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## **Culturally Authentic and Responsive Texts—Grade 3**

**This sample includes the following:**

- Management Guide Cover** (1 page)
- Management Guide Table of Contents** (1 page)
- Collection Components** (2 pages)
- Teaching a Lesson** (2 pages)
- CLR Toolbox Checklist** (2 pages)
- Lesson Plan** (8 pages)
- Reader Sample** (16 pages)

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# Culturally Authentic and Responsive Texts

A Collection Curated by  
Dr. Sharroky Hollie

Management Guide

Grade  
**3**

# Table of Contents

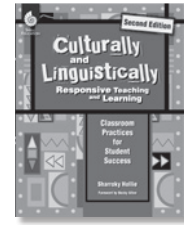
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# Collection Components

The following components are included in this collection:

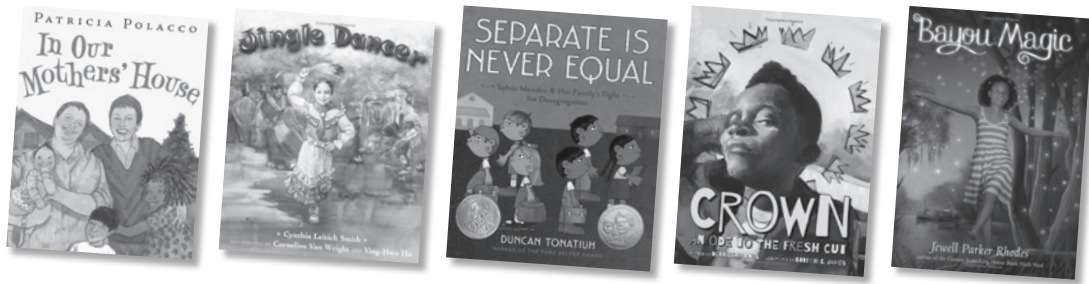
## Professional Development Resource

*Culturally and Linguistically Responsive Teaching and Learning, Second Edition* is included to provide a complete introduction to CLR.



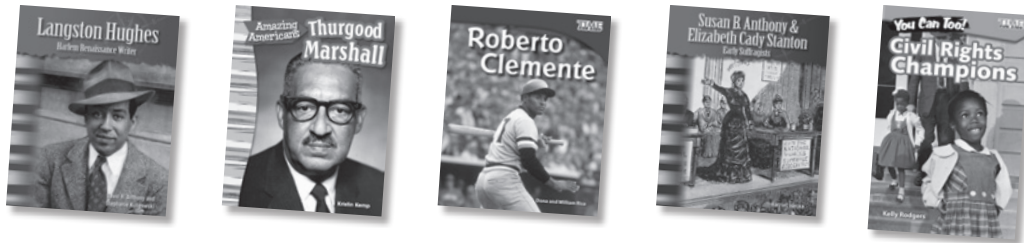
## Interactive Read-Aloud Texts and Lessons

Five lesson plans with one copy of each culturally authentic title



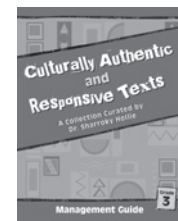
## Shared Reading Texts and Lessons

Five lesson plans with six copies of each nonfiction title



## Management Guide

Easy-to-use teacher resource supports best practices in culturally and linguistically responsive instruction and literacy instruction



## Digital Resources

Digital resources may be accessed through the Teacher Created Materials website (see page 43). The following digital resources are provided to support instruction:

- eBooks of titles published by Teacher Created Materials
- audiobooks of titles published by Teacher Created Materials
- student activity pages
- discussion rubrics



# Collection Components *(cont.)*

## About the Books

The following texts are included in this collection. For a complete overview of each title, including CLR themes addressed, see the first page of each lesson.

Lexile® levels and Fountas and Pinnell Guided Reading Levels are listed below for reference only. The titles provided in this collection are not meant to match students' independent reading levels. The lessons are designed for teachers to lead students in modeled and shared reading activities with the books.

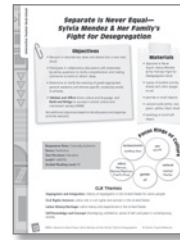
Title	Responsiveness Level	Lexile® Level	Guided Reading* Level
<b>Literature</b>			
<i>Crown: An Ode to the Fresh Cut</i>	Culturally Authentic	700L	W
<i>In Our Mothers' House</i>	Culturally Authentic	AD750L	R
<i>Jingle Dancer</i>	Culturally Authentic	710L	L
<i>Bayou Magic</i>	Culturally Authentic	410L	V
<i>Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation</i>	Culturally Authentic	AD870L	N/A
<b>Informational Texts</b>			
<i>Langston Hughes: Harlem Renaissance Writer</i>	Culturally Generic	710L	W
<i>Amazing Americans: Thurgood Marshall</i>	Culturally Generic	620L	S
<i>You Can Too! Civil Rights Champions</i>	Culturally Generic	550L	R
<i>Susan B. Anthony &amp; Elizabeth Cady Stanton</i>	Culturally Generic	680L	U
<i>Roberto Clemente</i>	Culturally Generic	930L	S

\*These titles have been officially leveled using the F&P Text Level Gradient™ Leveling System.

# Teaching a Lesson

## Overview

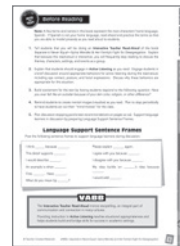
The overview page includes learning objectives, a completed Rings of Culture diagram, and a list of CLR themes addressed in the title. (**Note:** Only the Rings of Culture of focus are identified in the lesson.)



## Before Reading



Students are engaged in activities to access prior knowledge and build excitement for the book. Vocabulary activities focus on either Tier II or Tier III vocabulary terms.



## During Reading



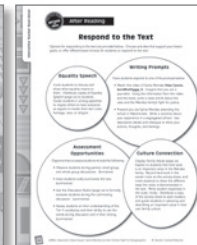
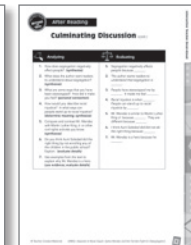
Teachers implement literacy and discussion protocols that focus on validating and affirming cultural behaviors and building and bridging toward school-culture norms.



## After Reading

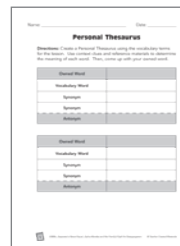


Students are able to synthesize their learning through a culminating discussion and multiple options for responding to the text, including writing prompts and comprehension activities.



## Student Activity Sheets

Literacy and VABB objectives are supported with vocabulary activities, comprehension activities, and Culture Connections.



## Assessment

Suggestions for informal assessment as well as a discussion rubric are provided for assessing student progress toward lesson objectives.



## Teaching a Lesson *(cont.)*

### Instructional Settings and Lesson Pacing

The books provided in this collection vary in length, so instructional time will also vary. The books and lessons need not be taught in any particular order and can be used throughout the school year to support instruction within the standards and/or units of study.

### Pacing Suggestions for Interactive Read-Aloud Lessons

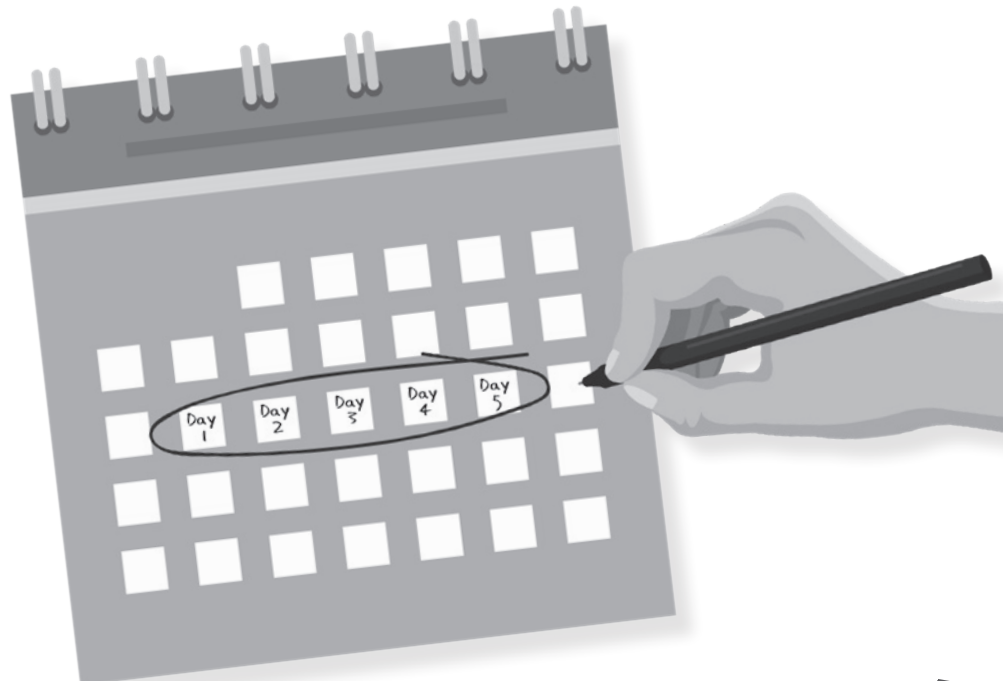
In his book *In Defense of Read-Aloud* (2015), Steven L. Layne offers the following tips for successful planning and pacing of read-aloud instructional time for longer books:

- Take time to launch the read-aloud to ensure that students are fully engaged. When beginning a book, you might have a longer read-aloud session or read multiple times throughout the day. Once students are hooked, a routine of reading aloud 10–20 minutes per day can be established.
- Be mindful of when you begin a read-aloud. Do not start a book on a Friday or just before a school vacation.
- After launching a read-aloud book, keep the momentum going. Set a regular reading schedule that students can depend on. Avoid canceling read-aloud time.

### Pacing Suggestions for Shared Reading Lessons

The following pacing suggestion spans five instructional days and requires approximately 30–45 minutes per day.

Day 1	Day 2	Day 3	Day 4	Day 5
Before Reading Activity and Personal Dictionary	During Reading Activity	During Reading Activity	Response to Text Activities	Culminating Discussion and Assessment



# CLR Toolbox Checklist

Use the checklist to keep track of the CLR activities you use in your classroom and/or identify activities to add to your teaching repertoire. This list is not exhaustive but provides a foundation for building your toolbox. The activities are organized by each of the four CLR Instructional Areas—*classroom management*, *academic vocabulary*, *academic literacy*, and *academic language*, and then divided into three levels—**basic** (minimal planning), **advanced** (intentional planning), and **premium** (involved planning).

Activities that involve movement are noted with (M). Traditional activities are noted with (T). All noted page numbers or chapters refer to *Culturally and Linguistically Responsive Teaching and Learning, Second Edition*, provided as part of this collection. Not all of the listed activities are described or implemented in this resource.

Classroom Management	Classroom Management	Academic Literacy
<p><b>Attention Signals</b></p> <p><b>Traditional</b> (examples)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Countdown (5, 4, 3, 2, 1)</li> <li><input type="checkbox"/> Lights Off and On</li> <li><input type="checkbox"/> Hands Raised</li> </ul> <p><b>Call and Response</b> (pages 242–243)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Listen-Up</li> <li><input type="checkbox"/> Bring It—Back</li> <li><input type="checkbox"/> When I Move You Move—Just Like That</li> <li><input type="checkbox"/> Repeating Hand Claps/Beats</li> </ul> <p><b>Response Protocols</b></p> <p><b>Basic</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Moment of Silence (T)</li> <li><input type="checkbox"/> Pick a Stick</li> <li><input type="checkbox"/> Raise a Hand (T)</li> <li><input type="checkbox"/> Train/Pass It On</li> <li><input type="checkbox"/> Thumbs-Up/Down</li> <li><input type="checkbox"/> Whip Around</li> </ul> <p><b>Advanced</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Bingo</li> <li><input type="checkbox"/> Put Somebody on Blast</li> <li><input type="checkbox"/> Roll 'Em</li> <li><input type="checkbox"/> Shout Out</li> <li><input type="checkbox"/> Somebody Who</li> <li><input type="checkbox"/> Stand and Deliver (M)</li> </ul>	<p><b>Discussion Protocols</b></p> <p><b>Basic</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Partner Share</li> <li><input type="checkbox"/> Round Robin</li> <li><input type="checkbox"/> Think-Pair-Share</li> <li><input type="checkbox"/> Turn and Talk</li> </ul> <p><b>Advanced</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Corners (M)</li> <li><input type="checkbox"/> Give One/Get One (M)</li> <li><input type="checkbox"/> I Got This!</li> <li><input type="checkbox"/> Campfire Discussion</li> <li><input type="checkbox"/> Find Somebody Who... (M)</li> <li><input type="checkbox"/> Huddle (M)</li> <li><input type="checkbox"/> Musical Shares (M)</li> <li><input type="checkbox"/> Numbered Heads</li> <li><input type="checkbox"/> Merry-Go-Round</li> <li><input type="checkbox"/> One-Three-Six (M)</li> <li><input type="checkbox"/> Post Your Thoughts</li> <li><input type="checkbox"/> Silent Appointment (M)</li> <li><input type="checkbox"/> Snowballs (M)</li> <li><input type="checkbox"/> Tea Party/Meet 'n' Greet (M)</li> <li><input type="checkbox"/> Thinking on Feet (M)</li> <li><input type="checkbox"/> Who's the Stray? (M)</li> <li><input type="checkbox"/> Put Your Two Cents In</li> </ul> <p><b>Premium</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Answer Chairs (M)</li> <li><input type="checkbox"/> Carousel Brainstorm (M)</li> <li><input type="checkbox"/> Fishbowl</li> <li><input type="checkbox"/> Graffiti Talk (M)</li> <li><input type="checkbox"/> Inner-Outer Circle (M)</li> <li><input type="checkbox"/> Yesterday's Headlines</li> <li><input type="checkbox"/> Send a Problem</li> <li><input type="checkbox"/> Silent Conversations</li> <li><input type="checkbox"/> Stop and Scribble (M)</li> <li><input type="checkbox"/> Turning Wheels (M)</li> </ul>	<p><b>Read-Alouds</b></p> <p><b>Basic</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Buddy Reading</li> <li><input type="checkbox"/> Choral Reading</li> <li><input type="checkbox"/> Echo Reading</li> <li><input type="checkbox"/> Fill in the Blank Reading</li> <li><input type="checkbox"/> Teacher Read-Aloud (T)</li> </ul> <p><b>Advanced</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Jump-In Reading</li> <li><input type="checkbox"/> Train Reading—Proficient Readers Only (T)</li> </ul> <p><b>Premium</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Fade In/Fade Out</li> <li><input type="checkbox"/> Radio Reading</li> <li><input type="checkbox"/> Tag Reading (M)</li> </ul>

# CLR Toolbox Checklist *(cont.)*

Academic Literacy	Academic Vocabulary	Academic Language
<b>Literacy Strategies</b>	<b>Introducing Words</b>	
<p><b>Basic</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Drawing Conclusions</li> <li><input type="checkbox"/> Graphic Organizers</li> <li><input type="checkbox"/> It Says, I Say, and So</li> <li><input type="checkbox"/> K-W-L Charts</li> <li><input type="checkbox"/> Picture the Feeling</li> <li><input type="checkbox"/> Picture Walk</li> <li><input type="checkbox"/> Retelling</li> <li><input type="checkbox"/> Save the Last Word for Me</li> <li><input type="checkbox"/> Three Things</li> </ul>	<p><b>Basic</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cloze Activity</li> <li><input type="checkbox"/> Tiering Words (Chapter 5)</li> <li><input type="checkbox"/> Vocabulary Slides</li> <li><input type="checkbox"/> Word Splash</li> </ul>	<p><b>Basic</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> #BeYou Moments</li> <li><input type="checkbox"/> Home Language or School Language?</li> <li><input type="checkbox"/> Linguistic Feature Match</li> </ul>
<p><b>Advanced</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Anticipation Reaction Guide</li> <li><input type="checkbox"/> Chalk Talk</li> <li><input type="checkbox"/> Hot Seat</li> <li><input type="checkbox"/> Mindstreaming</li> <li><input type="checkbox"/> Reading Tea Party (M)</li> <li><input type="checkbox"/> Say Something</li> <li><input type="checkbox"/> Sixty-Second Radio Spot</li> <li><input type="checkbox"/> Story Maps</li> <li><input type="checkbox"/> Team-Pair-Solo</li> </ul>	<p><b>Advanced</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Affix Organizer</li> <li><input type="checkbox"/> Line Up/Shades of Meaning</li> <li><input type="checkbox"/> Personal Dictionary</li> <li><input type="checkbox"/> Personal Thesaurus</li> <li><input type="checkbox"/> Synonym Shout Out</li> </ul>	<p><b>Advanced</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Code Switching/Contrastive Analysis (Chapter 11)</li> <li><input type="checkbox"/> Identify the Feature</li> <li><input type="checkbox"/> Linguistic Feature Tic-Tac-Toe</li> <li><input type="checkbox"/> Linguistic Feature Tea Party (M)</li> <li><input type="checkbox"/> Sentence Lifting</li> </ul>
<p><b>Premium</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> I-Chart</li> <li><input type="checkbox"/> Language Experience Approach</li> <li><input type="checkbox"/> Logographics</li> <li><input type="checkbox"/> Quiz-Quiz-Trade</li> <li><input type="checkbox"/> Sketch to Stretch</li> <li><input type="checkbox"/> Reader's Theater</li> <li><input type="checkbox"/> Six-Color Thinking</li> <li><input type="checkbox"/> 10 Questions</li> </ul>	<b>Practice/Reinforcement</b>	<p><b>Premium</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Linguistic Feature Jeopardy</li> <li><input type="checkbox"/> Peer Conferencing Academic Language</li> <li><input type="checkbox"/> Reverse Code Switching</li> </ul>
	<p><b>Basic</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> And the Question Is?</li> <li><input type="checkbox"/> Cloudy or Clear</li> <li><input type="checkbox"/> Example/Non-Example Organizer</li> <li><input type="checkbox"/> Memory Match</li> </ul>	
	<p><b>Advanced</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> A Wordy Conversation</li> <li><input type="checkbox"/> Hot Seat</li> <li><input type="checkbox"/> Snowballs (M)</li> <li><input type="checkbox"/> Talk a Mile a Minute</li> </ul>	
	<p><b>Premium</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Indisputable or Refutable?</li> <li><input type="checkbox"/> Jeopardy</li> <li><input type="checkbox"/> Loopy</li> <li><input type="checkbox"/> Shabooya Roll Call</li> </ul>	

# Culturally Authentic and Responsive Texts

A Collection Curated by Dr. Sharroky Hollie

Shared Reading Lesson

# Roberto Clemente

By Dona and William Rice

## Lesson Author

Kat Bernardo, M.Ed.

**Teacher  
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Materials**  
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# Roberto Clemente

## Objectives

- Read and comprehend informational text fluently and accurately.
- Participate in collaborative discussions with classmates by asking questions to clarify comprehension and making comments to build on others' ideas.
- Determine or clarify the meaning of grade-appropriate general academic and domain-specific vocabulary words or phrases.
- **Validate and Affirm** home culture and language, and **Build and Bridge** to success in school culture and mainstream society (VABB).

Set additional objectives based on the discussion and response activities selected.

## Materials

- *Roberto Clemente* books
- number cubes, sticky notes
- copies of student activity sheets and rubric (pages 10–14)



**Responsive Dots Analysis:** Culturally Generic  
**Genre:** Informational  
**Text Structure:** Sequence  
**Lexile®:** 930L  
**Guided Reading Level:** S

## CLR Themes

- Kindness:** Examines the kindness that Clemente showed to everyone
- Equality:** Shows changes can be made when people work together to fight for equality
- Perseverance:** Identifies ways in which hard work and perseverance can help achieve goals



## Before Reading

1. Tell students that you will be doing a shared reading of the book *Roberto Clemente*. Display the book, and read aloud the summary on the back cover.
2. Explain that students will have many opportunities for collaboration as you explore the book together, focusing on shared goals for understanding the text.
3. Build excitement for the text by engaging students in a discussion about one of the CLR themes discussed in the text (page 2). Pose questions for students to explore, such as *What is your dream? What character traits do you need to achieve your dream?*
4. Plan discussion stopping points (see recommendations on page 7). Support language learners in discussion by preparing two to three Language Support Sentence Frames that best match the planned discussion. Highlight and model the use of these frames.

## Language Support Sentence Frames

Post the following sentence frames to support language learners during discussion.

I think _____ because _____.	Please explain _____ again.
This detail supports _____.	I agree with you because _____.
I would describe _____.	I disagree with you because _____.
An example is when _____.	My idea builds on _____'s idea because _____.
First, _____. Next, _____.	I would add _____.
What do you mean by _____?	

## VABB

The **Discussion and Response** protocols highlighted in this lesson strategically validate and affirm students' cultural behaviors and build and bridge to school-culture behaviors.



Before Reading


# Personal Dictionary

Have students complete the *Personal Dictionary Brainstorming Map* (page 10) and the *Personal Dictionary* (page 11) with the following Tier III vocabulary terms from the text. Complete these activities before reading the book.

## Tier III Vocabulary

<b>Caribbean Sea</b> (page 4)	<b>acrobat</b> (page 16)
<b>maiden name</b> (page 5)	<b>National League</b> (page 17)
<b>foreman</b> (page 6)	<b>chiropractic</b> (page 20)
<b>drafted</b> (page 14)	<b>humanitarian</b> (page 22)
<b>roster</b> (page 14)	<b>Most Valuable Player (MVP)</b> (page 24)

1. Display the *Personal Dictionary Brainstorming Map* and model its use by writing the vocabulary term *maiden name* in the center. Read aloud the sentence from the text to provide context for the word. Provide additional sentence examples as needed. Brainstorm multiple connections, illustrations, and definitions for the academic term.
2. Model how to complete a Personal Dictionary entry using the *Personal Dictionary* with the term *maiden name*. Provide students with personal definition starters: *It is a thing that...* *It was a time when...* *It is a place where...*

<b>Academic Term:</b>  <i>maiden name</i>	<b>Personal Illustration:</b> 
<b>Personal Connection:</b> <i>My mom has a different last name than I do because she decided to keep her maiden name when she got married.</i>	<b>Personal Definition:</b> <i>It is your mom's last name that she received from her parents when she was born.</i>

3. Distribute a *Personal Dictionary Brainstorming Map* to each student. Have students fill in the map with a different term from the vocabulary list. Use response protocol **Turn and Talk** by having students turn and face a neighbor (knee to knee, eye to eye), taking turns sharing background knowledge about each word.
4. Distribute copies of *Personal Dictionary* to students, or have students add additional Personal Dictionary entries to their journals independently. Encourage students to revise and edit their definitions as they continue to build their knowledge of the terms.

### VABB

Which of your students' cultural behaviors will you validate and affirm? Which school-culture behaviors will you build and bridge?

**Personal Dictionary** builds and bridges to preciseness with time and linear, singular-focus cultural behaviors.

**Turn and Talk** validates and affirms sociocentrism.



During Reading

# Shared Reading

Plan to conduct multiple readings of the text over several days. Choose from the protocols below to engage students in shared reading. Pause to have students discuss the questions provided on page 7 at the suggested stopping points. Use a variety of discussion and response protocols as well as the Language Support Sentence Frames on page 3 to support students' comprehension of the text. Depending on lesson objectives, select comprehension skills of focus and conduct strategy mini-lessons during reading, as needed.

### VA Validate & Affirm Choral Reading

Students read portions of the text aloud in unison with the teacher.

### VA Validate & Affirm Tag Reading

A student reads while walking around the classroom. At some point, after reading at least three sentences, the student tags another student to read and then sits in their seat. The tagged student then stands, reads, and walks. They then tag another student and so on.

### BB Build & Bridge Independent Reading

Provide students the opportunity to reread the text independently or with partners.

### VABB

Which of your students' cultural behaviors will you validate and affirm? Which school-culture behaviors will you build and bridge?

**Choral Reading** validates and affirms musicality, cooperative cultural behaviors, and language variety.

**Tag Reading** validates and affirms high movement.

### IS IT AUTHENTIC? Analyzing Cultural Responsiveness

When reading nonfiction texts, it is important for students to analyze the texts and identify any cultural bias. Have students explore the following questions:

- Who is the author? Does the author have a connection to the cultures discussed in the book?
- Are any cultures represented negatively or inaccurately? Are any cultures underrepresented or omitted?
- Are the facts accurate? Do they match up with your knowledge and other sources of information?
- Is the information current? Has anything changed since the text was published?
- What could be added to this text to increase its cultural authenticity?



## During Reading

# Discussion and Response Protocols

Use discussion and response protocols to engage students in responding to the discussion questions. Possible responses to these questions can be found on page 15. Use the *Discussion Rubric* on page 14 to set expectations for students' listening and speaking skills.

VA Validate & Affirm

### Mix-Pair-Share

Use the signal "Mix/Move" to have students walk around the room in between and around chairs. Then, use the signal "Pair/Share" to have students stop to find partners who are not part of their table group to high-five, fist-bump, or otherwise greet appropriately. Ask or display a question, and have students share their answers with partners for about 30–60 seconds. When time is up, repeat the process again until all questions have been answered.

BB Build & Bridge

### Post Your Thoughts

As students read a text, have them work together to record key ideas, story events, examples of figurative language, etc., on sticky notes. Then, have them spread all the sticky notes on a sheet of paper. The goal is to try to cover the space in a single layer of responses. Set a timer for two minutes, and have students sort through their responses, looking for the best examples of what they were asked to record. When time is up, give partners 30 seconds to decide which of their responses they would like to share with the group.

## VABB

Which of your students' cultural behaviors will you validate and affirm? Which school-culture behaviors will you build and bridge?

**Mix-Pair-Share** validates and affirms high movement and sociocentrism.

**Post Your Thoughts** builds and bridges to written communication and preciseness.



## During Reading

# Discussion and Response Protocols *(cont.)*

## Discussion Questions



### Remembering



### Understanding

**After page 8:** What did Clemente's parents teach him? (**monitor comprehension**)

**After page 10:** What did Clemente do to help his community? (**monitor comprehension**)

**After page 13:** How was Clemente able to practice even though he didn't have much money for equipment? How do we know that Clemente is hardworking? (**monitor comprehension**)

**After page 14:** What was the first major league team that Clemente played for? (**monitor comprehension**)

**After page 16:** What qualities made Clemente such an amazing player? (**monitor comprehension**)

**After page 19:** Why didn't Clemente go to the celebration with his teammates? (**monitor comprehension**)

**After page 14:** How do you think Clemente felt when they changed his name to Bob because his real name sounded too "foreign"? How would you feel? (**infer; personal connection**)

**After page 15:** How did Clemente "pave the way" for the Latino community? (**determine meaning**)

**After page 20:** What connections can you make between Clemente's upbringing and the ways in which he behaved as an adult? (**synthesize**)

**After page 23:** How were Clemente and Dr. Martin Luther King Jr.'s goals similar? (**synthesize**)

**After page 24:** Describe Clemente's greatest achievement. Why was this so important to him? (**evaluate information**)





After Reading

# Culminating Discussion

After students have had several opportunities to explore the text (through shared and independent reading), engage them in a culminating discussion using the following discussion and response protocols and analyzing and evaluating questions. Use the *Discussion Rubric* on page 14 to formally evaluate students.

**BB Build & Bridge Merry-Go-Round**

Place students in groups of three to four. Then, have them take turns sharing their thoughts about a question, text, or content-area concept. Limit responses to one to five words, keeping the rotation quick and thoughts concise. After everyone has had a chance to share, students can “merry-go-round” again. This time, have students respond to classmates’ responses from the previous round.

**VA Validate & Affirm Roll 'Em**

Assign a number to each table group (1–6) and to each student in each group (1–6). Using two number cubes, one representing the table number and the other representing the student number, “roll ‘em” and call on the corresponding table and student (e.g., group 3, student 2) to respond to a question below.

## VABB

Which of your students’ cultural behaviors will you validate and affirm? Which school-culture behaviors will you build and bridge?

**Merry-Go-Round** builds and bridges to taking turns, preciseness, and staying on topic.

**Roll 'Em** validates and affirms spontaneity; builds and bridges to taking turns.

Analyzing	Evaluating
<ol style="list-style-type: none"> <li>Compare Clemente with a current baseball player or other athlete. What makes Clemente stand out? <b>(synthesize; personal connection)</b></li> <li>Use at least three details from the text to explain why people called Clemente the “Pride of Puerto Rico.” <b>(use evidence; synthesize; determine meaning)</b></li> <li>What advantages and disadvantages did Clemente have as a baseball player? Explain. <b>(use evidence; synthesize)</b></li> </ol>	<ol style="list-style-type: none"> <li>Do you think companies today endorse people of different cultures? Give examples. <b>(evaluate details)</b></li> <li>Do you agree with Clemente when he said, “If you have an opportunity to make things better, and you don’t do that, you are wasting your time on this Earth”? Explain. <b>(evaluate details)</b></li> <li>How did Clemente’s parents influence his baseball career? How does this relate to how your parents influence you? <b>(evaluate details; personal connection)</b></li> </ol>



After Reading

# Respond to the Text

Options for responding to the text are provided below. Choose activities that support your lesson goals, or offer differentiated choices for students to respond to the text.

## Describing Map Activity

Have students complete the *Describing Map* activity (page 12) to discuss Clemente’s character traits.

## Writing Prompts

Have students respond to one of the prompts below.

- Write a story about achieving your dreams through your family values (honesty, courage, responsibility, hard work, patience, etc.). Include two or more obstacles that you will face and how you will overcome them.
- What are some other ways that Latino and black athletes received unfair treatment in the 1950s? How have things changed since then? Explain.

## Assessment Opportunities

Opportunities to assess students include the following:

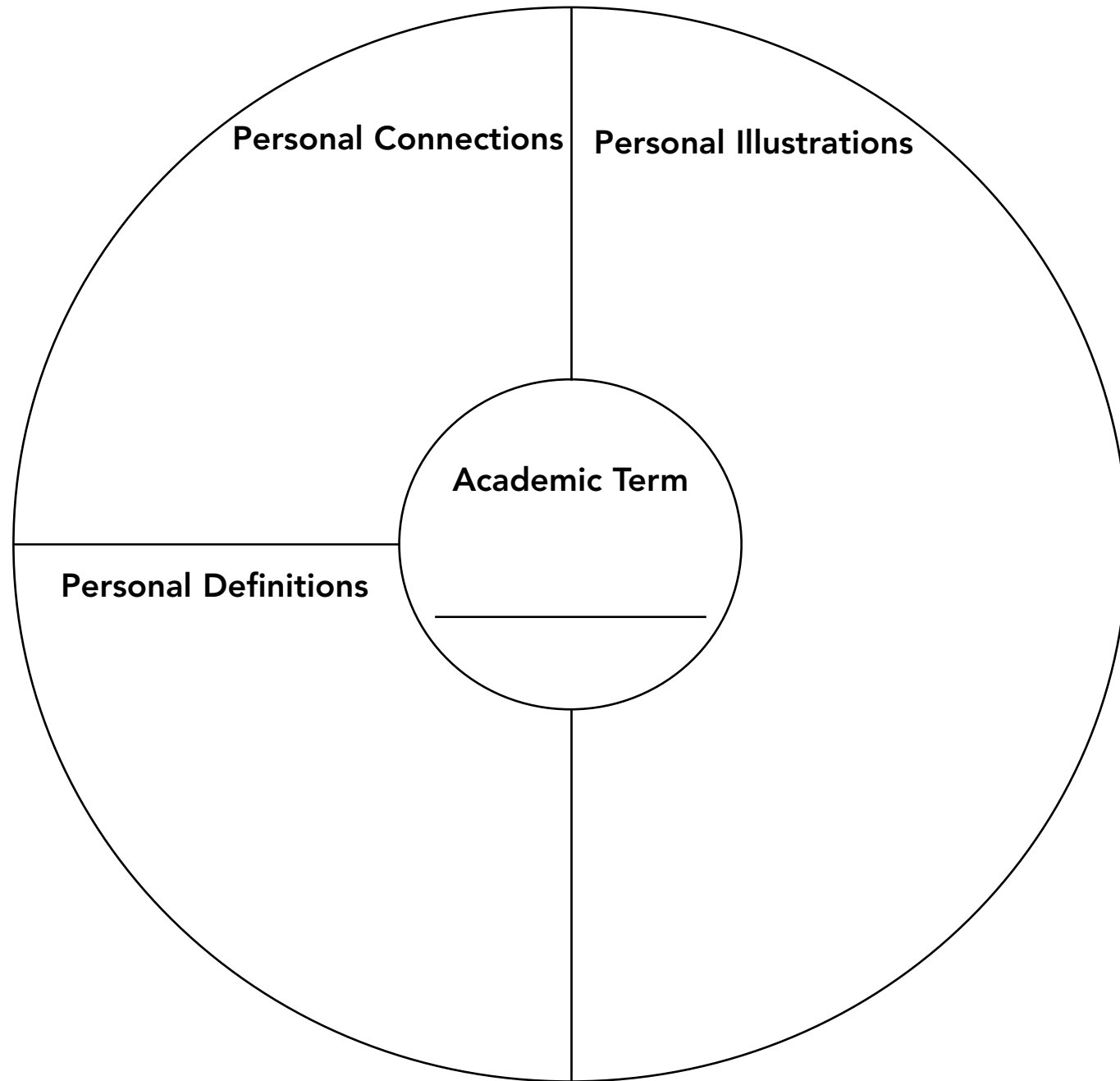
- Observe students during partner, small-group, and whole-group discussions. (formative)
- Have students orally summarize the text. (summative)
- Use the *Discussion Rubric* (page 14) to formally evaluate students during the culminating discussion. (summative)
- Assess students on their understanding of the Tier III vocabulary and their ability to use the words during discussion and in their writing. (summative)

## Culture Connection

Display and read aloud the “Confronting Barriers” article from the *Baseball Hall of Fame and Museum* website (**exhibits.baseballhalloffame.org/viva/history/barriers.asp**). Explain to students that barriers are obstacles that make it difficult for someone to succeed or fulfill a dream. Click on the different categories (Skin Color, Culture and Language, Politics and Business), and guide students in reading, discussing, and summarizing barriers Latino players faced and overcame throughout history. Have students summarize each barrier in their own words on the *Confronting Barriers* activity (page 13).

## Personal Dictionary Brainstorming Map

**Directions:** Brainstorm personal connections, illustrations, and definitions for the academic term. Circle your best connection, illustration, and definition to record in your Personal Dictionary.



## Personal Dictionary

**Directions:** Create a Personal Dictionary using the vocabulary terms for the lesson.

<b>Academic Term:</b>	<b>Personal Illustration:</b>
<b>Personal Connection:</b>	<b>Personal Definition:</b>

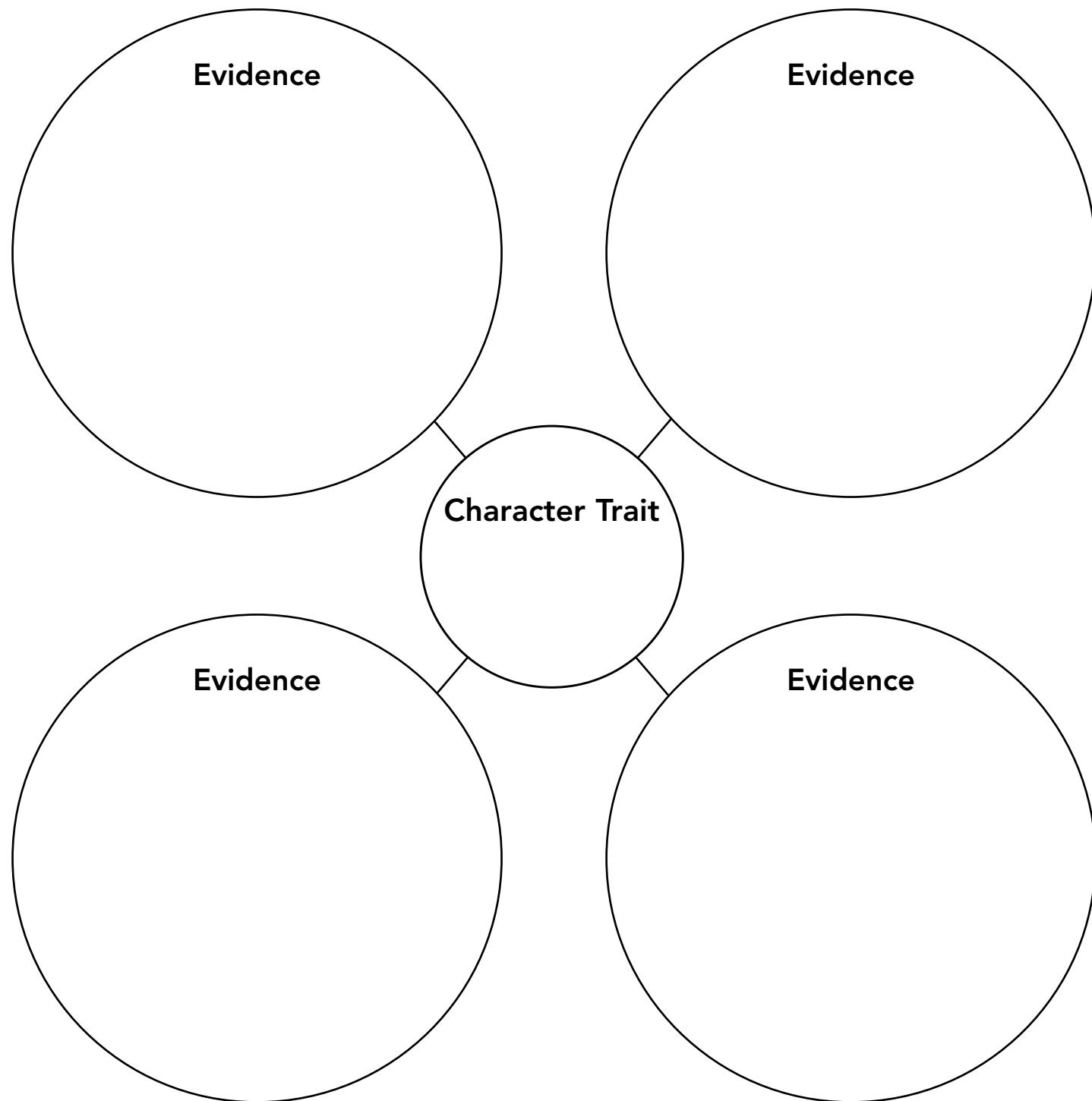
<b>Academic Term:</b>	<b>Personal Illustration:</b>
<b>Personal Connection:</b>	<b>Personal Definition:</b>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Describing Map

**Directions:** Choose a character trait that describes Roberto Clemente. Write it in the center circle. Then, support it with evidence from the text. Use quotes, actions, and descriptions from the text to fill in the outer circles.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Confronting Barriers

**Directions:** Visit the "¡Viva Baseball!" webpage on the *Baseball Hall of Fame and Museum* website ([exhibits.baseballhalloffame.org/viva/history/barriers.asp](http://exhibits.baseballhalloffame.org/viva/history/barriers.asp)). Explore the site to learn more about the history of Latin baseball players and the barriers they had to overcome. Then, summarize each barrier Latino players faced and how it was overcome.

**Skin Color:** \_\_\_\_\_

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**Culture and Language:** \_\_\_\_\_

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**Politics and Business:** \_\_\_\_\_

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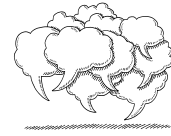
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# Discussion Rubric



	Active Listening	Active Speaking	Active Responding	
4 Exceeds	Follows discussion protocol and carries out assigned role consistently	Expresses ideas by drawing specific evidence from the text to support and defend ideas consistently	Asks questions frequently about what a speaker says to understand or clarify meaning, gather additional information, and deepen understanding	Makes connections consistently between own comments and responses shared by peers
3 Meets	Follows discussion protocol rules and carries out assigned role during most of discussion	Shares inferences, ideas, and opinions to a question by referencing multiple details from the text during most of the discussion	Asks questions about what a speaker says to understand or clarify meaning during most of the discussion	Makes connections between own comments and responses shared by others during most of the discussion
2 Approaching	Follows discussion protocol rules and carries out assigned role inconsistently	Shares inferences, ideas, and opinions to a question by referencing a few details with some accuracy	Asks some questions about what a speaker says to understand or clarify meaning	Makes some connections between own comments and responses shared by peers
1 Does Not Meet	Does not follow discussion protocol rules or carry out assigned role	Shares inferences, ideas, and opinions to a question with little to no reference to the text	Asks a few questions about what a speaker says to understand or clarify meaning	Makes comments with no connection to responses shared by peers

# Answer Key

## Remembering Questions (page 7)

**After page 8:** Clemente’s parents taught him to work hard and treat others with respect and dignity.

**After page 10:** Clemente helped children raise money to build a fence. He also helped save someone from a burning car.

**After page 13:** Clemente used bottle caps, broomsticks, tennis balls, and other everyday items to practice baseball. Clemente worked delivering milk for three years to buy a bike.

**After page 14:** Clemente first played for the Pittsburgh Pirates.

**After page 16:** Clemente had a good throw and a powerful swing, and he was a fast runner.

**After page 19:** Clemente thought it was more important to thank the fans who supported the team.

## Understanding Questions (page 7)

**After page 14:** Answers will vary but may include: He probably felt singled out, angry, frustrated, and rejected. I would feel that way too.

**After page 15:** Clemente “paved the way” as the first black Latino to make a big difference in baseball. He was a very talented player. He brought positive attention to black and Puerto Rican people.

**After page 20:** Clemente’s parents taught him to be a good person. They helped to feed the poor. As an adult, he treated people kindly, was generous with his time and money, and helped others whenever possible.

**After page 23:** Both men fought for equality for black and Latino people. They both spoke out about injustices and joined many causes to make a difference.

**After page 24:** Answers will vary but may include Clemente’s greatest achievement was helping others. He said one of his proudest achievements was “helping to erase the old opinion about Latin Americans and blacks.”

## Analyzing and Evaluating Questions (page 8)

Answers will vary.

## Describing Map (page 12)

Answers will vary, but may include:

caring: Clemente taught new players on his team everything he knew about baseball; he joined causes to help the poor and mistreated; he was a humanitarian; he tried to send relief supplies to Nicaragua after the earthquake.

determined: Clemente was determined to be a professional baseball player; he couldn’t afford baseball equipment, but found other ways to practice his skills; he wanted to help the poor and mistreated around the world.

## Confronting Barriers (page 13)

**Skin Color:** Only light-skinned Latino players were able to play in the major league. Jackie Robinson broke the color barrier for dark-skinned players. Orestes “Minnie” Miñoso was the first black Latin major-leaguer who overcame the color barrier by not listening to the terrible things people said to him. He smiled at and continued to work hard. Latin players were kept separated in the Negro leagues and did not get a chance to join the major league, so they decided to stay in the Caribbean, where they felt accepted.

**Culture and Language:** The language, food, and social customs in the United States were different than Latin players were used to, so they had to adjust. Some had trouble adjusting. They experienced poverty, racism, rejection, and strict rules in America. Felipe Alou, a native of the Dominican Republic, could relate to this mistreatment. He called for a “Latin-American Ballplayers’ Bill of Rights” in a *Sport* magazine article.

**Politics and Business:** Latin players had trouble filling out an application to get a visa to play pro ball in the United States because of language barriers. There was a limit to how many visas could be given to foreign athletes to play professionally.

# Roberto Clemente



Dona and William Rice



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# The Pride of Puerto Rico

On August 18, 1934, something wonderful happened for Melchor (mel-CHOR) and Luisa Clemente. They had their fifth child, Roberto Clemente Walker, in the town of Carolina, Puerto Rico. Little did they know that one day their beautiful son would be known as the Pride of Puerto Rico.



## Commonwealth of Puerto Rico

Nestled between the Caribbean Sea and the Atlantic Ocean, you will find a beautiful tropical paradise. It is the island of Puerto Rico. Puerto Rico is officially called the *Commonwealth of Puerto Rico*. In Spanish, the language spoken by most Puerto Ricans, it is called the *Estado Libre Asociado de Puerto Rico*. Puerto Rico is under the protection and leadership of the United States of America. Some people think that Puerto Rico may one day be the 51st state of the United States.



## Latino Names

It is common for **Latino** children to be given their mother's **maiden name** following their own last name. That is why Roberto was also named Walker, his mother's maiden name, although his family name was Clemente.



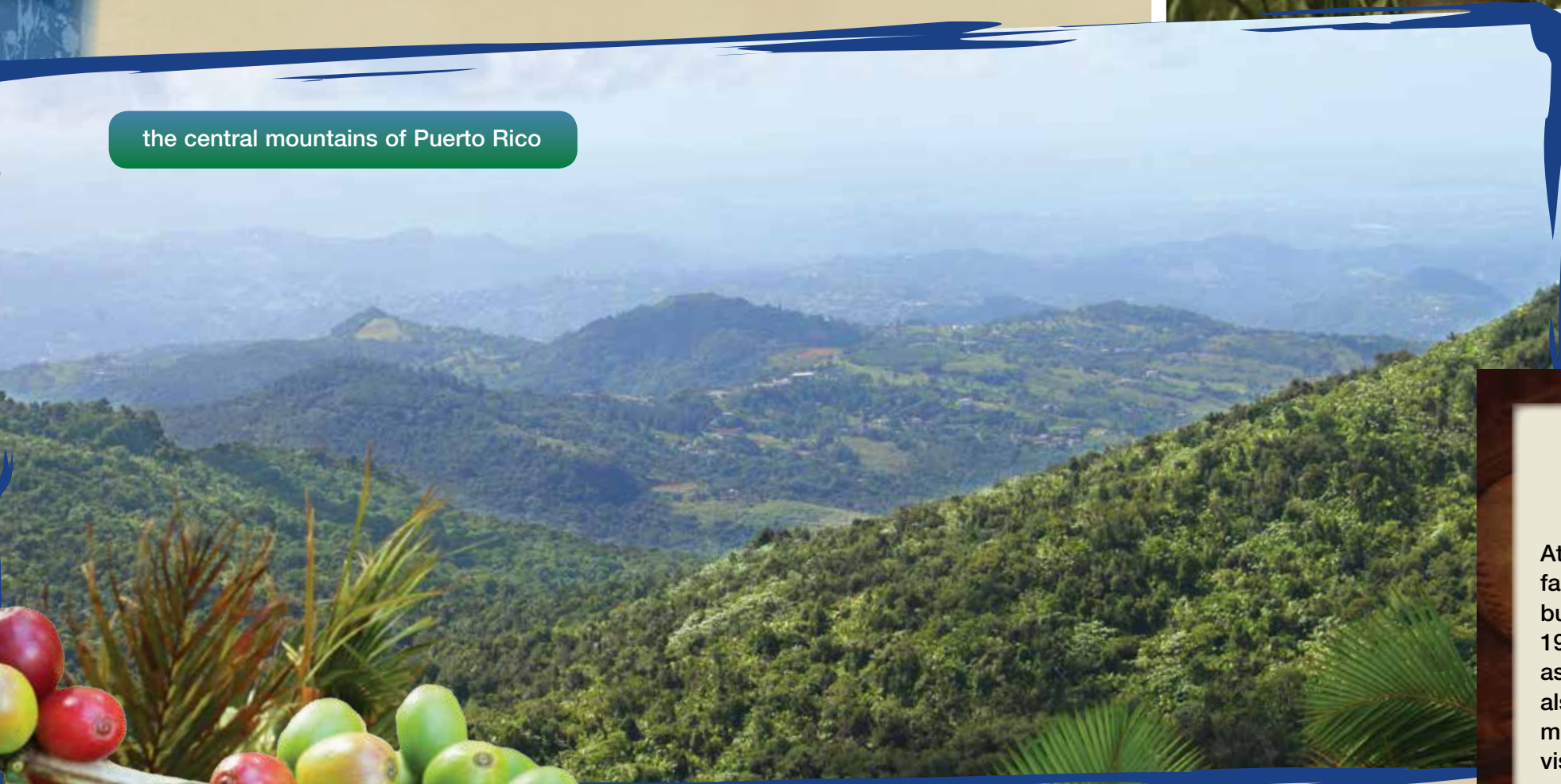
Years ago, the **fertile** ground of Puerto Rico was dotted with sugar and coffee plantations. Many Puerto Ricans worked on the **plantations** or at the mills that made the sugar and coffee. Roberto's father was one of those workers.

A good and proud man in his mid-fifties, Melchor was a **foreman** at a Puerto Rican sugarcane mill. His wife, Luisa, did the laundry for the owner of the mill. Melchor and Luisa also ran a small grocery store.

a worker in a sugar cane field



the central mountains of Puerto Rico



## Business in Puerto Rico

At the time of Roberto's birth, farming was the most common business in Puerto Rico. In the 1950s, industry replaced farming as the leading business. Tourism also became very important, with more than five million tourists visiting the island every year.

coffee plant





# Nothing but Love

Young Roberto grew up with nothing but love in his home. As an adult, he said, “I never heard any hate in my house. Not for anybody.”

Roberto’s parents taught him to be a good person. They taught him to treat himself and others with respect and dignity, and they taught him the importance of hard work.



## A Lesson Remembered

When Roberto grew up, he ran baseball clinics for children in Puerto Rico. In the clinics, he taught children the importance of hard work, respect, and being a good citizen. He never forgot the lessons of his childhood, and he wanted to be sure those lessons were shared and continued with others.



The Clemente family was also very generous. When poor children came to their home, Luisa fed them a good meal. Roberto learned that people who have been blessed with good fortune should share what they have with those less fortunate. This was a lesson that Roberto would always remember.



As Roberto grew, he worked very hard to make a difference in the world for himself and others. Once, he helped a group of children raise money to build a fence around their school for protection. Another time, he saved a person from a burning car!



Roberto started working when he was nine years old in order to save money to buy a bicycle.

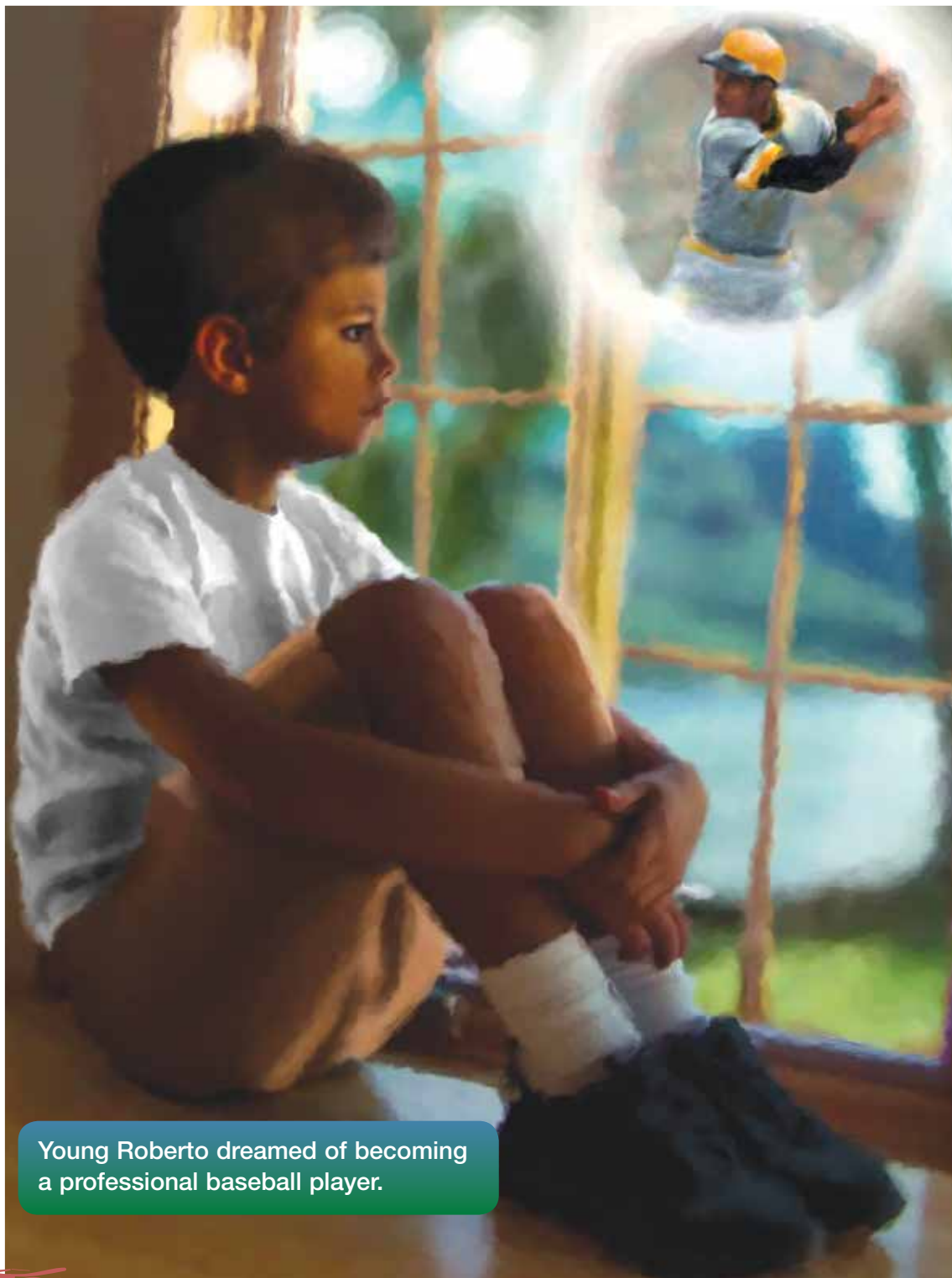


### Milk Bottles

Years ago, milk was delivered to people's houses. When they finished the milk, they left the bottles outside for the milkman to take away.

Roberto got up early each morning to deliver milk for a penny a day. He saved his pennies for three years in order to buy a bicycle. When Roberto wanted to do something, he worked hard until the job was done.





Young Roberto dreamed of becoming a professional baseball player.

It's a good thing Roberto was such a hard worker. The ability to make something happen by working hard became even more important as he grew. That is because Roberto had a big dream. He dreamed of being a **professional** baseball player. Roberto said, "I am convinced that God wanted me to be a baseball player. I was born to play baseball."

Although he did not have much money for baseball **equipment**, Roberto still practiced his baseball skills. He repeatedly hit bottle caps with a broomstick. He threw tennis balls against a wall, catching them as they bounced back to him. He did whatever he could to become the best baseball player he could be.

### Living the Dream

Roberto believed in his dream, so he worked hard to make it happen. He never stopped believing he would become a great baseball player.

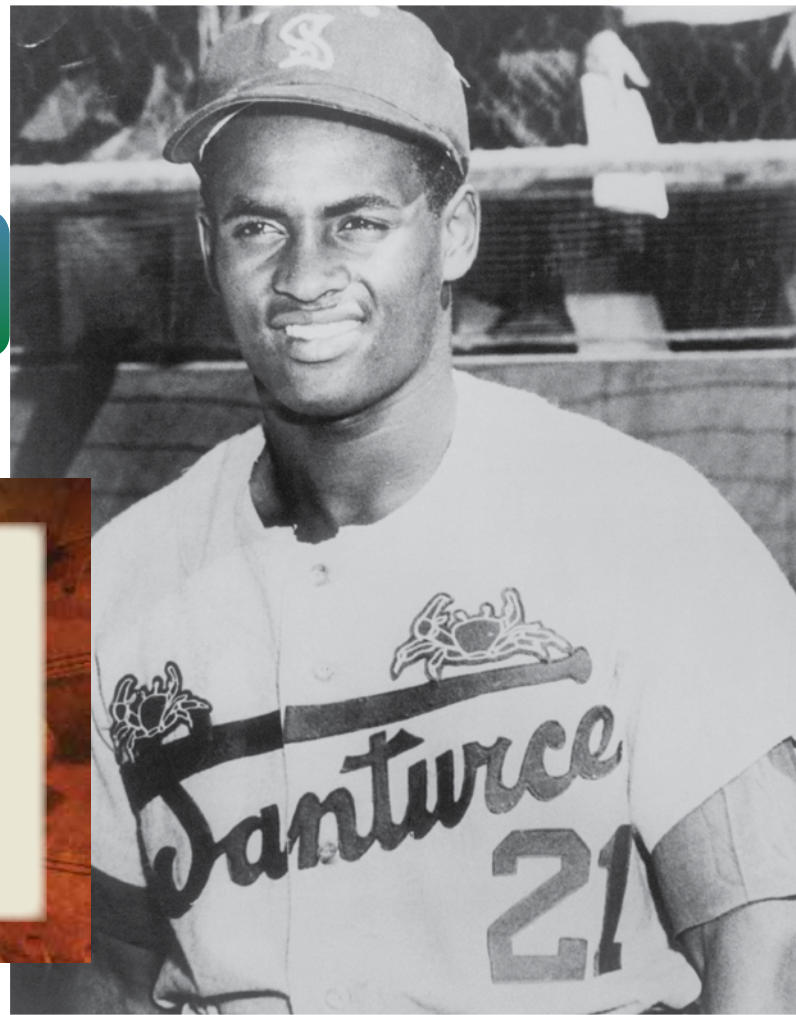




# A Dream Come True

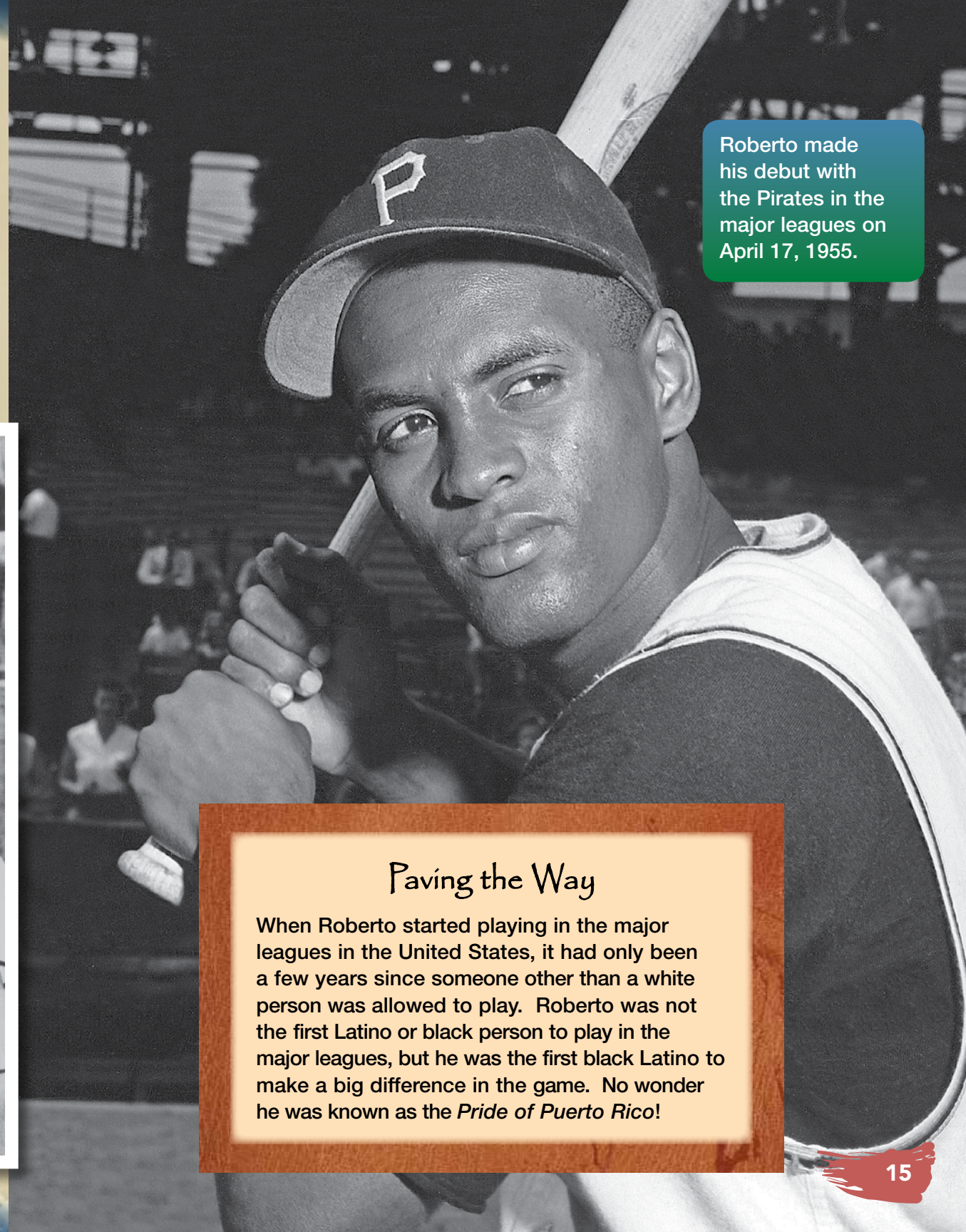
All of Roberto's hard work paid off. While still in high school, he played professional baseball for the Santurce Crabbers in Puerto Rico. Then, in 1954, the Brooklyn Dodgers **drafted** him to play with their **farm club**. Best of all, in 1955, the Pittsburgh Pirates of the United States drafted Roberto to play on their major league team! He became the Pirates' right fielder—one of the best to ever play the game.

Roberto began playing professional baseball when he was still a teenager.



## Bob Clemente

When Roberto first began playing in the United States, he was listed on the **roster** as *Bob Clemente*. His team thought his real name sounded too foreign, and they didn't want to use it.

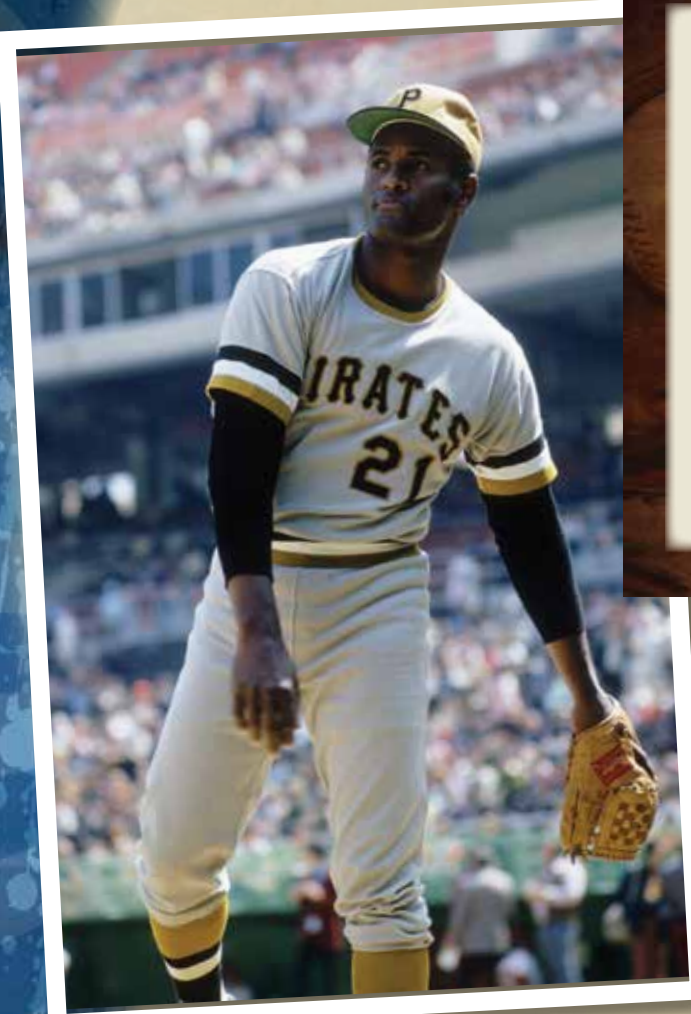


Roberto made his debut with the Pirates in the major leagues on April 17, 1955.

## Paving the Way

When Roberto started playing in the major leagues in the United States, it had only been a few years since someone other than a white person was allowed to play. Roberto was not the first Latino or black person to play in the major leagues, but he was the first black Latino to make a big difference in the game. No wonder he was known as the *Pride of Puerto Rico*!



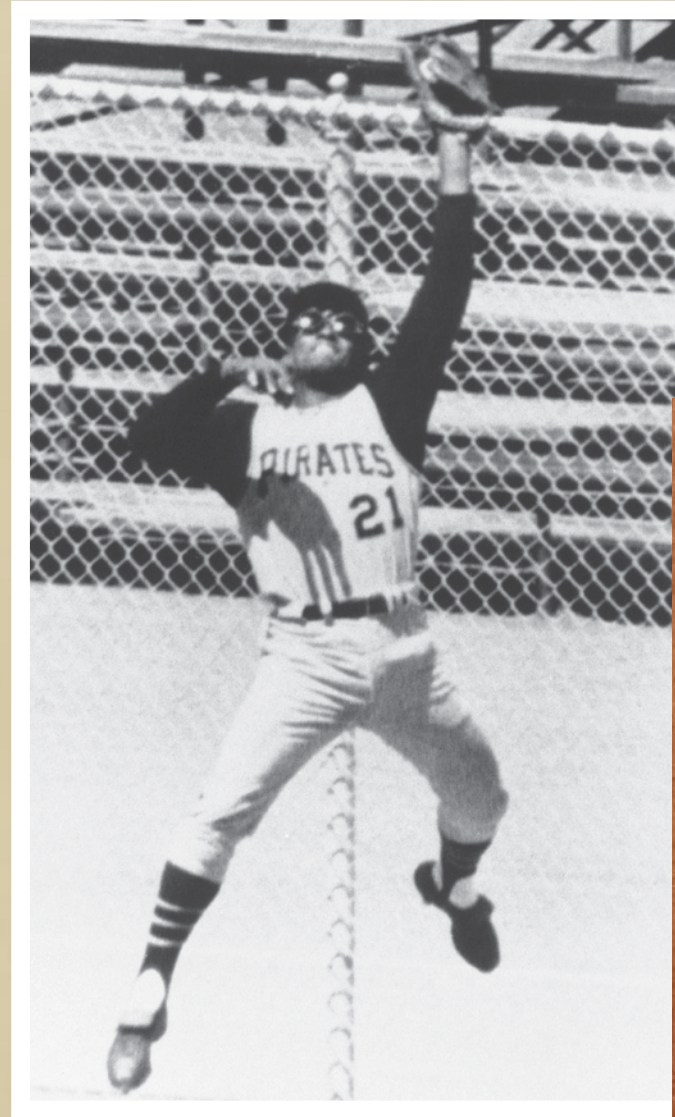


## What an Arm!

It is almost guaranteed that when a runner is on third base and the batter hits a single, the third-base runner will come home safely for a run. But Roberto's throwing arm was so good that he once threw out a player trying to score from third base on a single. People are still amazed by that play.

Roberto became known for his powerful swing, fast running, and amazing plays on the field. Many of the best pitchers of the time knew how hard it was to strike out Roberto. Roberto was so fast that his hat or helmet often flew off when he was running! Best of all for the fans, Roberto was almost an **acrobat** on the field. He covered very large areas of grass, running long distances to catch fly balls that many other outfielders could not catch in time.

Then, when he caught and threw the ball, the runner had to watch out! Most of the time, Roberto's powerful arm threw the ball to the base for the out long before the runner knew it was coming. There were not many runners who would try to take extra bases when Roberto was on the field.



## Gotcha!

Roberto had such a strong arm when fielding that he led the **National League** in outfield assists during five of his professional seasons. An outfield assist is when an outfielder throws the ball to a base in time to make an out. Players of the time usually didn't try to take extra bases or take any chances when Roberto was on the field. Even so, he often got them out when they normally would have been safe.

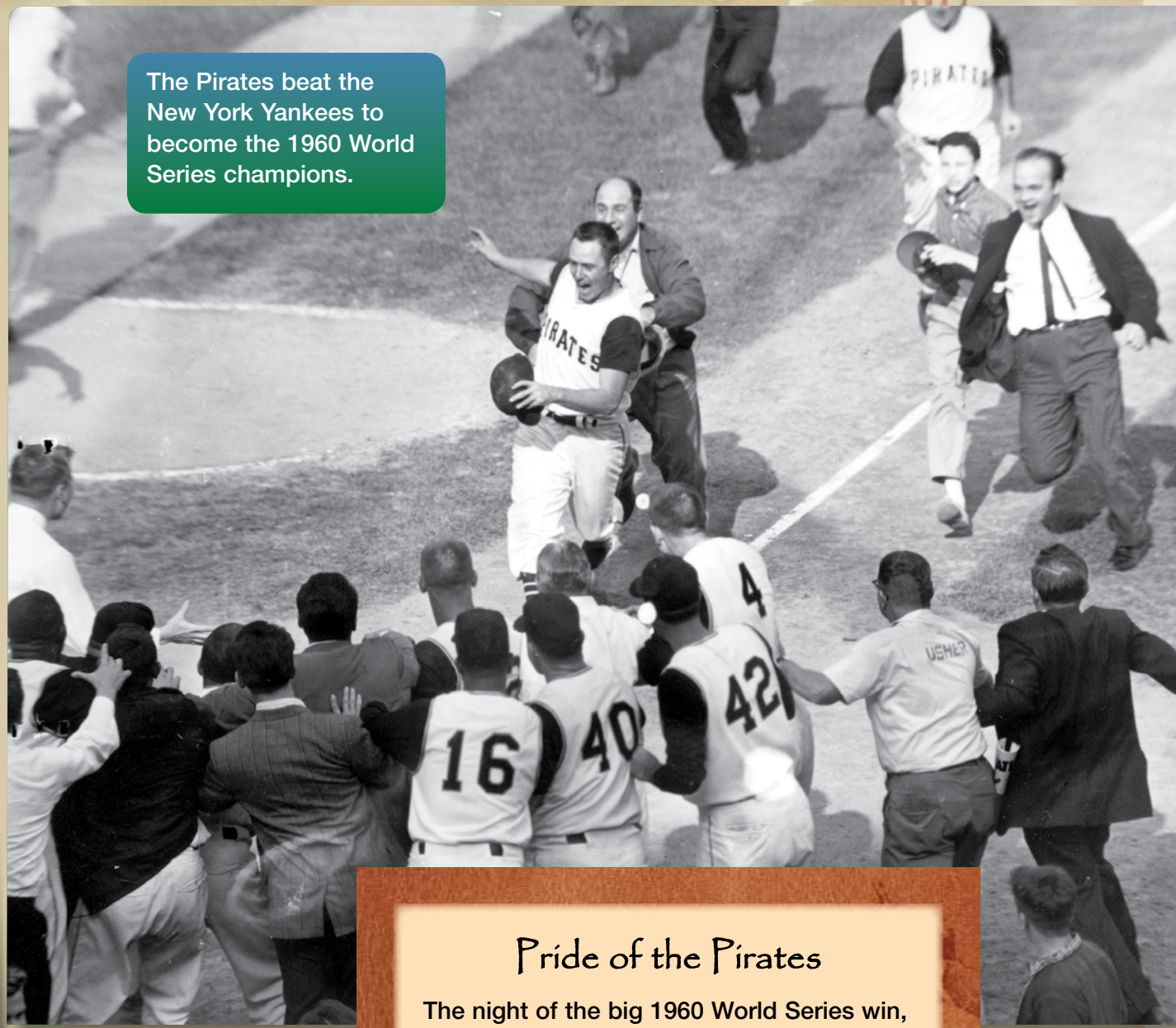


Although Roberto was always a good player, his first big season came in 1960 when he led his team to a **World Series** win. The next year was big, too. Roberto was the National League batting champion.

Of course, playing baseball wasn't Roberto's only joy in life. On November 14, 1964, he married Vera Cristina Zabala. They had three sons, all born in Puerto Rico: Roberto Jr., Luis Roberto, and Roberto Enrique.



Roberto sits with his parents, his wife, and his children.



The Pirates beat the New York Yankees to become the 1960 World Series champions.

### Pride of the Pirates

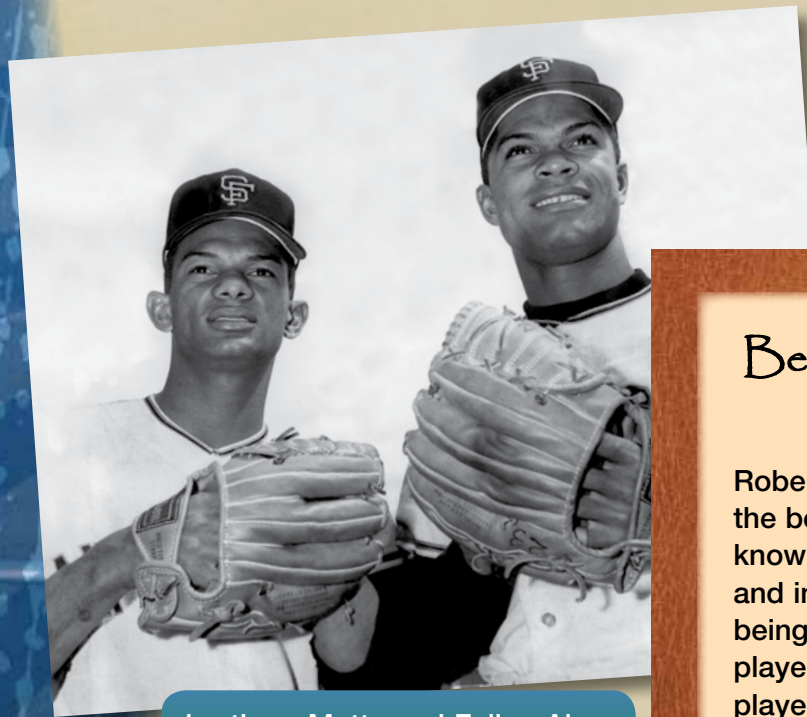
The night of the big 1960 World Series win, Roberto's teammates were together having a party. But Roberto knew the Pirates owed a lot to the fans who had supported them all season. Instead of going to the party, he wanted to walk the streets of Pittsburgh to thank the fans in person.



# Making a Difference

Roberto is now considered one of the greats of baseball. Even so, he remembered the lessons he had learned as a child. He knew it was important to make a difference in the world, and it was important to help others.

Whenever younger Latino players joined the league, Roberto would do his best to give them a hand. He helped them to be the best players they could be. He helped so much that in 1966, his Latino teammate, Matty Alou, beat out Roberto for the batting championship!



brothers Matty and Felipe Alou of the San Francisco Giants

## Being the Best You Can Be

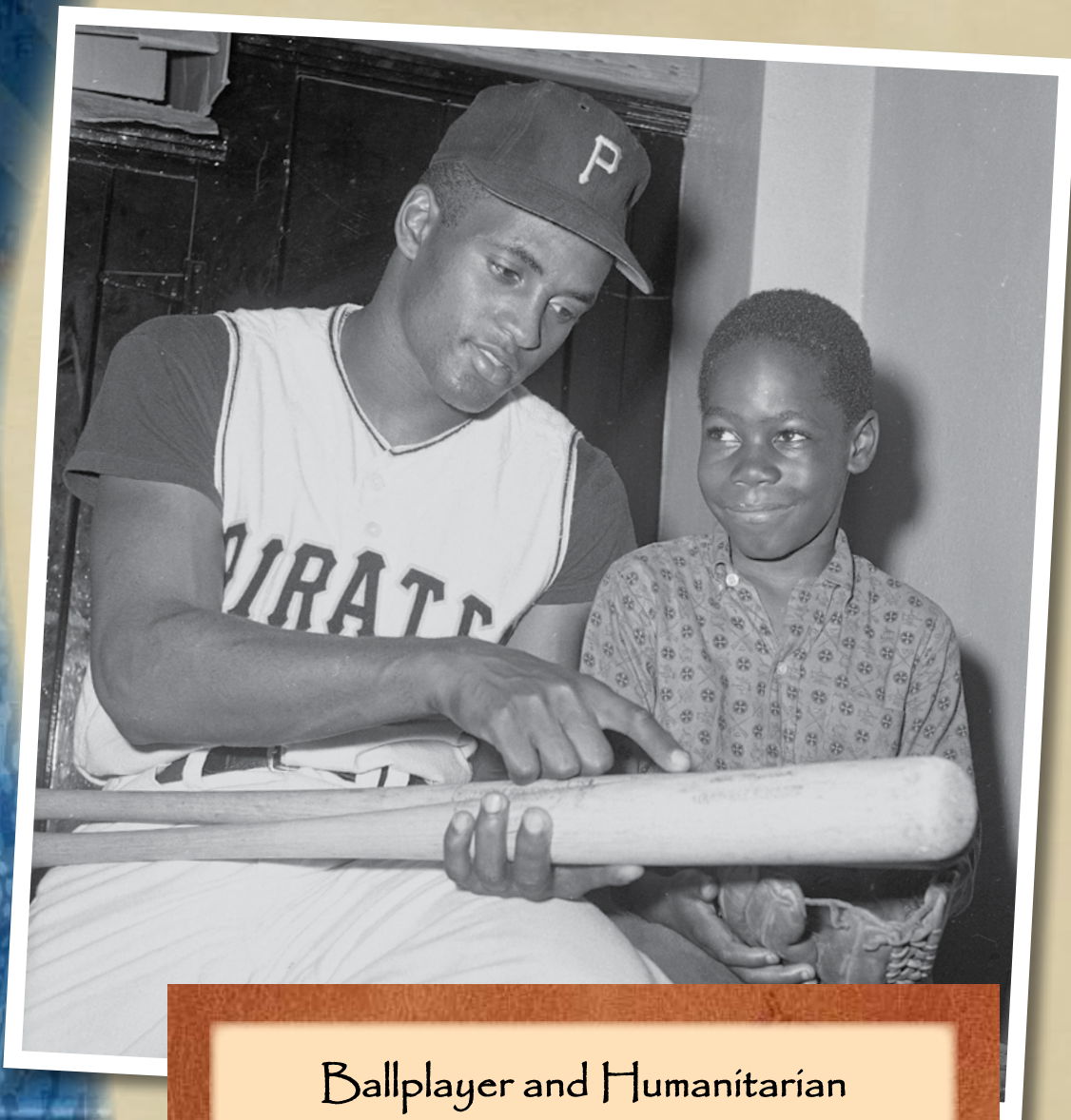
Roberto always worked to be the best he could be. He was known for his loving nature and intelligence. Besides being an excellent baseball player, he wrote poetry, played the organ, made ceramics, and even studied **chiropractic** medicine!

Roberto once said, “If you have an opportunity to make things better, and you don’t do that, you are wasting your time on this Earth.”



portrait of Pittsburgh Pirates Roberto Clemente (second from left) and other baseball stars at the 1965 All-Star Game





## Ballplayer and Humanitarian

Roberto's friend and teammate, Manny Sanguillen, said, "Roberto Clemente played the game of baseball with great passion. That passion could only be matched by his unrelenting commitment to make a difference in the lives of the less fortunate and those in need. People saw Roberto as a great ballplayer and **humanitarian**. He was also a great father, husband, teammate, and friend."

Roberto also looked around the world of baseball and saw many things that were unfair. While Roberto was one of the best players, he was never asked by any company to **endorse** its products in commercials or advertisements. Only white players were asked to do that. Roberto spoke out against this treatment. He knew that it was wrong and had to be changed.

He also thought that Latino baseball players were not treated as well as other players. For example, Roberto was troubled with neck and backaches, but people often doubted that his pains were real. But, when famous white players complained of the same things, no one ever doubted them.

It wasn't just in baseball that Roberto spoke out against inequality and made a difference. He also developed a friendship with Dr. Martin Luther King Jr. and worked with him to bring about equal treatment for all people. He joined many causes to help the poor and mistreated. Because he had good fortune, he knew it was his job to help bring good fortune to others.



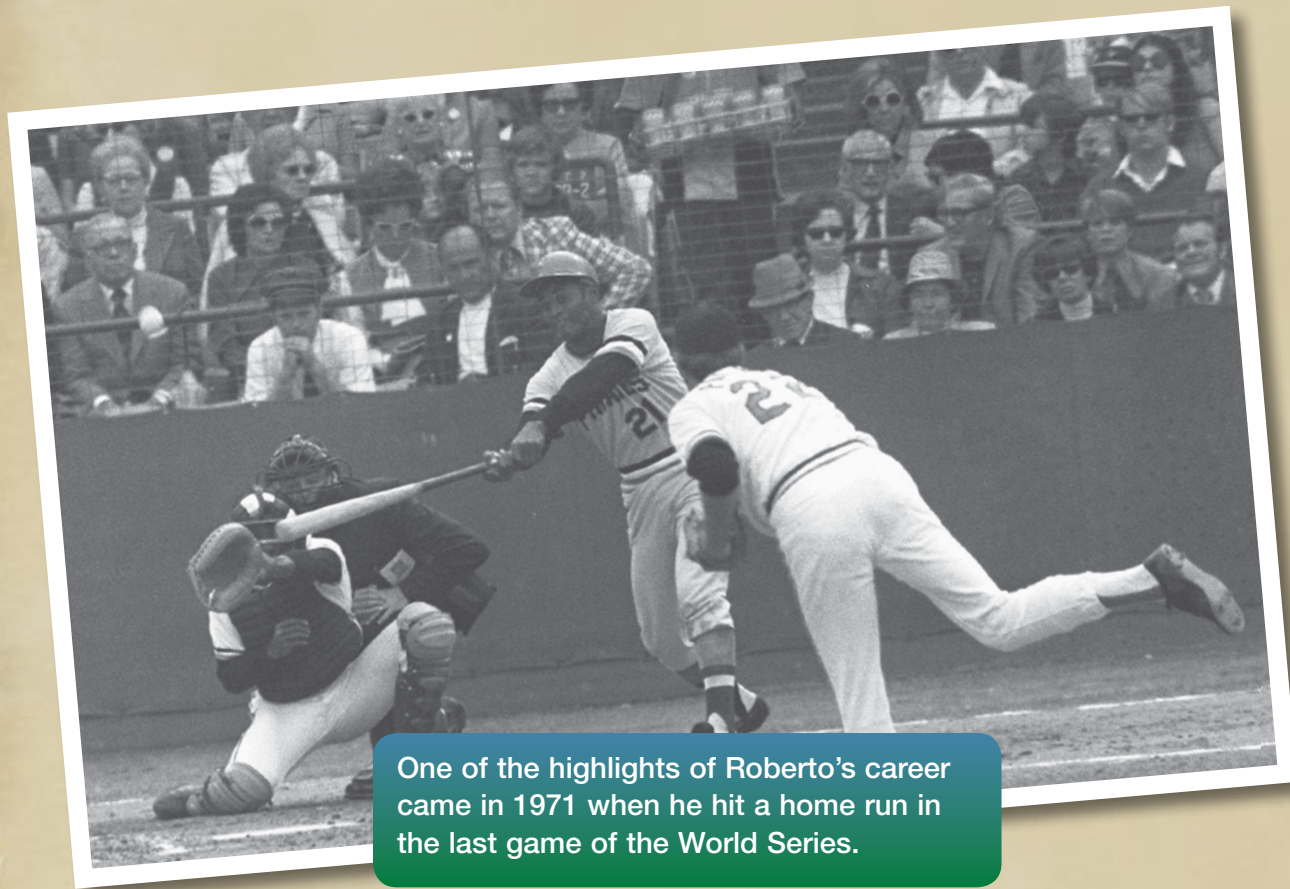
Dr. Martin Luther King Jr. with other civil rights protestors during the March on Washington, August 28, 1963



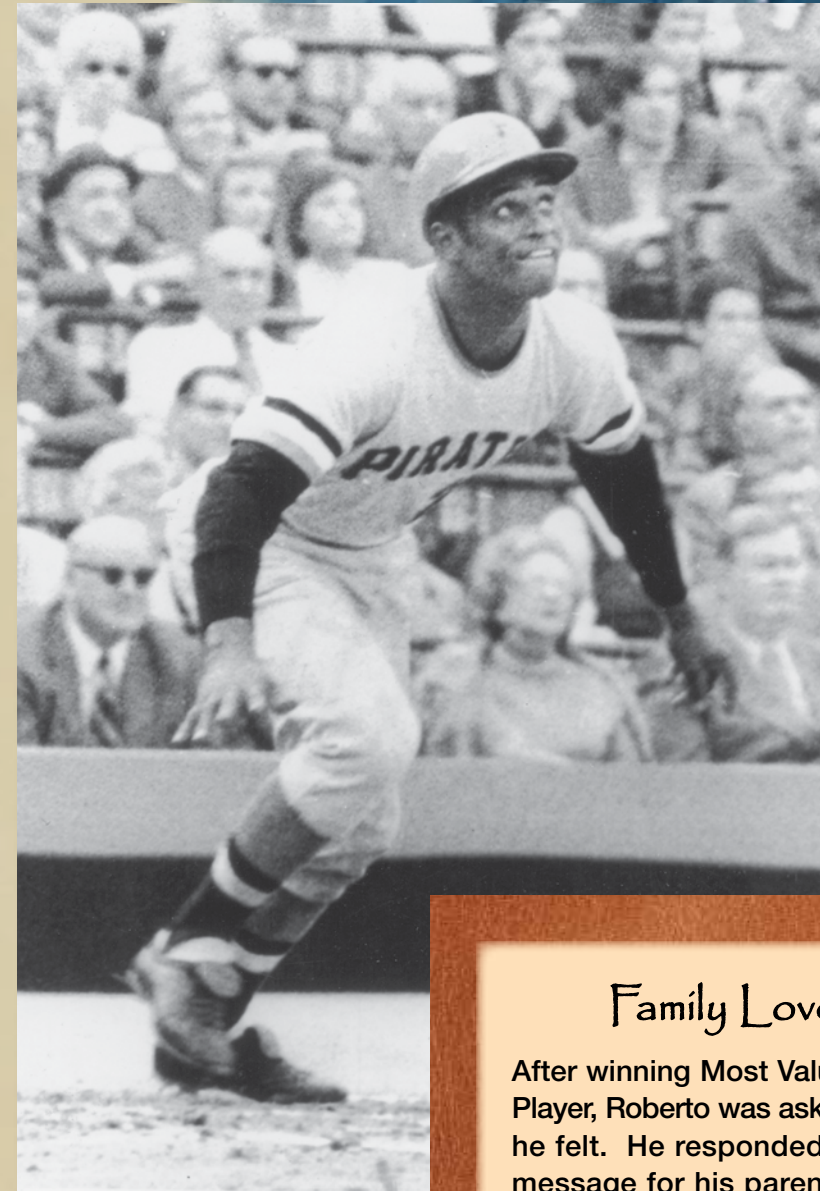


While Roberto was working to make a difference in the world, he also continued making a difference on the baseball field. In 1971, his team won the World Series again. This time, Roberto was named the Most Valuable Player (MVP).

But an even bigger win for Roberto came late in his career. After several years of breaking down prejudice against Latino players, Roberto believed things were changing. He said, "My greatest satisfaction comes from helping to erase the old opinion about Latin Americans and blacks." This was among Roberto's proudest achievements.



One of the highlights of Roberto's career came in 1971 when he hit a home run in the last game of the World Series.



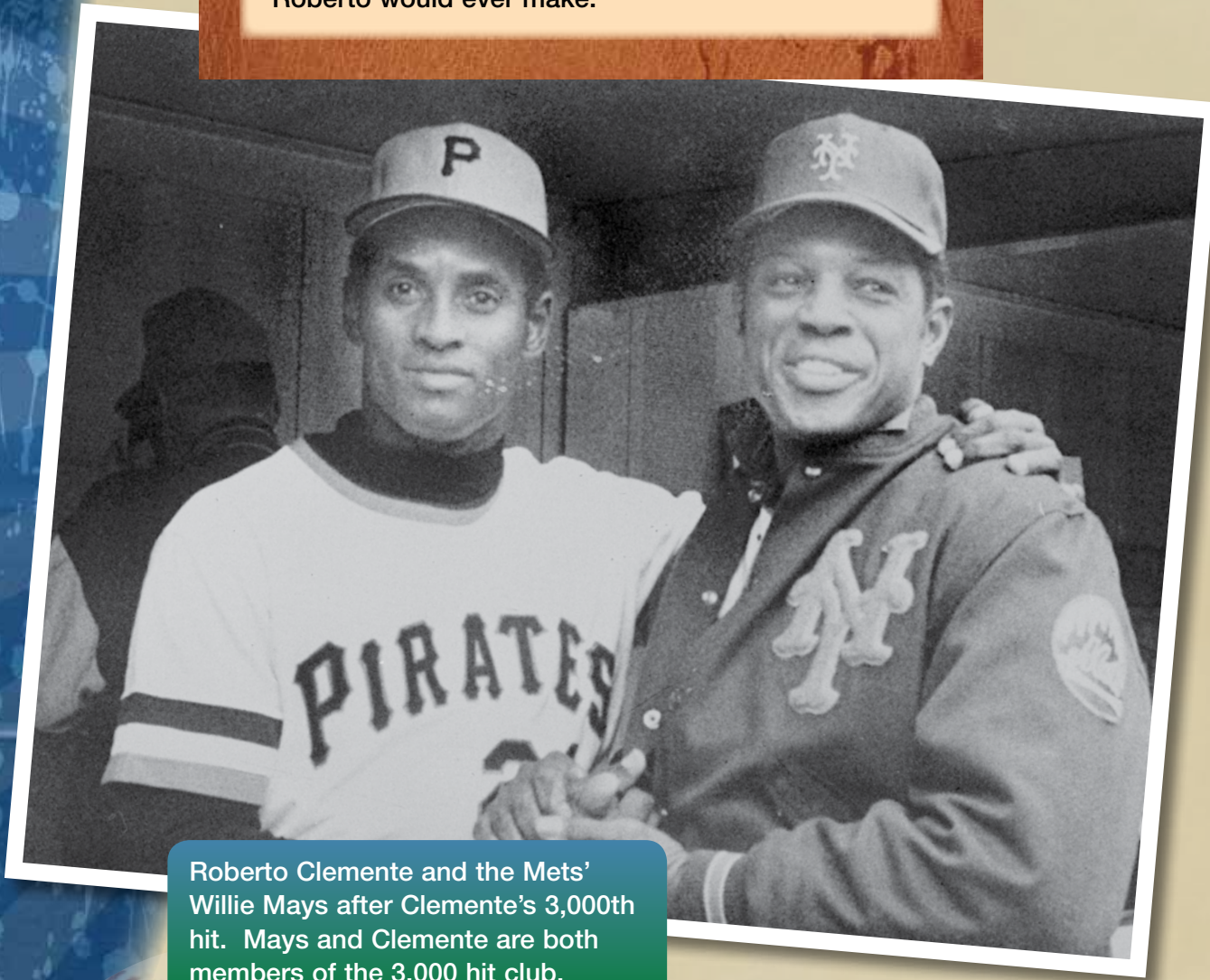
### Family Love

After winning Most Valuable Player, Roberto was asked how he felt. He responded with a message for his parents. He said, "On the greatest day of my life, I ask for your blessing."



## Last Great Achievement in Baseball

On September 30, 1972, the last day of the regular baseball season, Roberto earned his 3,000th career hit. He was the 11th player in major league history to earn 3,000 hits in a career. That was the last hit Roberto would ever make.



Roberto Clemente and the Mets' Willie Mays after Clemente's 3,000th hit. Mays and Clemente are both members of the 3,000 hit club.

## Gone Too Soon

Roberto lived his life ready to help others and to make a better world. When a terrible earthquake struck the country of Nicaragua in 1972, Roberto knew he wanted to do something. The people of Puerto Rico were trying to send **relief** supplies to the people of Nicaragua, but there were challenges getting the supplies there. So, Roberto decided to deliver the shipments himself. On December 31, 1972, his plane took off from San Juan, Puerto Rico. Shortly after takeoff, it crashed into the ocean. Roberto and the others on board were killed.

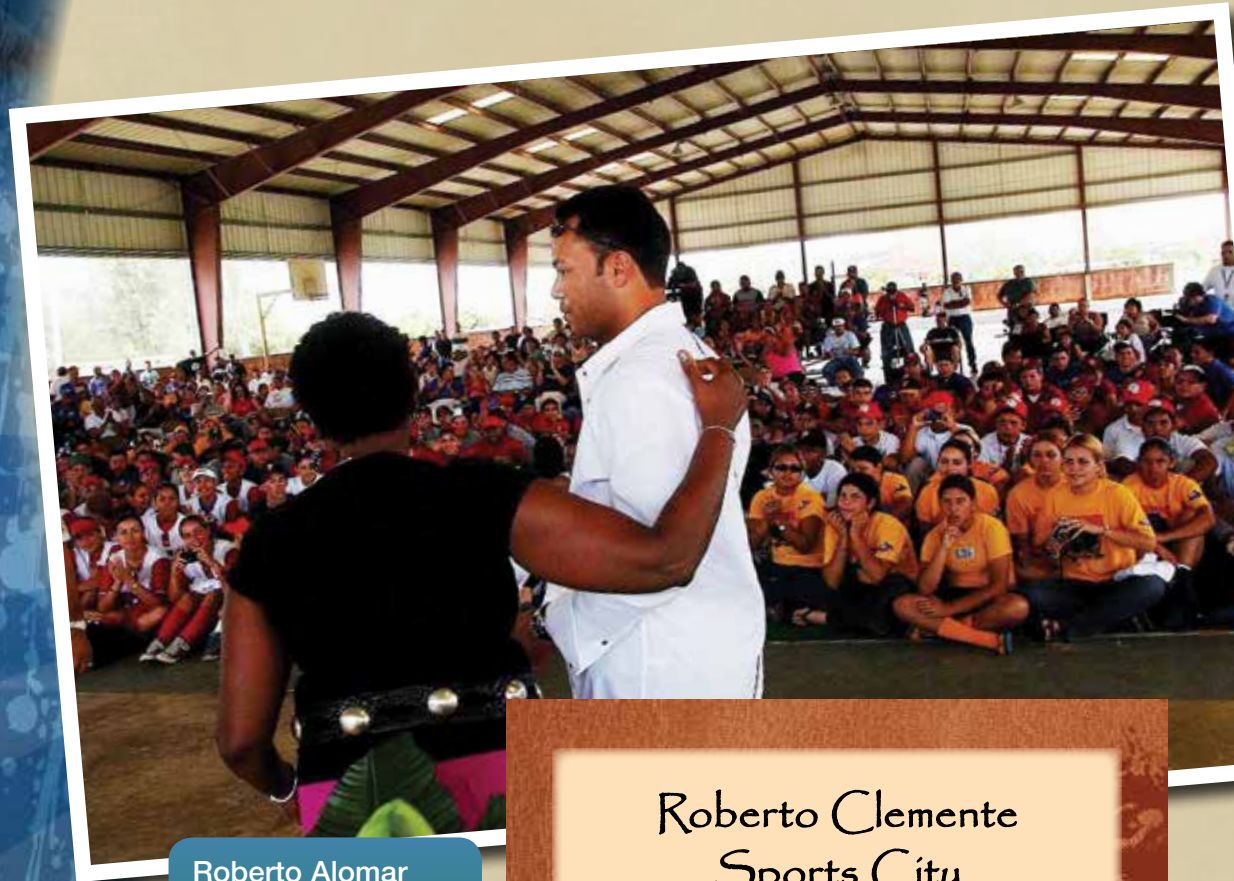
In Puerto Rico, Pittsburgh, and around the world, people **mourned** the loss of not only a great baseball player, but also a great man.

## Hall of Fame Error

When Roberto first entered the Baseball Hall of Fame, his plaque incorrectly read, "Roberto Walker Clemente." It took 27 years for the error to be corrected. In 2000, the plaque was fixed to read, "Roberto Clemente Walker." Once the plaque was corrected, Roberto's son Luis Roberto said, "By rectifying and recasting my father's plaque...the Hall of Fame has shown the respect and honor of our rich heritage and culture that my father was so proud of."



Throughout his long career, Roberto earned many awards and honors. He was such a great player and person that more awards came even after he died. The time line on the next page shows some highlights of Roberto's amazing career.

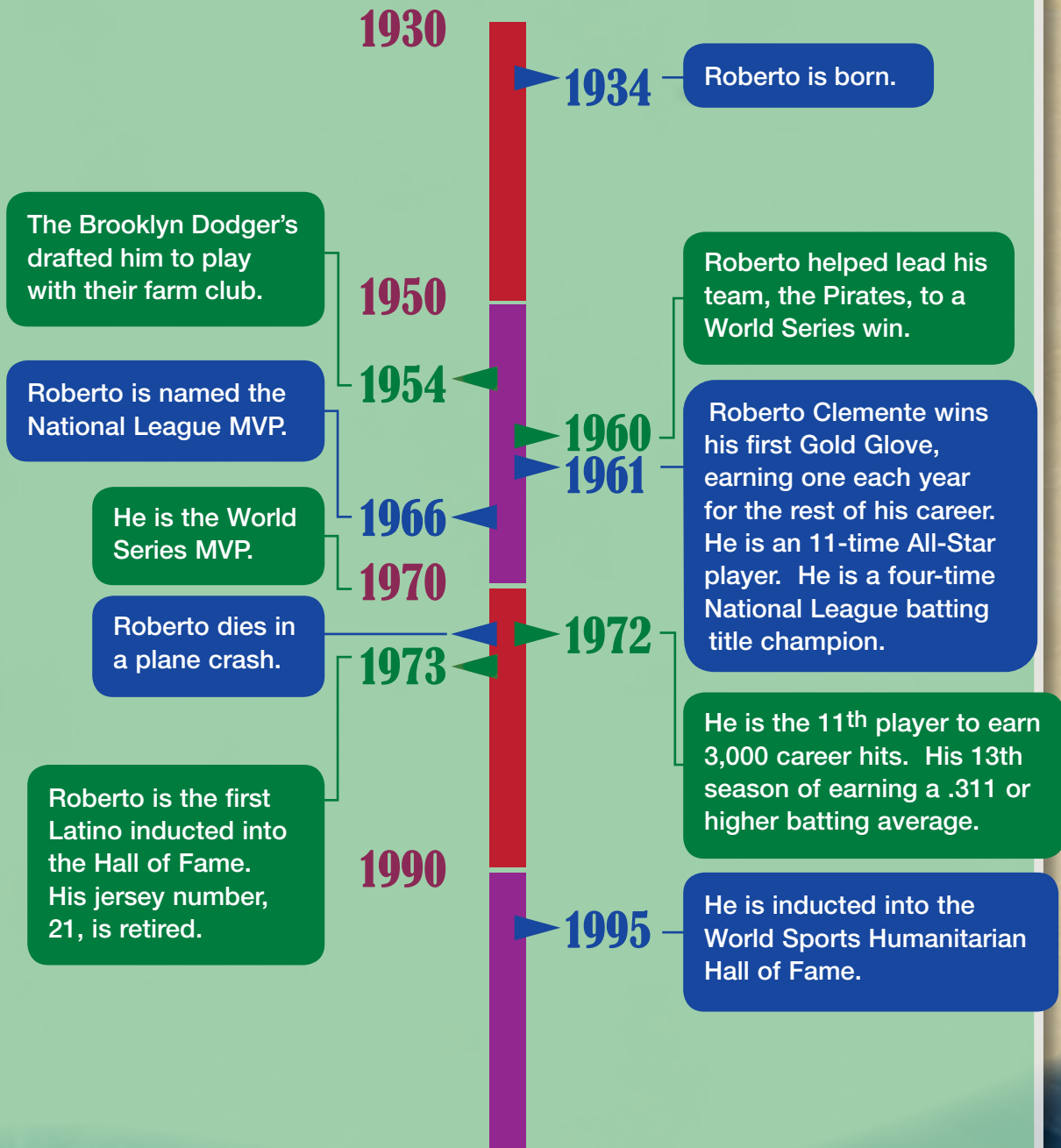


Roberto Alomar speaks to students at the Roberto Clemente Sports City in Puerto Rico.

### Roberto Clemente Sports City

Late in his life, Roberto opened a sports city for the children of Puerto Rico to build their athletic skills and prevent drug abuse. Today, the Roberto Clemente Sports City is a nonprofit organization that continues the work he began.

# Time Line





# Glossary

- acrobat**—a gymnast; a person able to move his or her body in amazing ways
- chiropractic**—a type of therapy that uses the body to heal itself and stay healthy
- drafted**—chose as a player for the major leagues
- endorse**—to approve or support a product in exchange for money
- equipment**—tools used to play a sport
- farm club**—a baseball team made up of players who are next in line to be pulled up into the major leagues
- fertile**—rich in everything needed for things to grow
- foreman**—the boss who manages a group of workers, usually in a factory, mill, or some other large business
- humanitarian**—a person who works for the health and happiness of other people
- Latino**—a person of Hispanic, usually Latin American, descent, usually living in the United States
- maiden name**—a woman's last name before she is married
- mourned**—took time to be sad about someone's death
- National League**—one of two leagues in Major League Baseball in the United States
- plantations**—large farms on which crops are grown
- professional**—a job for which a person is paid
- relief**—assistance in the form of supplies such as clothes, blankets, medicine, and food
- roster**—a list of people on a team
- World Series**—the top championship in major league baseball, played between the National League and American League champions

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