

Common Core State Standards for English Language Arts: K-12 Close Reading Task

Text grade band placement:

4-5

Text	Text Complexity Analysis
<p>Title: <i>We Will Never Forget You</i>, Roberto Clemente</p> <p>Author: Trudie Engel</p> <p>Citation/Publication info: Engel, Trudie. <i>We Will Never Forget You</i>, Roberto Clemente. New York: Scholastic, 1996</p>	<p>Quantitative: Lexile: 680L</p> <p>Qualitative: moderately complex</p> <ul style="list-style-type: none"> • Reader is required to deal with more mature aspects of life (tragic death, racial issues, teasing.) <p>Reader and Task:</p> <ul style="list-style-type: none"> • Young readers interested in sports would find this text motivating and the storyline captivating • Young readers concerned with issues of equality would also enjoy this and find it compelling

ELA Common Core Standards addressed by task*

*Because these tasks apply across multiple grades, they are aligned to the College and Career Readiness Anchor Standards (CCRA). R stands for Reading, W for Writing, SL for Speaking and Listening, and L for language)

CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCRA.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCRA.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

What key insights should students take from this text?

1. Students will develop an understanding of the importance of being true to one's self and beliefs.
2. Students will be introduced to the historical significance of the racial issues of the 50's and 60s.
3. Students will learn the meaning of the terms "perseverance" and "humanitarian."
4. Students will be able to sequence the events represented in the story as they retell to their peers and participate in group activities.
5. Students will recognize that there is more to professional sports than just being an athlete; they will determine ways in which the main character overcame adversity and remained determined to help others.

Text-Dependent Questions

-What were the reasons implied in the text for the boys to be playing with cans and broomsticks instead of bats and balls?

- Using evidence from the text discuss some of the life lessons Roberto learned from his father.
- Using details from the text, explain why the year 1954 not a happy time for Roberto.
- Using context clues from the text determine the meaning of “Puerto Rican hotdog”. Explain using details why Roberto was called that?
- What point according to the text was Roberto trying to make when he left the furniture store without buying anything?
- Citing evidence from the text, why didn't people think he could get 3,000 hits in the 1972 season?
- What details from the text show the reader that the other players are hoping Roberto gets his 3000th hit?
- In what way does the text imply that Roberto's father was a role model for Roberto?
- How does the title of this story let the reader know how people felt about Roberto?

Writing Mode	Writing Prompt
Informative/explanatory	<p>Think about how the author describes the ways in which Roberto and other dark-skinned people were treated in the 1950s and 1960s. What were some ways in which they were treated that differed from the way white people were treated?</p> <p>In your own words, answer the above question in a minimum three-paragraph essay using details from the text.</p>

Scaffolding and support for special education students, English language learners, and struggling readers:

Struggling readers would be supported through smaller group size, possible peer tutoring, and preloading vocabulary/concepts.