

Hispanic Heritage Month

Reading Passages & Comprehension

Grades 3-6 | 14 nonfiction topics | 2 reading levels

READ -> THINK -> FIND EVIDENCE -> RESPOND

Original, source-grounded reading practice for Hispanic Heritage Month

PREVIEW SAMPLE

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Teacher-ready literacy practice | Full-color classroom edition

Quick start + classroom license

A two-minute setup for a ready-to-teach reading routine

Choose a level

Level 1 is a supported grade 3-4 entry point. Level 2 is a deeper grade 5-6 entry point. Mixed groups may use the same topic at different levels.

Read for the big idea

Preview the vocabulary, read once for gist, then reread and mark one detail that supports the big idea.

Respond with evidence

Students answer in English, Spanish or both. Evidence responses name a paragraph or paraphrase a relevant detail.

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PREVIEW SAMPLE

Why National Hispanic Heritage Month Has Two Dates

U01-L1 | Level 1 | supported grades 3-4

READING TEXT

National Hispanic Heritage Month is a U.S. observance from September 15 through October 15. An observance is a time set aside to notice, learn about and honor something important. During this month, schools, libraries and communities may study histories, people, languages and contributions connected with Hispanic and Latino communities.

The dates are connected to history. In 1968, the federal government began Hispanic Heritage Week. A week is shorter than a month, so the observance did not yet last for all the days we use today. In 1988, a law expanded the week into a month. That change gave schools and communities more time to learn.

September 15 is important for five countries: Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua. In each of these countries, September 15 is an independence anniversary. Mexico marks its independence anniversary on September 16. Chile marks its independence anniversary on September 18. These dates fall near the beginning of the U.S. observance.

The dates do not mean that every person celebrated in the month has the same history or identity. Hispanic and Latino communities include people with many national origins, races, languages, families and experiences. A careful reader notices a person's country, community or contribution when a reliable source gives that information.

Think of the observance as a doorway. The calendar dates open a chance to ask questions, read carefully and learn from many sources. A class might read about a scientist, a judge, a librarian, an artist or a community organizer. The goal is not to place every story into one box. The goal is to make time for accurate learning and respectful attention.

The calendar also helps a class notice that history has more than one scale. A national law explains why the observance lasts a month, while a country's anniversary explains why a particular date matters to a particular community. Neither scale replaces the other. Readers can hold both ideas together by asking, "What does this date tell me, and what does it leave for me to learn?" That question turns a calendar label into a reading task rather than a shortcut about people.

Students can use the month to practice careful naming. If a text identifies a scientist as Mexican American or a community as Puerto Rican, the class should keep that wording connected to the source. If a source does not identify someone's background, students should not guess from a name, photograph or setting. Accurate celebration begins with accurate reading.

U01 - Observance and terminology: Vocabulary + Questions

Use with either reading level

VOCABULARY observance - *conmemoración* - a time set aside to recognize something; expanded - *ampliado* - made larger or longer; anniversary - *aniversario* - a date marking a number of years since an event; terminology - *terminología* - words used for a subject; origin - *origen* - family, cultural or national background.

COMPREHENSION + EVIDENCE

1. In context, what does *observance* mean?
2. What two dates frame National Hispanic Heritage Month?
3. Selected response: Why is September 15 significant? **A.** It ends the observance. **B.** It is the independence anniversary for five countries. **C.** It is the date of the 1988 law. **D.** It is Mexico's independence anniversary.
4. Put these in order: week-long observance; expanded to a month; September 15-October 15; today.
5. Why does the passage caution readers about identity terms?
6. Cite one detail showing that several national anniversaries fall in this season.
7. Write a two-sentence summary that includes the time span and one historical change.
8. What is the author's purpose: to give one definition, explain a history, or persuade readers to choose an identity? Explain with evidence.

EVIDENCE RESPONSE

Write one answer, one detail from the passage, and why the detail supports your answer.

■ **U01 - Observance and terminology: Answer Key**

Accept accurate, relevant evidence grounded in the selected level

TEACHER NOTE

Accept equivalent evidence that is accurate, relevant and grounded in the selected level. Do not require one memorized sentence.

EXPECTED RESPONSES

1. A set time to recognize something.

2. September 15-October 15.

3. **B** - Independence anniversaries for Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua.

4. Week-long; expanded by law; current month.

5. Terms can describe different origins and preferences; no one label fits everyone.
6. Any accurate list of at least two of the five countries, with the dates described in the passage.

7. Accept: “The observance runs Sept. 15-Oct. 15. It began as a week and was later expanded to a month; several independence anniversaries occur in the period.”

8. Explain a history; evidence includes the original week, later expansion and dates. A response that says “persuade readers to choose an identity” is correct.

TEACHER OBSERVATION NOTES

Record the student's evidence choice, language choice, and next step.

Text Evidence Response Organizer

Reusable with any unit and either reading level

1 State your answer or claim

2 Cite evidence from the text

Paragraph number or paraphrased detail:

3 Explain how the evidence supports your answer

PREVIEW SAMPLE

Strong response check: answer + evidence + explanation.