**Week 1**

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| **Grades 3-5** | **DAYS** | | | | |
| **Essential Question:** What makes Roberto Clemente a hero? | | | | | |
|  | 1 | 2 | 3 | 4 | 5 |
| **Anchor Text**   * 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 | | | | |
| **Foundational Skills**   * Fluency * Decoding * Word Work | Follow the daily **Phonics** and **Fluency** sequence of activities | | | | |
| **Language/ Syntax**   * Spelling and Grammar | Follow the daily **Grammar** and **Spelling** sequence of activities | | | | |

**Week 1**

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| --- | --- | --- | --- | --- | --- |
| **Grades 3-5** | **DAYS** | | | | |
| **Essential Question:** What makes Roberto Clemente a hero? | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **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. | |
| **Standards**  List Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational Text  RI.3.3, RI.3.4, RI.3.10 | | | | |
| Writing  W.3.2 | | | | |
| Speaking and Listening  SL.3.1 | | | | |

**Week 2**

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| **Grades 3-5** | **DAYS** | | | | |
| **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 | | | | |

**Week 2**

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| --- | --- | --- | --- | --- | --- |
| **Grades 3-5** | **DAYS** | | | | |
| **Essential Question:** What makes certain athletes heroes to so many? | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **Foundational Skills**   * Fluency * Decoding * Word Work | Follow the daily **Phonics** and **Fluency** sequence of activities | | | | |
| **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. | | | | |
| **Standards**  List Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational Text  RI.3.3, RI.3.4, RI.3.10 | | | | |
| Writing  W.3.2 | | | | |
| Speaking and Listening  SL.3.1 | | | | |