

When the Beat Was Born: DJ Kool Herc and the Creation of Hip Hop

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Meet Clive Campbell, the Jamaican immigrant who mixed music so irresistibly that it transformed the world. Learn about his life and how he followed his passion for music to become a famous DJ.

Want to read more books like this one? Visit your local or school library to check out more!

Create Successful Reading Habits

Current research from the What Works Clearinghouse shows that teachers should ask students to refer to the text to justify their answers.* Depending on the grade level, this may mean recalling events and passages in the text or pointing to illustrations to justify their answers. Follow-up questions should provide students with a model for actively thinking about the text and its meaning and help them learn to construct and support opinions with textual evidence. Examples of recommended follow-up questions include the following:

- What makes you say that?
- What happens in the book that makes you think that?
- Can you explain what you meant when you said _____ ?
- Do you agree with what _____ said? Why or why not?
- How does what you said connect with what _____ already said?
- Let's see if what we read provides us with any information that can resolve _____'s and _____'s disagreement.

* U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse. (n.d.). Practice Guides. <https://ies.ed.gov/ncee/wwc/PracticeGuides>

SCIENCE OF READING – PURPOSE OF ASSESSMENTS

Assessing students is critical for identifying specific literacy needs. There should always be a purpose for assessments. The **four main purposes for assessments are:**

1. **Screening** helps to identify who is at risk for not meeting grade-level learning goals.
 - usually administered in the fall, winter, and spring of a school year to identify students at risk for reading and spelling difficulties
2. **Progress Monitoring** determines if the intervention is fixing the problem.
 - administered frequently to check for adequate student growth
 - used to determine instructional needs and to make instructional decisions
3. **Diagnostic** assessments assist in identifying specific needs and what should be taught.
 - measure students' proficiency in reading skills
 - used to design effective instructional interventions
 - can be informal, criterion-referenced, or norm-referenced
4. **Outcome Measure** assessments help to determine if students are meeting expected levels of performance.
 - can be criterion- or norm-referenced
 - **Norm-referenced** assessments measure a student's performance in comparison to the performance of same-age students on the same assessment and are designed to document gains in performance. The FAST Assessment is an example of a norm-referenced assessment.
 - **Criterion-referenced** assessments measure what a student knows and does not know at the time, and the results are compared to grade-level standards. An end-of-unit test is an example of a criterion-referenced assessment.

Assessment data, combined with other relevant information, are used to determine the most efficient and effective way to increase student outcomes. Assessment data can be used to plan instruction, determine the composition of small groups, and evaluate progress.

WORD WORK – WORD ANALYSIS

Help students decode unfamiliar multisyllabic words by breaking them apart into their word parts. Encourage them to look at the unknown word closely for **base words**, **prefixes**, and **suffixes** to help them read the word and understand what it means.

- **Base words** are single words that cannot be broken into smaller word parts and still have meaning.
- A **prefix** is a word part that, when added to the beginning of a **base word**, changes the meaning of a word.
- A **suffix** is a word part that, when added to the end of a **base word**, changes the meaning of a word.

Here are some examples of how to break apart words from the book into their **prefixes**, **base words**, and **suffixes**.

Example from the Book	Prefix (Meaning)	Base Word (Meaning)	Suffix (Meaning)	New Meaning
sorrowful (p. 2)		sorrow (sadness)	ful (full of)	full of sadness
unspeakable (p. 29)	un (not)	speak	able (capable of)	not capable of speaking about something

Point to the word *sorrowful*.

- Say, "This is the word *sorrowful*. It's a long word, but we can break it down into smaller word parts to be able to read it and know what it means."
- Say, "At the beginning of the word, I see the **base word** *sorrow*. *Sorrow* means *sadness*."
- Say, "Next, I see the **suffix** *-ful*. This **suffix** means *full of*. When I put the smaller word parts together, *sorrow - ful*, it's easier for me to read the whole word, *sorrowful*. It means that something is *full of sadness*."

Repeat the steps with *unspeakable*.

Continue applying this skill with other unfamiliar words found in the text.

ELA.5.F.1.3: Use knowledge of grade-level phonics and word-analysis skills to decode words.

- Apply knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read and write unfamiliar single-syllable and multisyllabic words in and out of context.**

ELL and SWD suggestion:

Students who need additional practice identifying word parts can highlight the **prefixes** and **suffixes** in a word. Highlighting will help students to see each part (chunk) of the word clearly.

TALK ABOUT NEW AND INTERESTING WORDS

Tier 2 vocabulary words can be used for explicit vocabulary instruction. When teaching vocabulary, it is important to create and share student-friendly definitions that are appropriate for the level of your students. Help students make connections to the word by providing contextual information that relates to the text being read and builds upon their background knowledge. Here are some examples of Tier 2 vocabulary words from the book:

sorrowful (p. 2): Someone who is **sorrowful** is full of sadness. Clive loves listening to all kinds of music, including singers with **sorrowful** voices.

slickest (p. 20): A **slick** action is done quickly and smoothly. The break-dancing crews in the park have the **slickest** dance moves.

chant (p. 17): When someone **chants**, they speak or sing with a rhythm in their voice. When Clive DJs for an audience, he remembers how the DJs in Jamaica would **chant** over the music.

trickled (p. 11): When something **trickles**, it moves or flows in slowly. When Clive first hooks up the new speakers his dad gets him, only a small amount of sound **trickles** out.

ELA.5.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.

ELL and SWD suggestion:

Cloze sentences are sentences where key vocabulary is deleted, and students must use context clues to determine the missing word. This best practice brings students' attention to a specific word in a sentence and helps them to understand how language works. Cloze sentences require students to monitor for meaning while reading and to think critically about a text. This is an engaging activity that can be used to reinforce the learning of Tier 2 vocabulary words. When using cloze sentences, you can choose to provide a word bank depending on the needs of the students.

Example: DJ Kool Herc likes to _____ along with the rhythm of the music as he plays.

READ FOR MEANING – AUTHOR’S PERSPECTIVE

ELA.5.R.2.3: Analyze an author’s purpose and/or perspective in an informational text.

ELA.5.R.3.2: Summarize a text to enhance comprehension.

Before:

- Introduce the concept of the **author’s perspective** to students. Explain that someone’s **perspective**, or view, is shaped by their culture, physical traits, and personal experiences. **Perspective** can provide readers with the opportunity to see things in a new way. Explain that today students will read the story *When the Beat Was Born: DJ Kool Herc and the Creation of Hip Hop* and determine the **author’s perspective** towards the creation of the music genre known as hip hop.
- When determining the **author’s perspective**, it is helpful to focus on how the story is told in order to better understand the author’s view.

During:

Before reading the story, read the author’s note on pages 29 – 30, and discuss the experiences the author had that led to the writing of this book. Guiding questions:

- How does the author discover hip hop?
- What background information about the author do we gain from the author’s note that may help us understand the writer’s point of view? (*point of reference*)
- Look at the word choice the author uses to describe their thoughts and feelings towards the impact that hip hop has had on him and the American culture. Help students identify words like *captivated*, *amazing era*, *miraculous*, and more. Then discuss how they relate to the **author’s perspective**.

After reading the author’s note, read the story with students and continue to discuss the **author’s perspective** and HOW it influences the way he writes this story. Discussion questions:

- How does the author help you visualize the story?
- What words and phrases does the author use when writing this story?
- What does the author mean when they write _____?
- How does the author let you know about _____?
- What is the author’s MOST LIKELY reason for _____?
- Why does the author include the section _____?
- What evidence does the author include to support their **perspective** of _____?
- Why does the author write this selection? Identifying the author’s purpose helps students recognize possible viewpoints.

Provide students with some of the following sentence stems to help facilitate a discussion with students:

- To explain why ...
- To show how to ...
- To convince (persuade) the reader to ...
- To encourage readers to ...
- To give information about ...
- To describe how ...
- To give an example of ...
- To introduce readers to ...
- To reveal ...
- To give an account of ...
- To illustrate ...
- To discuss ...

READ FOR MEANING – AUTHOR’S PERSPECTIVE

After:

Determine the **author’s purpose** and **perspective** using evidence from the text. Ask students to complete the graphic organizer and write a summary of the **author’s perspective**.

The author’s purpose is to ...		
The author’s perspective is ...		
Text Evidence	Text Evidence	Text Evidence
Summary:		

ELL and SWD suggestion:

Pre-read the book with students to help build familiarity. This will help students to become acquainted with the topic and structure of the text before engaging with specific activities that require increased comprehension.