



CERCA SET

Crime Prevention

LESSON TITLE

"Hanging Up the Cape"
and "Superheroes, Fact
or Fiction?"

CERCA QUESTION

Are real-life superheroes
more helpful or harmful?

RESOURCES

- Build Background Knowledge
- CERCA Framework
- Vocabulary Routine
- Speaking and Listening Routines

READING CCSS.CCRA.R.2

WRITING CCSS.W.5.1



Whole group



Small group



Individual activity



Speaking and listening activity



Online



Offline



Activity time period



Audio

En|Sp

Available in English and Spanish

Introduce the CERCA Question



Tell students to imagine that they are on their town's planning committee. One at a time, present them with suggestions for changes that could be made to your town (such as putting more streetlights on the main street, shutting the library, planting more trees, paving over the park to make it a parking lot). Have the students discuss whether each of these changes would be helpful or harmful to the community and why.

LEVEL 3-4 Expanding

ASK: Would it be helpful or harmful to the community to shut the library?

Support language acquisition using the sentence frame:

It would be [helpful / harmful] to shut the library because _____.

ASK: Would it be helpful or harmful to plant more trees?

Support language acquisition using the sentence frame:

It would be [helpful / harmful] to plant more trees because _____.

LEVEL 4-5 Bridging

Tell students that they will be reading two articles about real-life superheroes in communities across the U.S. Explain that these people wear costumes and walk around the streets of their community, trying to prevent crime and keep people safe. Put students in pairs. Have the pairs discuss and list reasons why such real-life superheroes might be helpful. Then have them discuss and list reasons why they might be harmful.

1. Connect



Have students log in to ThinkCERCA and click into this lesson.

LEVEL 3-4 Expanding

Read the overview aloud and discuss vocabulary. Then read the writing prompt aloud for students before they answer

Complete Step 1: Connect

LEVEL 4-5 Bridging

Complete Step 1: Connect.

Introduce Vocabulary



Use the Semantic Webbing Routine.

NOTE: Some students will need support for additional words not listed on the student support page. Weave them into the instruction.

LEVEL 3-4 Expanding

Assign vocabulary words to small groups, or to partners. For small groups, assign a word and have them map it out on the whiteboard. When they are finished they can take a minute to explain it while classmates copy the map down. For partner work, have mixed ability pairs create maps for all assigned words in their notebooks.



After the routine have students add the focus words to their word notebooks.

LEVEL 4-5 Bridging

Have students work in pairs to write their own definition of the word in English. Next, have them brainstorm an image or mental picture to illustrate each word.

Introduce the Summary

Remind students that this is a summary for the passage they will read. Point out the Vocabulary as you read.

2. Read



Have students read the text, using Vocabulary from the student support page as appropriate.

3. Engage with the Text

En | Sp

If you have concerns that your students are struggling with comprehension, you may wish to work with them on Step 4: Summarize before Step 3: Engage with the Text.

LEVEL 3-4 Expanding

Have students read the Spanish version on the student support page, if applicable, before you read the summary aloud and have students follow along.

LEVEL 3-4 Expanding

Read comprehension questions with students before they begin reading the passage.

Complete Step 2: Read.

Discuss comprehension questions. Point out key vocabulary words in the text, especially as they are relevant to finding answers.

LEVEL 3-4 Expanding

Model highlighting the text for students.

Complete Step 3: Engage with the Text.

Use the following sentence frames to discuss the highlights students made.

Real-life superheroes are people who _____. For example, _____ is a superhero who _____.

However, real-life superheroes can cause trouble when _____. Some carry _____, Some may do things that are illegal such as _____.

LEVEL 4-5 Bridging

Ask a student to read aloud the summary in English to practice their fluency.

LEVEL 4-5 Bridging

Complete Step 2: Read.

Discuss comprehension questions. Point out key vocabulary words in the text, especially as they are relevant to finding answers.

LEVEL 4-5 Bridging

Complete Step 3: Engage with the Text.

Discuss the highlighting students did. Ask students to share their highlights and notes, and use the following sentence stems to support student engagement in the conversation.

Real-life superheroes are people who _____. Their mission is to _____ and to help _____ by _____. For example, _____ is a superhero who _____. Another example is _____, who _____.

However, real-life superheroes can cause trouble when _____. Some carry _____, which can lead to _____. Some may do things that are illegal such as _____ or _____. For example, _____ is a superhero who _____.

4. Summarize

Prepare students to write a CERCA by having them summarize the text.

LEVEL 3–4 Expanding

Complete a summary of the article together using either the suggested sentence frames below or the stems in the product. Encourage students to use Vocabulary from the lesson.

Use the following sentence frames to create a summary.

These two articles tell about how real-life superheroes _____.

According to the articles, these superheroes help by _____.

The authors point out that some of the superheroes cause harm when _____.

Complete Step 4: Summarize.

LEVEL 4–5 Bridging

Complete Step 4: Summarize.

Review the summaries to ensure that all students understand the big ideas of the passage. Encourage students to use Vocabulary from the lesson.

5. Build Your Argument

Practice creating a CERCA together using the CERCA graphic organizer (online or offline) and the leveled frames below and on the student support pages. Remind students that some of their evidence can come from their highlighting work.

You may wish to have students orally respond to the CERCA question using a Listening and Speaking Routine instead of writing a response.

LEVEL 3–4 Expanding

Use the following sentence frames to complete the CERCA graphic organizer.

Claim Real-life superheroes are more [helpful / harmful] than [harmful / helpful].

Reason This claim is true because _____.

Evidence The authors of *Hanging Up the Cape* and *Superheroes, Fact or Fiction?* both explain that real-life superheroes are ordinary citizens who _____. These superheroes have gained popularity through _____. Their mission is to _____. They help _____ people by _____. For example, Daina Kiela tells about one superhero in Arizona named Citizen Prime who helps his community by _____. Ajay Batra tells about a superhero named Geist in Minnesota wears _____ and helps by _____. He also spends his own money to _____.

Reasoning The many good things the real-life superheroes do show _____.

Complete Step 5: Build Your Argument.

LEVEL 4–5 Bridging

Have students share their thoughts with the group.

Use the following sentence frames to complete the CERCA graphic organizer.

Claim Real-life superheroes are more [helpful / harmful] than [harmful / helpful]

Reason because _____.

Evidence The authors of *Hanging Up the Cape* and *Superheroes, Fact or Fiction?* both explain that real-life superheroes are ordinary citizens who _____. They are listed in _____, which is a _____. Their mission is to _____. They help _____ people by _____. For example, Daina Kiela tells about one superhero in Arizona named Citizen Prime who helps his community by _____ in order to _____. Ajay Batra tells about a superhero named Geist in Minnesota wears _____ and helps by _____. He also spends his own money to _____ as well as to _____.

Reasoning The many good things the real-life superheroes do show _____.

Evidence However, both authors point out that real-life superheroes sometimes create more harm than good. This usually happens when they overstep _____. Kiela informs the reader that sometimes superheroes use illegal methods to _____. For example, some carry _____. They can sometimes take actions that are illegal. This is a problem because _____. The superheroes can sometimes put themselves in dangerous situations. For example, in 2011, a superhero named Phoenix Justice _____. **Reasoning** The fact that some superheroes take actions that are illegal such as _____ shows that _____.

Have students complete the graphic organizer with at least one more piece of evidence and associated reasoning. Assist as needed.

Complete Step 5: Build Your Argument.

6. Create Your CERCA

Have students write their CERCA in the lesson online so that you can provide feedback and monitor growth.

NOTE: Remind students that they can use the Copy all button to move their work into the text box.

LEVEL 3–4 Expanding

Use the responses students made in the graphic organizer to model writing in response to the CERCA question.

Have students reread their draft. Then have them submit to complete Step 6: Write Your CERCA.

LEVEL 4–5 Bridging

Have students write their CERCA. Provide support as necessary. Remind students that they can use vocabulary words as they write.

Use this sentence frame to help students conclude their CERCA:

Real-life superheroes probably all have good intentions, however, their actions can be harmful when they _____.

Have students add a conclusion and then reread their draft. Then have them submit to complete Step 6: Write Your CERCA.

Complete Speaking and Listening Activities

Complete a whole group speaking and listening activity with all students who completed the grade level lesson. Prompt students to use the vocabulary from the passage in the activity.

LEVEL 3–4 Expanding

Do the Share Ideas routine with students

LEVEL 4–5 Bridging

Do the Socratic Debate routine with students.

LESSON "Hanging Up the Cape" and "Superheroes, Fact or Fiction?"

CERCA QUESTION Are real-life superheroes more helpful or harmful?

Vocabulary

assault (noun): the crime of trying or threatening to hurt someone physically

*citizens (noun): people who live in a country

*communities (noun): groups of people living in one place together

desire (noun): a want; a request

deter (verb): prevent

disappoint (verb): sadden or let down

extraordinary (adj.): really amazing; better than normal

fiction (noun): not true

fortunate (adj.): having good luck

futuristic (adj.): ahead of one's time; as if from the future

Vocabulary continued

gadgets (noun): devices

harmful (adj.): damaging

justice (noun): fairness

mission (noun): a task or job that a person or group is given to do

oppose (verb): be against

ordinary (adj.): typical, everyday

patrol (verb): the act of walking or going around or through an area, building, etc., in order to make sure that it is safe

prevent (verb): stop from happening

pursuit (noun): an attempt to find, achieve, or get something

retired (adj.): relating to formerly working

roam (verb): go to different places without having a particular purpose or plan

role model (noun): someone who another person admires and tries to be like

self-proclaimed (adj.): giving yourself a particular name

Vocabulary continued

signature (noun): an identification particular to a person

society (noun): the people of a particular country, area, time, etc., thought of especially as an organized community

*superheroes (noun): fictional characters who have amazing powers, such as the ability to fly

*vigilantes (noun): people who take justice into their own hands because they think that law officers cannot fight crime on their own

vigilantism (verb): the act of taking justice into your own hands because you think that law officers cannot fight crime on their own

villains (noun): characters in stories, movies, etc., who do bad things

*violence (noun): the use of physical force to harm someone, to damage property, etc.

LESSON "Hanging Up the Cape" and "Superheroes, Fact or Fiction?"

Summary

Real life superheroes with superpowers may not exist. But across the country there are a few hundred people who try to do some of the good work that superheroes do. Wearing costumes, they patrol the streets, looking for ways to help. These ordinary citizens try to prevent crime, keep people safe, and help people in need. On the negative side, some of these vigilantes may overstep the bounds of what the law allows them to do, and may end up doing more harm than good.

LESSON "Hanging Up the Cape" and "Superheroes, Fact or Fiction?"

CERCA QUESTION Are real-life superheroes more helpful or harmful?

4 Summarize

These two articles tell about how real-life superheroes _____.
According to the articles, these superheroes help by _____.
The authors point out that some of the superheroes cause harm when _____.

5 Build Your Argument

Claim *Real-life superheroes are more [helpful / harmful] than [harmful / helpful].*

Reason *This claim is true because _____.*

Evidence *The authors of Hanging Up the Cape and Superheroes, Fact or Fiction? both explain that real-life superheroes are ordinary citizens who _____. These superheroes have gained popularity through _____. Their mission is to _____. They help _____ people by _____. For example, Daina Kiela tells about one superhero in Arizona named Citizen Prime who helps his community by _____. Ajay Batra tells about a superhero named Geist in Minnesota wears _____ and helps by _____. He also spends his own money to _____.*

Reasoning *The many good things the real-life superheroes do show _____.*

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5 Build Your Argument

Claim Real-life superheroes are more [helpful / harmful] than [harmful / helpful]

Reason because _____.

Evidence The authors of *Hanging Up the Cape* and *Superheroes, Fact or Fiction?* both explain that real-life superheroes are ordinary citizens who _____. They are listed in _____, which is a _____. Their mission is to _____. They help _____ people by _____. For example, Daina Kiela tells about one superhero in Arizona named Citizen Prime who helps his community by _____ in order to _____. Ajay Batra tells about a superhero named Geist in Minnesota wears _____ and helps by _____. He also spends his own money to _____ as well as to _____.

Reasoning The many good things the real-life superheroes do show _____.

Evidence However, both authors point out that real-life superheroes sometimes create more harm than good. This usually happens when they overstep _____. Kiela informs the reader that sometimes superheroes use illegal methods to _____. For example, some carry _____. They can sometimes take actions that are illegal. This is a problem because _____. The superheroes can sometimes put themselves in dangerous situations. For example, in 2011, a superhero named Phoenix Justice _____.

Reasoning The fact that some superheroes take actions that are illegal such as _____ shows that _____.

_____ are important because _____.