**Week 1**

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| --- | --- | --- | --- | --- | --- |
| **Grades 3-5** | **DAYS** | | | | |
| **Essential Question:** How has the Vaquero culture developed and changed over time? | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **Anchor Text**   * Text-based comprehension * Text-based discussion   (Whole and Small Group) | Anchor Text: Vaqueros (Informational, 770)   * All activities and discussions should be guided by the **Text X-ray (Zoom in on Key Ideas & Academic Language)** * Think Through the Text Questions # 3, 5, 8, 9 | | |  | |
| **Building Knowledge**   * Leveled Readers * Paired Text * Supplemental Materials   (Whole and Small Group) |  | | | | |
| **Vocabulary**  Drawn from the texts | dominated, extending, sprawling, hostile, acknowledged, flourished, residents, prospered, acquainted, decline,  *lazo* (lasso, lariat), *vaqueros* (cow men, buckaroo)*,* *rodeo* (round-up), *mestenos* (mustangs), *sombreros* (shade), *chaparreras* (chaps) | | | | |
| **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 has the Vaquero culture developed and changed over time? | | | | | | |
|  | **1** | **2** | **3** | **4** | | **5** |
| **Writing**   * Response to text * Writing Process * Culminating task   Aligned with topic for the week |  | | | | Choose one of the following based on the type of writing to be highlighted:   1. Although the lives of the vaqueros changed over time, they had a lasting effect on America. Write a paragraph in which you explain what changes the vaqueros went through (adding on in week 2 and how they had a strong influence on culture in the United States). Use specific details, direct quotations, and other text evidence to support your explanation. 2. Describe the rise and fall of the vaquero culture. | |
| **Standards**  List Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational Text  RI.5.1, RI.5.2, RI.5.4, RI.5.10 | | | | | |
| Writing  W.5.2 | | | | | |

**Week 2**

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| --- | --- | --- | --- | --- | --- |
| **Grades 3-5** | DAYS | | | | |
| **Essential Question:** Why does the cowboy lifestyle and tradition still appeal to many Americans? | | | | | |
|  | **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.* | From **Leveled Readers:**   * Rodeo! (below level) * How Barbed Wire Changed the West (above level) * In the Days of Missions and Ranchos (Vocabulary Reader)   Other resources:   * All About the Rodeo: The Rodeo   [www.getepic.com](http://www.getepic.com)   * Video: Modern Day Western Cowboys   <https://www.youtube.com/watch?v=IC4Ha6PPzJE>   * Kansas cattle rounded up just like in Old West days   <https://newsela.com/articles/kansas-roundup/id/4669/>   * History of the Rodeo Cowgirl (timeline)   http://www.americanIn the cowboy.com/article/history-rodeo-cowgirl | | | | |
| **Vocabulary**  Drawn from the texts | Complete Rolling Vocabulary Activity | | | | |

**Week 2**

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| --- | --- | --- | --- | --- | --- |
| **Grades 3-5** | **DAYS** | | | | |
| **Essential Question:** Why does the cowboy lifestyle and tradition still appeal to many Americans? | | | | | |
|  | **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.  Recommended task:  Although the lives of the vaqueros changed over time, they had a lasting effect on America. Write a paragraph in which you explain what changes the vaqueros went through and how they had a strong influence on culture in the United States. Use specific details, direct quotations, and other text evidence to support your explanation. | | | | |
| **Standards**  List Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational Text  RI.5.1, RI.5.2, RI.5.4, RI.5.10 | | | | |
| Writing  W.5.2 | | | | |