

# Planning for a RIGOROUS Reading Lesson...

**Grade: 5**

**Week of:** \_\_\_\_\_

**Selection Title and/or Content Link:** *Pythons Overtake Everglades by Stephen Ornes*

Literary (Fiction/Nonfiction)/Poem **OR Informational** (CIRCLE ONE)

<b>Identify Core Understanding &amp; Key Idea of Text</b> (Purpose/s for Rereading)	<p><b>Literal:</b> There are over 30,000 pythons that have been released into the Everglades.</p> <p><b>Inferential:</b> If the problem of python overpopulation is not addressed by government officials, more animals will die and we will no longer have an Everglades' ecosystem.</p> <p><b>Analytical:</b> Government programs will reduce the number of pythons in the Everglades, increase the mammal population that decreased with the infestation of the pythons, and restore the Everglades' ecosystem.</p>				
<b>Common Core State Standards &amp; Next Generation Sunshine State Standards</b>					<b>Instructional Resources</b>
<b>Primary Standard</b>	<i>LA.5.1.7.3 Determine the essential message in grade-level text through inferring, paraphrasing, summarizing, and identifying relevant details.</i>				Two Column Chart
<b>Secondary Standard</b>	LA.5.6.2.2 Determine the validity and reliability of information in text				Conclusion/Support
<b>Performance Task</b> (Culminating Independent Written Assessment)	<u>Use evidence from <i>Pythons Overtake Everglades</i> to explain how the introduction of the python into the Everglades 30 years ago led to the government's attempt to rescue the Everglades</u>				
<b>Ongoing Standards</b> (includes Vocabulary on back of planner)					
<b>Text Structure</b>	<b>Problem/Solution, Cause/Effect</b>	Text Structure Chart/ Cause/Effect Chain	<b>Author's Purpose (AP)</b>	<b>Intent: to tell/show the author's main message + Main Idea = AP</b>	Author's Purpose Chart: Intent + Main Idea = AP
<b>Topic</b>	<b>Overpopulation of pythons in the Everglades; Everglades Ecosystem</b>	What is the subject?	<b>Author's Perspective</b>	<b>The Everglades ecosystem should receive government action to reduce the python population.</b>	What would the author probably read? Think? Agree with?
<b>Theme</b>	<b>Releasing pythons into the Everglades will destroy the ecosystem.</b>	What's the message, generalization about life or lesson learned?			
<b>Main Idea &amp; Supporting Details</b>	<b>The python problem in the Everglades has led to government programs to restore the ecosystem.</b>	M. I Table/Two Column Chart (MI/D)	<b>Text Features (TF)</b>	<b>Title, Pictures, Publication Date</b>	Text Feature Chart TF Analysis Chart

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<h1 style="margin: 0;">Language Standards</h1>	<b>Complexity of Questions:</b> Low Moderate High	<b>Text Dependent Sequential Questions for a Close Analytical Read</b> (literal, inferential, & analytical)	<b>QAR's</b> Right There Think & Search Author & You On My Own
<p><b>Context Clues:</b> ferocious, ecosystem, overtake, exotic pets</p> <p><b>Synonyms:</b> variety, roam, altering, native</p> <p><b>Antonyms:</b> non native, illegal</p> <p><b>Prefixes:</b> <u>illegal</u>, <u>invertebrate</u>, <u>environment</u>, <u>interact</u></p> <p><b>Suffixes:</b> <u>environment</u>, <u>government</u>, <u>ferocious</u>, <u>population</u>, <u>organism</u>, <u>amphibian</u>, <u>conventional</u>, <u>official</u>, <u>occasional</u></p> <p><b>Base Words:</b> <u>ecosystem</u></p> <p><b>Root Words (Latin /Greek):</b> <u>environment</u>, <u>ecosystem</u>, <u>interact</u></p> <p><b>Multiple Meaning:</b> giant, dropped, stretch, rare, range</p> <p><b>Academic Words:</b> ecosystem, environment, government, ferocious, population, organism, amphibian, invertebrate, illegal, study, research</p> <p><b>Use Sentence Structure to Clarify Meaning:</b></p> <p style="padding-left: 20px;"><b>Analyze the use of Literal and Nonliteral Language:</b></p> <ul style="list-style-type: none"> <li>• As hungry as a bear</li> <li>• You'll sound more local by comparing your hunger to a python.</li> <li>• The snakes have gotten comfortable in their home</li> <li>• To count animals, Dorcas and his colleagues had to get creative</li> <li>• The sighting of any mammal is a rare occurrence</li> <li>• But forget Fido and Puss.</li> <li>• Across the board, the numbers of small and medium-sized mammals had dropped.</li> <li>• On another stretch of driving...</li> <li>• The U.S. Department of the Interior...Burmese pythons- or other giant snakes...</li> </ul>		<ol style="list-style-type: none"> <li>1. <i>What is the purpose of the picture at the beginning of the article?</i></li> <hr/> <li>2. <i>Based on the picture, how long is a Burmese python relative to a car? A police officer?</i></li> <hr/> <li>3. <i>Why did the author state, "you'll sound more local by comparing your hunger to a python"?</i></li> <hr/> <li>4. <i>What does altering mean?</i></li> <hr/> <li>5. <i>Which statement best supports the idea the python is altering the Everglades ecosystem?</i></li> <hr/> <li>6. <i>If pythons are native to Asia, how did the ones who were born in Florida get there?</i></li> <hr/> <li>7. <i>Why does the author use the word <u>roam</u> and not live?</i></li> <hr/> <li>8. <i>Why did the author say, "<u>even</u> and 80 -pound deer "and not just an 80-pound deer"?</i></li> <hr/> <li>9. <i>What is the lesson that can be learned from this article?</i></li> <hr/> <li>10. <i>According to the information, what is the most valid argument for making it illegal to bring in non native animals to Florida?</i></li> </ol> <p style="font-size: small; margin-top: 10px;">These questions are the stepping stones towards understanding the performance task.</p>	