its associated concepts and vocabulary.



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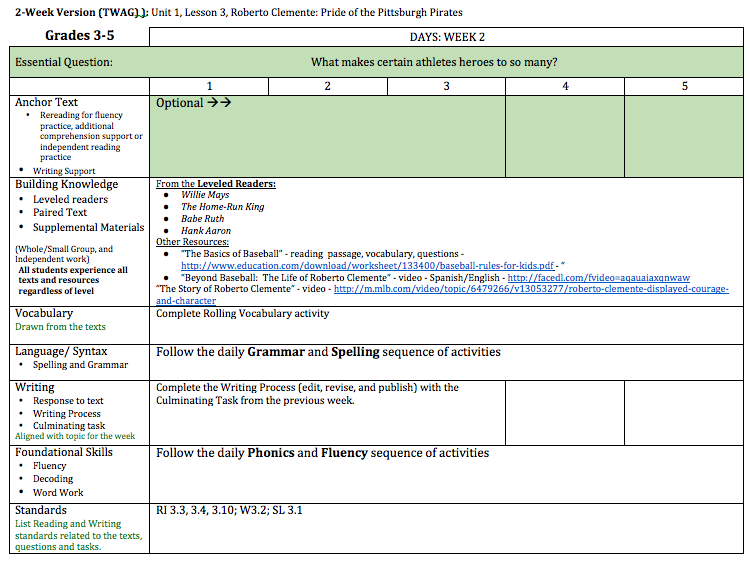
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TWAG Week 1: Close Reading

1. The **Essential Question** is designed to guide reading, discussion and writing for the week, signaling to teachers and students the intended focus of the learning.
2. The **Anchor Text** is the main text under study for the week. Suggestions for questions to use for discussion and writing are offered to guide students in collecting evidence and building understanding to complete the culminating writing task.
3. **Vocabulary** words and phrases are drawn from the text to focus on during both reading and vocabulary lessons presented in the Teacher’s Edition.
4. **Culminating writing tasks** tie directly back to the essential learning for the week and are provided to allow students to use evidence gathered from reading.
5. **Standards** addressed in the lesson are listed.

Note: All Grammar, Spelling, Phonics and Fluency lessons should continue as presented for the week in Journeys Common Core. It is important to maintain the sequence of the Foundational and Language Skills lessons as presented.

|  |  |
| --- | --- |
| Rule of Thumb | Standard/Rationale |
| Turn teacher modeling directions into questions for students.  *For example, instead of modeling a purpose for reading the text, ask students to set a purpose for reading. Instead of modeling thinking aloud, ask a question for students to discuss. Provide the model only if needed for clarification.* | Students are given opportunities to engage in meaning making and wrestle with more complex parts of the story. |
| Skip the predictive writing at the beginning of the lesson. | Students do not have evidence to substantiate predictions in advance of reading the text. |
| Only use the second read questions focused on Language if they enhance vocabulary or understanding of the text. | Isolated language practice does not promote further understanding of the text. |
| Make the first read of the anchor text an uninterrupted read whenever possible. | Allows students to get a sense of the whole piece before rereading to find evidence |

TWAG Week 2: Building Knowledge and Vocabulary

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TWAG Week 2: Building Knowledge and Vocabulary

In Week 2 of the adapted lessons, attention is turned to building knowledge and vocabulary to extend the learning students began in Week 1.

1. The **Essential Question** for the week may be the same as in Week 1 as students investigate a topic more deeply, inquiring to learn more on the same focus question, or the question may be a bit broader, expanding the line of inquiry or exploring a new angle on the topic students began the week prior. The Essential Question will still be focused on learning about the topic as students read and explore additional resources.
2. This week the **Anchor Text** from Week 1 can be used optionally with smaller groups of students for targeted fluency, comprehension support, or independent reading practice. The Anchor Text from this week in the Basal sequence will be set aside.
3. The **Building Knowledge** materials may include Journeys Leveled Readers, Vocabulary Readers, Paired Texts, read aloud texts, or a select number of additional open source resources (videos, maps, info graphics, articles, etc.). These materials should be used in whole group, small group or independent blocks during this week, with the intention that **all students will experience all of the resources** to grow vocabulary and knowledge on the topic under study. Teachers have the leeway to meaningfully sequence the texts for students or to provide support as needed.
4. In Week 2, **Vocabulary** becomes the responsibility of the students through the use of the Rolling Vocabulary journal (Appendix 2). Students choose a specific number of words (Sensational Six, Fabulous Five, Fabulous Four, etc.) from each resource, writing sentences and ultimately a summary statement using the new vocabulary harvested from reading.

1. **Writing** suggestions may include completing the Rolling Knowledge journal (Appendix 2), a new prompt matched to the week’s Essential Question, or time for students and teacher to slow down, in order to engage in the writing process (CCSS: WS 4-6), revising and editing the piece begun the previous week.

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| Rule of Thumb | Standard/Rationale |
| Use small group readers for larger groups, too. | Group students as needed rather than by level. The content found in small group readers may be relevant to the larger group, as topic knowledge and vocabulary will serve as a scaffold. |
| Allow for multiple reads as needed. | Allowing time to read and reread will provide fluency practice and opportunities to connect learning. |

**Appendix 1**

**Two Weeks At a Glance (TWAG):** Unit 1, Lesson 3, Roberto Clemente: Pride of the Pittsburgh Pirates

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| **Grades 3-5** | DAYS: WEEK 1 | | | | |
| Essential Question: What makes Roberto Clemente a hero? | | | | | |
|  | 1 | 2 | 3 | 4 | 5 |
| Anchor Text (Text type, Lexile)   * Text based comprehension * Text based discussion   (Whole and Small Group) | * + - * Roberto Clemente: Pride of the Pittsburgh Pirates (biography, 860L) * Respond to text questions orally and/or in writing from the Guided Summary - Oral Language (cards and questions) * All activities and discussions should be guided by the **Text X-ray (Zoom in on Key Ideas & Academic Language)** | | |  |  |
| Building Knowledge   * Leveled readers * Paired Text * Supplemental Materials   (Whole and Small Group) |  |  |  |  |  |
| Vocabulary  Drawn from the texts | Stands, fans, score, league, slammed, polish, enthusiastic, style, pronounced, established, astounding, impressed, walloped | | | | |
| Language/ Syntax   * Spelling and Grammar | Follow the daily **Grammar** and **Spelling** sequence of activities | | | | |
| Writing   * Response to text * Writing Process * Culminating task   Aligned with topic for the week | The Readers’ Notebook (independent reading and written response to text) | | | Choose one of the following based on the type of writing to be highlighted:   1. Describe how Roberto Clemente always had a “fever to play and win at baseball.” Provide evidence for both (play and win.) 2. Roberto Clemente wanted to “become the greatest all-around baseball player there ever was.” Describe how he worked toward his goal throughout his life. 3. The authors said, “…his spirit lives on in the hearts of all he touched.” Describe how Roberto Clemente’s spirit lives on through both his professional and personal accomplishments. 4. Imagine you were Roberto Clemente, and you were asked to give a speech to inspire young baseball players. Write a speech about what you might say about your life. | |
| Foundational Skills   * Fluency * Decoding * Word Work | Follow the daily **Phonics** and **Fluency** sequence of activities | | | | |
| Standards  List Reading and Writing standards related to the texts, questions and tasks. | RI 3.3, 3.4, 3.10; W3.2; SL 3.1 | | | | |

**2-Week Version (TWAG):** Unit 1, Lesson 3, Roberto Clemente: Pride of the Pittsburgh Pirates

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| --- | --- | --- | --- | --- | --- |
| **Grades 3-5** | DAYS: WEEK 2 | | | | |
| Essential Question: What makes certain athletes heroes to so many? | | | | | |
|  | 1 | 2 | 3 | 4 | 5 |
| Anchor Text   * Rereading for fluency practice, additional comprehension support or independent reading practice * Writing Support | Optional 🡪🡪 | | |  |  |
| Building Knowledge   * Leveled readers * Paired Text * Supplemental Materials   (Whole/Small Group, and Independent work)  **All students experience all texts and resources regardless of level** | From the **Leveled Readers:**   * *Willie Mays* * *The Home-Run King* * *Babe Ruth* * *Hank Aaron*   Other Resources:   * “The Basics of Baseball” - reading passage, vocabulary, questions - <http://www.education.com/download/worksheet/133400/baseball-rules-for-kids.pdf> - “ * “Beyond Baseball: The Life of Roberto Clemente” - video - Spanish/English - <http://facedl.com/fvideo=aqauaiaxqnwaw> * “The Story of Roberto Clemente” - video - <http://m.mlb.com/video/topic/6479266/v13053277/roberto-clemente-displayed-courage-and-character> | | | | |
| Vocabulary  Drawn from the texts | Complete Rolling Vocabulary activity | | | | |
| Language/ Syntax   * Spelling and Grammar | Follow the daily **Grammar** and **Spelling** sequence of activities | | | | |
| Writing   * Response to text * Writing Process * Culminating task   Aligned with topic for the week | Complete the Writing Process (edit, revise, and publish) with the Culminating Task from the previous week. | | |  |  |
| Foundational Skills   * Fluency * Decoding * Word Work | Follow the daily **Phonics** and **Fluency** sequence of activities | | | | |
| Standards  List Reading and Writing standards related to the texts, questions and tasks. | RI 3.3, 3.4, 3.10; W3.2; SL 3.1 | | | | |

**Appendix 2**

# Grade 1: Unit 1, Week 3

**Title:** Roberto Clemente: Pride of the Pittsburgh Pirates

**Essential Question:** What makes Roberto Clemente a hero?

**Week 1**

Questions drawn from the **Guided Summary Cards and Text X-Ray** to ask while reading**:**

**What country is Roberto Clemente from?**

*Roberto Clemente was born in Puerto Rico.*

**Describe how young Roberto Clemente first had to play the game of baseball. What does this tell you about how he feels about the sport?**

*In Puerto Rico, Roberto didn’t have much so he made a bat out of a branch. He made a glove, too. He practiced by hitting a soup can before he started with balls. He must have really wanted to play baseball.*

**Look at the picture on page 171 and describe what is happening. What is the illustrator trying to show?**

*In the illustration, Roberto Clemente is growing up. First, he is a young boy with his homemade bat hitting a can, then he is a bit older playing softball in Little League, then he grows up to play professional baseball in Puerto Rico with a real bat and a baseball.*

**Does Roberto Clemente’s hard work pay off? How?**

*In America, Roberto played very well. He ran fast, hit home runs, and caught balls in the outfield. His hard work and practice helped him to become famous. But, the newspaper reporters and some fans did not give him the respect he deserved because he was different. They made fun of his name. Roberto had to work even harder. He practiced back in Puerto Rico by hitting caps.*

**Describe Roberto Clemente’s baseball skills. What do the fans in Pittsburgh think of the way he plays?**

*Roberto could run fast and he always tried as hard as he could. He could steal bases, he could bunt, and he was a great player. No one knew who he was at first, but when he played, the fans noticed his talent and style.*

**How does he help his new team? What is happening in the picture on page 177?**

*Roberto helps the Pirates beat the New York Yankees in the World Series. In the picture he is crossing home plate to score a run. People are congratulating him and cheering for him.*

**What problem did Roberto Clemente have with newspaper writers? How does he get them to change their opinion of him?**

*The newspaper reporters did not respect or understand Roberto Clemente because he was different. Announcers mispronounced his name. Roberto worked even harder and went back to Puerto Rico to hit small bottle caps instead of baseballs. This helped him improve.*

**What are Roberto Clemente’s most important baseball accomplishments?**

*He hit .351, the highest batting average in the league. He hit 3,000 hits, something not many players are able to do. He helped the Pirates beat the Yankees to win the World Series. He earned the respect of the reporters when he led the Pirates to another World Series win against the Baltimore Orioles in 1971.*

**What happens to Roberto Clemente?**

*Roberto Clemente died in a plane crash on the way to Nicaragua. He was on his way with food and supplies to help after an earthquake. The plane crashed into the ocean.*

**What effects do his life and experiences have on other people?**

*Roberto Clemente inspired young people to play baseball. He showed that people who are different deserve respect by continuing to work hard in spite of the reporters. People remember how generous he was and what an outstanding baseball player he was. He was a hero.*

**Written Response Options**

**Option 1:**

Describe how Roberto Clemente had a “fever to play and win at baseball.” Use the evidence you have already collected during the week to help you write your response.

**Sample Student Response**

*Note: This is for the teacher’s use only, not for students. The purpose is to show the teacher what the final piece might look like when students have completed their work.*

*Roberto Clemente had a “fever to play and win at baseball”. When he was young in Puerto Rico and didn’t have much, he made a bat from a branch and a glove from material so he could play. He hit cans and played softball. He practiced and played in leagues so he could improve. He got so good that he got to come to Pittsburgh and play for the Pirates. Living in the United States was difficult for Roberto because he was not well known at first, but Roberto always did his best. He wanted to play and win.*

*But Roberto didn’t just play, he ran like lightning and could steal bases, bat and catch very well. Playing right field Roberto had no equal, he was the best. He earned the highest batting average in the league, but didn’t get the respect he deserved. He returned to Puerto Rico and practiced hitting small bottle caps so that when he returned the baseballs looked huge. He got 3,000 hits! Roberto helped his team win the World Series twice! He also made diving catches and always tried his hardest because he wanted to be the best baseball player ever.*

**Option 2:**

Roberto Clemente wanted to “become the greatest all-around baseball player there ever was.” Describe how he worked toward his goal throughout his life. Use the evidence you have already collected during the week to help you write your response.

**Sample Student Response**

*Note: This is for the teacher’s use only, not for students. The purpose is to show the teacher what the final piece might look like when students have completed their work.*

*Roberto Clemente worked hard to “become the greatest all-around baseball player there ever was.” He loved the game of baseball when he was a boy in Puerto Rico. He made a bat from a branch and made his own glove, too. He played baseball so well he got to come to America to play for the Pittsburgh Pirates. But Pittsburgh was different. The fans didn’t like him and the reporters couldn’t pronounce his name right. Roberto had to work extra hard at getting hits, catching balls in right field, and getting hits.*

*Roberto did become a great baseball player. He said, “If you don’t try as hard as you can, you are wasting your life.” He hit 3,000 hits and had a .351 batting average. The book said he could wallop the ball and slammed hits so hard he could run to home plate. Roberto helped the Pittsburgh Pirates win the World Series because he played with a “fire most fans had never seen before.” Another time they beat the New York Yankees and had a big party.*

*Roberto Clemente died in a plane crash, but he was one of the best baseball players ever. People still remember him and talk about his accomplishments.*

**Option 3:**

The author said, “…his spirit lives on in the hearts of all he touched.” Describe how Roberto Clemente’s spirit lives on through both his professional and personal accomplishments. Use the evidence you have already collected during the week to help you write your response.

**Sample Student Response**

*Note: This is for the teacher’s use only, not for students. The purpose is to show the teacher what the final piece might look like when students have completed their work.*

*The author says that Roberto Clemente’s “spirit lives on in the hearts of all he touched.” Roberto Clemente lived a long time ago, and died in a place crash, but he is still known today. He was one of the greatest baseball players. He worked hard and played hard, even when the text says that reporters were not pronouncing his name right and fans didn’t like him. He went on to hit 3000 hits and helped his team win the World Series twice. He will always be known for his professional accomplishments, which is why his spirit lives on.*

*Additionally, Roberto Clemente is also known for doing good things for others. For example, the text says that when he died he was on his way to Nicaragua. He was bringing food and supplies to help the people there. He was not just a good baseball player, he also helped others. People remember this about him now, which is also why his spirit lives on.*

**Option 4:**

Imagine you were Roberto Clemente, and you were asked to give a speech to inspire young baseball players. Write a speech about what you might say about your life. Use the evidence you have already collected during the week to help you write your response.

**Sample Student Response**

*Note: This is for the teacher’s use only, not for students. The purpose is to show the teacher what the final piece might look like when students have completed their work.*

*My name is Roberto Clemente and I play baseball. I know you all play baseball too. Sometimes it may be very hard to keep focused and play your best. But you always need to remember that working hard and playing your best is important.*

*When I was young, I loved playing baseball. We were poor, so I made my bats out of branches and used bottle caps instead of balls. Even though we did not have real bats and balls, I always worked hard. I played so well that I got to come to America to play ball.*

*When I first came to America, people did not treat me well. The reporters always got my name wrong, even when I told them how to say it. Fans did not like me. I could have given up. But I didn’t. I ran like lightning! I tried my hardest and I proved what a good baseball player I was. I worked hard, and I did not give up. I even scored 3000 hits! Finally, people realized what a good baseball player I was.*

*If you are playing baseball, you might also have a hard time. Fans might not always be nice to you. Even your teammates might not treat you well. But if you remember my story, you will remember to work hard, play well, and never give up.*

**Building Knowledge: Extending the Topic**

**Essential Question:** What makes certain athletes heroes to so many?

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| **Cumulative Activities** – The following activities should be completed and updated after reading each resource this week. The purpose of these activities is to capture knowledge building from one resource to the next, and to provide a holistic snapshot of central ideas of the content covered in response to the essential question. *It is recommended that students be required to complete one of the Cumulative Activities (Rolling Knowledge Journal or Rolling Vocabulary) for the week.* |

**Rolling Vocabulary: “Sensational Six”**

* Read each resource then determine the 6 words from each text that most exemplify (show best) the central idea of the text.
* Next use your 6 words to write about the most important idea of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the text set.
* After reading all the selections in the Expert Pack, go back and review your words.
* Now select the “Sensational Six” words from **ALL** the word lists.
* Use the “Sensational Six” words to summarize the most important learning from this text set.

**Sample Student Response**

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| --- | --- |
| **Title** | **Six Vocabulary Words & Sentences** |
| Roberto Clemente: Pride of the Pittsburgh Pirates | **(Sample) Self-chosen words: established, impressed, respect, series, charities**  **Sentences:**  He established himself as a great player by working hard and practicing.  Fans were impressed with the way he could run to home plate on a single.  It took a long time to win the respect of the fans because he was a Latino baseball player in the 1960’s.  A series is a group of games.  Roberto Clemente started charities to help people in his homeland, Puerto Rico. |
| The Basics of Baseball | **Words: home plate, infield, outfield, bases, umpire, pitcher’s mound**  **Sentences:**   1. Home plate is where the batter stands to hit the ball. 2. The infield includes all of the bases and the pitcher’s mound. 3. The outfield is the outer part of the playing field. 4. A player must run around all of the bases to score a run. 5. The umpire is the referee of the game and makes sure the teams follow the rules. 6. The pitcher’s mound is right in the middle of the infield. |
| *Beyond Baseball: The Life of Roberto Clemente (Spanish)* | **Words:**  **Sentences:** |
| *The Story of Roberto Clemente, video* | **Words: singled, improved, home run, earthquake, sportsmanship**  **Sentences:**   1. Roberto got to first base when he singled in the game. 2. He improved his game by practicing. 3. His home run in the game helped the team win the World Series. 4. He died when he was on the way to Nicaragua to help after an earthquake. 5. Sportsmanship was one of the traits Roberto was known for. |
| Willie Mays | **Words: talent, improve, league, slammed, Hall of Fame, honor**  **Sentences:**   1. Wille Mays had a talent for baseball, he was very good. 2. He worked hard to improve his game. 3. He played in a professional league when he was in high school. 4. He slammed the ball right out of the ball field. 5. Wille Mays was so good he was put in the Hall of Fame. 6. It was an honor to be in the Hall of Fame. |
| Hank Aaron | **Words: pronounce, professional, Negro Leagues, major-league, minor league, style**  **Sentences:**   1. Hank’s real name was Henry, but Hank was easier to pronounce. 2. Professional teams are the best ones – it is like a job. 3. Negro Leagues used to be just for black baseball players. 4. Many players have to start on the minor leagues. 5. Major leagues are better than the minor leagues. 6. Hank’s style was to help people. |
| The Home Run King (More complex text of Hank Aaron) | **Words: scout, talent, farm teams, racism, climate, advantage, encouragement**  **Sentences:**   1. A scout was impressed with Hank Aaron and asked him to play in the Negro League. 2. He had a great talent for baseball. 3. Farm teams are where players start out. 4. Hank Aaron spoke out about the unfairness of racism. 5. Climate can affect how far the ball goes! 6. Hank Aaron took advantage of the warm climate and hit lots of home runs! 7. Kids sent letters of encouragement to Hank Aaron. |
| Babe Ruth | **Words: whizzed, faraway, pitched, celebrity, inspired, charity**  **Sentences:**   1. Babe Ruth watched the ball as it whizzed past him. 2. He traveled to faraway cities with his team. 3. He pitched well and hit well, too. 4. He became a big celebrity because he was so good at baseball. 5. He inspired many children and was kind to them. 6. Bath Ruth started a charity dedicated to children. |
| **Sensational Six** | Charity, inspired, professional, sportsmanship, established, league |
| **Summary:**  Many of baseball’s first minority players inspired children through their acts of good sportsmanship and hard work. Some of them started out on minor or Negro leagues before becoming professionals and famous. They established themselves by practicing and doing well in games. More than one of these famous players gave money and time to charity to help others. | |

**Rolling Knowledge**

1. Read each selection in the set, one at a time.
2. After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource?
3. Write, draw, or list what you learned from the text about (topic). Then write, draw, or list how this new resource added to what you learned from the last resource(s).

**Sample Student Response**

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| --- | --- | --- |
| **Write, Draw, or List** | | |
| **Title** | **New and important learning about the topic** | **How does this add to what I learned already?** |
| 1. The Basics of Baseball | *A baseball game lasts for 7 or 9 innings. The field has an infield and an outfield.* | *Roberto Clemente played in the outfield. He could slam the ball to the outfield wall.* |
| 1. *Beyond Baseball: The Life of Roberto Clemente (Spanish)* |  |  |
| 1. *The Story of Roberto Clemente, video* | *Roberto Clemente played on the all- star team and won a golden glove award. He was an MVP.* | *He helped children to learn about baseball. He was one of few players to get 3,000 hits. He was 38 when he died. He was the first Hispanic player added to the Baseball Hall of Fame.* |
| 1. Willie Mays | *Willie Mays was also one of the best baseball players ever. He worked hard and played in a professional league when he was still in high school. He became famous and opened a sports center for boys and girls.* | *Like Roberto Clemente, Willie Mays was honored in the Hall of Fame. He was a hero because he helped children.* |
| 1. Hank Aaron | *Hank Aaron played in the Negro Leagues. He was the first black man to play in the major leagues. He broke the record for home runs.* | *Hank Aaron was a hero because he tried to make things fair for black players. He also helped children and told them to get a good education.* |
| 1. The Home Run King (More complex text version of Hank Aaron) | *A scout found out Hank Aaron could hit home runs. He played on a farm team at first. He became the home-run king. In Atlanta the ball went farther because of the warm weather.* | *Hank Aaron was a community hero because he helped children.* |
| 1. Babe Ruth | *George’s parents were so poor, they had to send him to a home for boys. This is where he learned to play baseball. He played for the Red Sox.* | *Babe Ruth was a baseball celebrity but he always had time for children because he remembered where he grew up. He helped St. Mary’s school raise money. He was the first baseball superstar.* |

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# Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_

**Title:** Roberto Clemente: Pride of the Pittsburgh Pirates

**Essential Question:** What makes Roberto Clemente a hero?

*This is a note taking form for you to collect thoughts and evidence during your reading and class discussions. You can use this when you write your essay later.*

What country is Roberto Clemente from?

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Describe how young Roberto Clemente first had to play the game of baseball. What does this tell you about how he feels about the sport?

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Look at the picture on page 171 and describe what is happening. What is the illustrator trying to show?

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Does Roberto Clemente’s hard work pay off? How?

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Describe Roberto Clemente’s baseball skills. What do the fans in Pittsburgh think of the way he plays?

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How does he help his new team? What is happening in the picture on page 177?

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What problem did Roberto Clemente have with newspaper writers? How does he get them to change their opinion of him?

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What are Roberto Clemente’s most important baseball accomplishments?

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What happens to Roberto Clemente?

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What effects do his life and experiences have on other people?

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**Written Response**

Roberto Clemente wanted to “become the greatest all-around baseball player there ever was.” Describe how he worked toward his goal throughout his life. Use the evidence you have already collected during the week to help you write your response.

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**Building Knowledge: Extending the Topic**

**Essential Question:** What makes certain athletes heroes to so many?

**Rolling Vocabulary: “Sensational Six”**

* Read each resource then determine the 6 words from each text that most exemplify (show best) the central idea of the text.
* Next use your 6 words to write about the most important idea of the text. You should have as many sentences as you do words.
* Continue this activity with EACH selection in the text set.
* After reading all the selections in the Expert Pack, go back and review your words.
* Now select the “Sensational Six” words from **ALL** the word lists.
* Use the “Sensational Six” words to summarize the most important learning from this text set.

|  |  |
| --- | --- |
| **Title** | **Six Vocabulary Words & Sentences** |
| *Roberto Clemente: Pride of the Pittsburgh Pirates* | Self-chosen words:  Sentences: |
| *The Basics of Baseball* | Words:  Sentences:  1.  2.  3.  4.  5.  6. |
| *Beyond Baseball: The Life of Roberto Clemente (Spanish)* | Words:  Sentences:  1.  2.  3.  4.  5.  6. |
| *The Story of Roberto Clemente, video* | Words:  Sentences:  1.  2.  3.  4.  5.  6. |
| *Willie Mays* | Words:  Sentences:  1.  2.  3.  4.  5.  6. |
| *Hank Aaron* | Words:  Sentences:  1.  2.  3.  4.  5.  6. |
| *The Home Run King* | Words:  Sentences:  1.  2.  3.  4.  5.  6. |
| *Babe Ruth* | Words:  Sentences:  1.  2.  3.  4.  5.  6. |
| **Sensational Six** |  |
| **Summary:** | |

**Rolling Knowledge Journal**

1. Read each selection in the set, one at a time.
2. After you read *each* resource, stop and think what the big learning was. What did you learn that was new *and important* about the topic from *this* resource? Write, draw, or list what you learned from the text about (topic).
3. Then write, draw, or list how this new resource added to what you learned from the last resource(s).

|  |  |  |
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| **Write, Draw, or List** | | |
| **Title** | **New and important learning**  **about the topic** | **How does this resource add to what I learned already?** |
| 1. Roberto Clemente: Pride of the Pittsburgh Pirates |  |  |
| 1. The Basics of Baseball |  |  |
| 1. The Story of Roberto Clemente video |  |  |
| 1. Willie Mays |  |  |
| 1. Hank Aaron |  |  |
| 1. The Home Run King (Hank Aaron) |  |  |
| 1. Babe Ruth |  |  |