**Week 1**

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| **Grades 3-5** | **DAYS** | | | | |
| **Essential Question:** What qualities make surfmen brave? | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **Anchor Text**   * Text-based comprehension * Text-based discussion   (Whole and Small Group) | * Storm Warriors (historical fiction, 800L) * Respond to text questions orally and/or in writing from TG 262 Classroom Conversation Your Turn questions 1 & 2 * Respond to text questions orally and/or in writing Think Through the Text Questions 1 T250, 4 T252, & 9 and 10 T256 * All activities and discussions should be guided by the **Text X-ray (Zoom in on Key Ideas and Academic Language)** | | |  | |
| **Building Knowledge**   * Leveled Readers * Paired Text * Supplemental Materials   (Whole and Small Group) |  | | | | |
| **Vocabulary**  Drawn from the texts | critical, demolished, elite, commotion, bundle, annoyance, secure, squalling, clammy, realization | | | | |
| **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:** What qualities make surfmen brave? | | | | | | |
|  | **1** | **2** | **3** | **4** | | **5** |
| **Writing**   * Response to text * Writing Process * Culminating task   Aligned with topic for the week | * Use the read and comprehend target skill graphic organizer on T246 to help students organize thinking to get ready for writing. * See Digging Deeper on T261 for directions on how to use graphic organizer. | | | | Explanatory Writing- original task was point of view:   1. In the text Nathan realizes “knowledge is as important as bravery.” Provide evidence of how Nathan’s actions demonstrated both bravery and knowledge. 2. During the beginning of the rescue effort, Nathan began to doubt his bravery by stating, “I knew in that moment, with not a shred of doubt, that I did not have the courage to risk my life that way.” However Nathan quickly realized he did not have time to “wallow in his loss.” Describe the courageous actions Nathan took once he realized he needed to act. | |
| **Standards**  List Reading and Writing standards related to the texts, questions and tasks. | Reading: Literature  RL.5.1, RL.5.2, RL.5.10 | | | | | |
| Writing  W.5.2 | | | | | |

**Week 2**

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| **Grades 3-5** | **DAYS** | | | | |
| **Essential Question:** How do people show bravery in the face of danger caused by natural disasters? | | | | | |
|  | **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 Paired Text**  “Pea Island’s Forgotten Heroes” T266-268  **Vocabulary Reader**   * Saved from the Sea   **From the Leveled Readers**   * The River Kept Rising * Night of the Killer Waves  Video Clips“Perfect Storm Rescues: Treacherous Surf Rescue video<https://www.youtube.com/watch?v=1_fpNZje2Lc> “Perfect Storm Rescues: Infant Saved at Sea video  <https://www.youtube.com/watch?v=MToJDGQb4Kc>  **An Illustrated History of the US Coast Guard**  <http://www.uscg.mil/history/articles/h_USCGhistory.asp>  **Supplemental Text**  Rescue of the Sarah D.J. Dawson” – reading passage  https://www.nps.gov/calo/learn/historyculture/rawson.htm | | | | |
| **Vocabulary**  Drawn from the texts | Complete Rolling Vocabulary activity | | | | |

**Week 2**

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| --- | --- | --- | --- | --- | --- |
| **Grades 3-5** | **DAYS** | | | | |
| **Essential Question:** How do people show bravery in the face of danger caused by natural disasters? | | | | | |
|  | **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: Literature  RL.5.1, RL. 5.3, RL.5.10 | | | | |
| Reading Informational Text  RI.5.10 | | | | |
| Writing  W.5.2 | | | | |