**Week 1**

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| **Grades 3-5** | **DAYS** | | | | |
| **Essential Question:** How do various communities ensure students have access to books? | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **Anchor Text**   * Text-based comprehension * Text-based discussion   (Whole and Small Group) | * Anchor Text: My Librarian Is A Camel * Respond to the following Think Through the Text Questions: 2, 3, 4, 7, 8, 10, 12, 16 * Use 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 | isolated, virtual, devour, remote, impassable, obtain, preserve, extreme, avid, mobile, horizon, pitches, treasure | | | | |
| **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**

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| --- | --- | --- | --- | --- | --- |
| **Grades 3-5** | **DAYS** | | | | |
| **Essential Question:** How do various communities ensure students have access to books? | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **Writing**   * Response to text * Writing Process * Culminating task   Aligned with topic for the week | Optional - Reader’s Notebook pg. 25-26 | | | Choose one of the following based on the type of writing to be highlighted:   * Describe the process each country uses to ensure students have access to books. * Which country has the most difficult library system? The most interesting one to use? Why? Use evidence from the text. * Pretend you were hired to deliver books to children in one of the countries from the text. Describe your trip using information from the text. | |
| **Standards**  List Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational Text  RI.4.1, RI.4.2, RI.4.3, RI.4.10 | | | | |
| Writing  W.4.1, W.4.2, W.4.9, W.4.10 | | | | |

**Week 2**

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| **Grades 3-5** | **DAYS** | | | | |
| **Essential Question:** How do various communities ensure students have access to books? | | | | | |
|  | **1** | **2** | **3** | **4** | **5** |
| **Anchor Text**   * Rereading for fluency practice, additional comprehension support or independent reading practice * Writing Support | My Librarian Is A Camel (optional - continue use) | | | | |
| **Building Knowledge**   * Leveled Readers * Paired Text * Supplemental Materials   (Whole/Small Group, and Independent work)  *All students experience all texts and resources regardless of level.* | **Articles**  NewsELA - must subscribe for access to following articles and text set:  Expeditionary Learning: The Power of Reading  <https://newsela.com/text-sets/40243/el--powerof-reading>  **Suggested Titles**  United Way Adopts Poor Schools to get Kids Reading  People are Happy that Iraq’s Book Market is Open Again  Sharing Books, Ideas, and Excitement at Little Free Libraries  **Video**  Nazreen’s Secret School  <https://www.youtube.com/watch?v=WE9b1gR4YZE> | | | | |
| **Vocabulary**  Drawn from the texts | approve, analysis, precious | | | | |

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**Week 2**

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| **Grades 3-5** | **DAYS** | | | | |
| **Essential Question:** How do various communities ensure students have access to books? | | | | | |
|  | **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 | Continue with the writing process to finalize culminating task from Week 1. | | | | |
| **Standards**  List Reading and Writing standards related to the texts, questions and tasks. | Reading: Informational Text  RI.4.1, RI.4.2, RI.4.3, RI. 4.9, RI.4.10 | | | | |
| Writing  W.4.1, W.4.2, W.4.9, W.4.10 | | | | |