**Week 1**

|  |  |
| --- | --- |
| **Grades 3-5** | **DAYS** |
| **Essential Question:** How does the change of a coast redwood parallel and span the course of human history? |
|  | **1** | **2** | **3** | **4** | **5** |
| **Anchor Text** * Text-based comprehension
* Text-based discussion

(Whole and Small Group) | * *The Ever-Living Tree* (Informational Text, 970 L)
* *Think Through the Text*, Focus On: #’s 2, 4, 5, 9, 21
* “2nd read- Text Structure on T181
* Text X-Ray, Zoom In on Key Ideas and Zoom In on Academic Language
 |  |
| **Building Knowledge*** Leveled Readers
* Paired Text
* Supplemental Materials

(Whole and Small Group) |  |
| **Vocabulary**Drawn from the texts | resources, dense, evaporate, shallow, moisture, civilized, continent, opportunities, customs, independent, cambium |
| **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 the change of a coast redwood parallel and span the course of human history? |
|  | **1** | **2** | **3** | **4** | **5** |
| **Writing*** Response to text
* Writing Process
* Culminating task

Aligned with topic for the week | Journey’s Literacy Center: Think and Write Celebrate Trees: Get Started Optional Extension: Historical Events for Anchor into TimelineOptional- Readers Notebook  | Complete **one or both of the following**  tasks:1a. Write a brief chronicle of the life of the redwood tree as it changes over time.1b. Write a summary of the changes of human history happening at the same time as the redwood tree’s growth that were highlighted by the text. 2. Identify key historical changes within the text by reading the following quote from the text:*“In California, a strip of redwood forest survived along the coast. A new tree sprouted and began to grow. Half a world away, Alexander the Great built an empire.”* Describe the connection between these two events.What does that tell you about the life of the redwood tree? |
| **Standards**List Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational TextRI.4.1, RI.4.3, RI.4.7, RI.4.10 |
| WritingW.4.2, W.4.4, W.4.9 |

**Week 2**

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| --- | --- |
| **Grades 3-5** | **DAYS** |
| **Essential Question:** How does the change of a coast redwood parallel and span the course of human history? |
|  | **1** | **2** | **3** | **4** | **5** |
| **Anchor Text*** Rereading for fluency practice, additional comprehension support or independent reading practice
* Writing Support
 | Teachers return to anchor text 🡪🡪 |
| **Building Knowledge*** Leveled Readers
* Paired Text
* Supplemental Materials

(Whole/Small Group, and Independent work)*All students experience all texts and resources regardless of level.* | **From the Leveled Readers*** *Gentle Redwood Giants*
* *Life Among the Redwoods*

**Other Optional Resources**Below are **picture resources** to help students understand some of the historical references in the text. These are meant for pictures only. * Alexander the Great

<http://www.gettyimages.com/photos/alexander-the-great?sort=mostpopular&excludenudity=true&mediatype=photography&phrase=alexander%20the%20great>* Great Wall of China

<https://www.docsteach.org/documents/document/president-and-mrs-nixon-visit-the-great-wall-of-china-and-the-ming-tombs><http://www.gettyimages.com/detail/photo/sunrise-at-the-great-wall-china-high-res-stock-photography/155118067>* Mayflower

<http://cdn.history.com/sites/2/2013/11/plymouth-colony-A.jpeg>* Astronauts

<http://www.nasa.gov/sites/default/files/as11-40-5949b_0.jpg> |
| **Vocabulary**Drawn from the texts | Complete rolling vocabulary activities  |

**Week 2**

|  |  |
| --- | --- |
| **Grades 3-5** | **DAYS** |
| **Essential Question:** How does the change of a coast redwood parallel and span the course of human history? |
|  | **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 Tasks from the previous week. |
| **Standards**List Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational TextRI.4.1, RI.4.3, RI.4.7, RI.4.10 |
| WritingW.4.2, W.4.4, W.4.9 |