**Week 1**

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| **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, 15Domain: Life Science (page 239) What would be the impact of the disappearing wildlife on the  food chain? Domain-Specific Vocabulary words, page 241Your 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 TextRI.5.3, RI.5.4, RI.5.8, RI.5.10 |
| WritingW.5.1 or W.5.2  |

**Week 2**

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| --- | --- |
| **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 TextRI.5.3, RI.5.4, RI.5.8, RI.5.10 |
| WritingW.5.1 or W.5.2 |