**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**

|  |  |
| --- | --- |
| **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 TextRI.4.1, RI.4.2, RI.4.3, RI.4.10 |
| WritingW.4.1, W.4.2, W.4.9, W.4.10 |

**Week 2**

|  |  |
| --- | --- |
| **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 ReadingPeople are Happy that Iraq’s Book Market is Open AgainSharing 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 TextRI.4.1, RI.4.2, RI.4.3, RI. 4.9, RI.4.10 |
| WritingW.4.1, W.4.2, W.4.9, W.4.10 |