**Week 1**

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| --- | --- |
| **Grades 3-5** | **DAYS** |
| **Essential Question:** How does James learn to experience and appreciate Uncle Romie and his home of New York City? |
|  | **1** | **2** | **3** | **4** | **5** |
| **Anchor Text** * Text-based comprehension
* Text-based discussion

(Whole and Small Group) | * *Me and Uncle Romie* by Claire Hartfield
* Respond to text questions 1, 3, 4, 5, 6, 8, 14, 18
* Use **Text X-Ray** activities: Zoom in on Key Ideas
* Suggested questions from Teacher’s Guide: 8, 10, 11
 |  |
| **Building Knowledge*** Leveled Readers
* Paired Text
* Supplemental Materials

(Whole and Small Group) |  |
| **Vocabulary**Drawn from the texts | concerned, swarms, collage, ruined, glorious, smeared, feast, model, streak |
| **Foundational Skills*** Fluency
* Decoding
* Word Work
 | Follow the daily **Phonics** and **Fluency** sequence of activities |
| **Language/ Syntax*** Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities |

**Week 1**

|  |  |
| --- | --- |
| **Grades 3-5** | **DAYS** |
| **Essential Question:** How does James learn to experience and appreciate Uncle Romie and his home of New York City? |
|  | **1** | **2** | **3** | **4** | **5** |
| **Writing*** Response to text
* Writing Process
* Culminating task

Aligned with topic for the week |  | 1. In the text, it says that James writes postcards throughout the summer. Pretend you are James. Write 3-5 postcards home that show what you are learning and experiencing in New York City.

Be sure your postcards include the following:* James’ thoughts and feelings about New York City
* Actual experiences he is having, from the text
* James’ thoughts and feelings about Uncle Romie

  |
| **Standards**List Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational TextRI.4.1, RI.4.2, RI.4.3, RI.4.10 |
| WritingW.4.2, W.4.4 |

**Week 2**

|  |  |
| --- | --- |
| **Grades 3-5** | **DAYS** |
| **Essential Question:** How did artists capture their experiences in the time of the Harlem Renaissance? |
|  | **1** | **2** | **3** | **4** | **5** |
| **Anchor Text*** Rereading for fluency practice, additional comprehension support or independent reading practice
* Writing Support
 | Optional 🡪 🡪 |
| **Building Knowledge*** Leveled readers
* Paired Text
* Supplemental Materials

(Whole/Small Group, and Independent work)*All students experience all texts and resources regardless of level.* | Video:<https://www.brainpop.com/artsandmusic/musicalgenres/harlemrenaissance/>The Harlem Renaissance<http://magazines.scholastic.com/news/2014/02/The-Harlem-Renaissance>Lindy Hop in Harlem: The Role of Social Dancing<http://artsedge.kennedy-center.org/interactives/harlem/themes/lindy_hop.html>The Great Migration<http://www.pbs.org/wnet/jimcrow/stories_events_migration.html> |
| **Vocabulary**Drawn from the texts | Complete Rolling Vocabulary activity |

**Week 2**

|  |  |
| --- | --- |
| **Grades 3-5** | DAYS |
| **Essential Question:** How did artists capture their experiences in the time of the Harlem Renaissance? |
|  | **1** | **2** | **3** | **4** | **5** |
| **Foundational Skills*** Fluency
* Decoding
* Word Work
 | Follow the daily **Phonics** and **Fluency** sequence of activities |
| **Language/ Syntax*** Spelling and Grammar
 | Follow the daily **Grammar** and **Spelling** sequence of activities |
| **Writing*** Response to text
* Writing Process
* Culminating task

Aligned with topic for the week | Complete the Writing Process (edit, revise, and publish) with the Culminating Task from the previous week. |
| **Standards**List Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational TextRI.4.1, RI.4.2, RI.4.3  |
| WritingW.4.2, W.4.4 |