**Week 1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade 3-5** | **DAYS** | | | | |
| **Essential Question:** What reasons do people have for protecting the Florida Everglades from environmental changes? | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **Anchor Text**   * Text-based comprehension * Text-based discussion   (Whole and Small Group) | * + - * Everglades Forever: Restoring America’s Great Wetland (1190L, Narrative Nonfiction) * Respond to text questions orally and/or in writing from the questions adapted from those in the text:   Think Through the Text: Questions 5, 7, 9, 15  Domain: Life Science (page 239)  What would be the impact of the disappearing wildlife on the  food chain?  Domain-Specific Vocabulary words, page 241  Your Turn: Return to the Essential Question: Questions 1 and 2   * All activities and discussions should be guided by the **Text X-ray (Zoom in on Key Ideas & Academic Language)** | | |  | |
| **Building Knowledge**   * Leveled Readers * Paired Text * Supplemental Materials   (Whole and Small Group) |  |  |  |  |  |
| **Vocabulary**  Drawn from the texts | conserving, restore, regulate, vegetation, endangered, responsibility, attracted, adapted, unique, guardians | | | | |
| **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**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade 3-5** | **DAYS** | | | | |
| **Essential Question:** What reasons do people have for protecting the Florida Everglades from environmental changes? | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **Writing**   * Response to text * Writing Process * Culminating task   Aligned with topic for the week | The Readers’ Notebook (independent reading and written response to text) | | | Choose one of the following based on the type of writing to be highlighted:   1. Describe how the animals in the mangrove swamp depend on water. 2. Using information from the text, persuade people to protect the Everglades. | |
| **Standards**  List Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational Text  RI.5.3, RI.5.4, RI.5.8, RI.5.10 | | | | |
| Writing  W.5.1 or W.5.2 | | | | |

**Week 2**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grades 3-5** | **DAYS** | | | | |
| **Essential Question:** What reasons do people have for protecting the Florida Everglades from environmental changes? | | | | | |
|  | **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 the **Leveled Readers/Vocabulary Reader:**   * “Mangrove Swamp” * “Guardian of the Everglades”   From the Teacher Read Aloud   * “Attack of the Alien Species”   Other Resources:   * National Park Service – Plan your visit (Map of the Everglades)   <https://www.nps.gov/ever/planyourvisit/maps.htm>   * Everglades: Pig Frog Video   <http://www.pbslearningmedia.org/resource/vtl07.la.rv.text.everglades/everglades-pig-frog-wild-tv/>   * Pythons Invade the Florida Everglades   <http://www.readworks.org/passages/pythons-invade-florida-everglades>   * Obama talks about climate change as he walks a trail in the Everglades   <https://newsela.com/articles/obama-everglades/id/8943/>   * Protecting the Wetlands (810L) – use as introductory reading for students needing support   <http://www.readworks.org/passages/protecting-wetlands> | | | | |
| **Vocabulary**  Drawn from the texts | Complete Rolling Vocabulary activity | | | | |

**Week 2**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grades 3-5** | **DAYS** | | | | |
| **Essential Question:** What reasons do people have for protecting the Florida Everglades from environmental changes? | | | | | |
|  | **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 Text  RI.5.3, RI.5.4, RI.5.8, RI.5.10 | | | | |
| Writing  W.5.1 or W.5.2 | | | | |