**Unit 3: Getting From Here to There**

**Big Idea:** What kinds of experiences can lead to new discoveries?  
35 days to complete unit

**Week 1: Cultural Exchange**  
5 days for week 1

**Essential Question(s):**  
What can learning about different cultures teach us?

<table>
<thead>
<tr>
<th>Vocabulary:</th>
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</thead>
<tbody>
<tr>
<td>appreciation</td>
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<tr>
<td>congratulations</td>
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<tr>
<td>misunderstanding</td>
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<tr>
<td>blurted</td>
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<tr>
<td>contradicted</td>
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<tr>
<td>complimenting</td>
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<tr>
<td>cultural</td>
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**Reading**

**Common Core ELA Standards:**

- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context. *RF.5.3a*
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. *SL.5.1c*
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. *RL.5.1*
- Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. *RL.5.2*
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. *RI.5.9*
- Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. *SL.5.1*
- Acquire and use accurately grade appropriate general academic and domain-specific words and phrases including those that signal contrast, addition, and other logical relationships. *L.5.6*

**Introduce:**

- Background Knowledge
- Interactive Read Aloud: “Foods for Thought”

**Teach:**

- Close Read: “A Reluctant Traveler”
- Mini Lesson: Summarize, Theme, Realistic Fiction, Context Clues, Cause and Effect, Writing Traits

**Apply:**

- Close Read and Paired Text: “They don’t mean it”  
  “Where did that come from?”
**DIFFERENTIATE: IRLA Reading/Small Group Instruction – Leveled Readers**

Targeted Skill: Theme and Summarize

**INTEGRATE: Whole Group**

Research and Inquiry – Demonstration, T28
Text Connections- Compare Events and Ideas, T29
Writing About Reading- Write an Analysis T29

**ASSESS: Weekly Assessment: 121-132**

<table>
<thead>
<tr>
<th>Week 1 Assessments/Benchmarks</th>
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<tbody>
<tr>
<td><strong>Reading:</strong> Comprehension: Theme</td>
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<tr>
<td><strong>Writing:</strong> Writing About Text</td>
</tr>
<tr>
<td><strong>Language:</strong> Vocabulary: Context Clues: Cause and Effect</td>
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</tbody>
</table>
### Unit 3: Getting From Here to There

**Big Idea:** What kinds of experiences can lead to new discoveries? | **35 days to complete unit**
---|---

**Week 2: Being Resourceful** | **5 days for week 2**
---|---

**Essential Question(s):**
How can learning about nature be useful?

**Vocabulary:**
- civilization
- complex
- devise
- fashioned
- cultivate
- shortage
- tormentors
- resourceful

### Common Core ELA Standards:

- **RF.5.3a** Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.
- **RF.5.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- **L.5.6** Acquire and use accurately grade appropriate general academic and domain specific words and phrases.
- **SL.5.1** Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
- **SL.5.1b** Follow agreed upon rules for discussions and carry out assigned roles.
- **SL.5.1d** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

### INTRODUCE:

- Background Knowledge; Vocabulary
- Interactive Read Aloud: “Lucia the Hummingbird”

### TEACH:

- **Close Read:** “Survivaland”
- **Mini Lesson:** Summarize, Theme, Fantasy, Context Clues, Comparison, Writing Traits

### APPLY:

- **Close Read and Paired Text:** “Weslandia”
  - “Plants with a Purpose”

### DIFFERENTIATE: IRLA Reading/Small Group Instruction – Leveled Readers

- Targeted Skill: Theme, Summarize
INTEGRATE: Whole Group

Research and Inquiry – Poem or Song T92
Text Connections – Compare Events and Ideas T93
Writing About Reading – Write an Analysis T93

ASSESS: Weekly Assessment: 133-144

Week 2 Assessments/Benchmarks
Reading: Comprehension: Theme RL.5.2
Writing: Writing About Text RI.5.2, W.5.9
Language: Vocabulary: Context Clues, Comparison L.5.4a
### Unit 3: Getting From Here to There

**Big Idea:** What kinds of experiences can lead to new discoveries?  
35 days to complete unit

### Week 3: Patterns (Science)  
5 days for week 3

#### Essential Question(s):  
Where can you find patterns in nature?

#### Vocabulary:  
- contact  
- moisture  
- structure  
- erode  
- particles  
- visible  
- formation  
- repetition

### Common Core ELA Standards:

- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text **RI. 5.1**
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text **RI.5.2**
- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts **RI.5.3**
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent **RI.5.6**
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably **RI.5.9**
- Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally **SL.5.2**
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions **SL.5.1d**
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word **L.5.4b**
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases **L.5.6**

### INTRODUCE:

- Background Knowledge; Vocabulary  
- Interactive Read Aloud: “Protective Patterns”

### TEACH:

- **Close Read:** “Patterns of Change”  
- **Mini Lesson:** Ask and Answer Questions, Main Idea and Key Details, Expository Text, Greek Roots, Writing Traits

### APPLY:

- **Close Read and Paired Text:** “The Story of Snow”  
  “Fibonacci’s Amazing Find”

### DIFFERENTIATE: IRLA Reading/Small Group Instruction – Leveled Readers

- Targeted Skill: Main Idea and Key Details
<table>
<thead>
<tr>
<th><strong>INTEGRATE: Whole Group</strong></th>
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</thead>
<tbody>
<tr>
<td>Research and Inquiry – Collage, T156</td>
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<tr>
<td>Text Connections- Compare Patterns in Nature, T157</td>
</tr>
<tr>
<td>Writing About Reading- Write an Analysis T157</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ASSESS: Weekly Assessment: 145-156</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 3 Assessments/Benchmarks</strong></td>
</tr>
<tr>
<td>Reading: Comprehension: Main Idea and Key Details <strong>RL.5.2</strong></td>
</tr>
<tr>
<td>Writing: Writing About Text <strong>RI.5.3, W.5.9b</strong></td>
</tr>
<tr>
<td>Language: Vocabulary: Greek Roots <strong>L.5.4b</strong></td>
</tr>
</tbody>
</table>
# Mount Holly Schools: Reading Wonders Curriculum Guide

**Unit 3**  
**Grade 5  Content Area: Reading**

## Unit 3: Getting From Here to There

<table>
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<tr>
<th>Big Idea: What kinds of experiences can lead to new discoveries?</th>
<th>35 days to complete unit</th>
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</table>

## Week 4: Teamwork (Science)

<table>
<thead>
<tr>
<th>Essential Question(s):</th>
<th>Vocabulary:</th>
</tr>
</thead>
</table>
| What benefits come from people working as a group? | artificial  
flexible  
obstacle | collaborate  
function  
techniques |
|                       | dedicated  
mimic |

## Common Core ELA Standards:

- Use combined knowledge of all letter sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context **RF.5.3a**
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text **RI.5.2**
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably **RI.5.9**
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text **RL.5.1**
- Acquire and use accurately grade appropriate general academic and domain specific words and phrases **L.5.6**
- Engage effectively in a range of collaborative discussions with diverse partners **SL.5.1b**
- Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally **SL.5.2**
- Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts **RI.5.5**

## INTRODUCE:

- Background Knowledge: Vocabulary
- Interactive Read Aloud: “Teamwork in Space”

## TEACH:

- **Close Read:** “Gulf Spill Superheroes”
- **Mini Lesson:** Ask and Answer Questions, Main Idea and Details, Expository Text, Latin Roots, Writing Traits

## APPLY:

- **Close Read and Paired Text:** “Winter’s Tail”
  “Helping Hands”

## DIFFERENTIATE: IRLA Reading/Small Group Instruction – Leveled Readers

- Targeted Skill: Text Structure, Sequence T212- T213
### INTEGRATE: Whole Group

- Research and Inquiry – Graphic Organizer, T220  **W.5.7**
- Text Connections - Compare Team Efforts  T221  **RI.5.9, SL.5.1d**
- Writing About Reading - Write an Analysis T221  **W.5.9**

### ASSESS: Weekly Assessment: 157-168

**Week 4 Assessments/Benchmarks**

- **Reading:** Comprehension: Main Idea and Key Details  **RI.5.2**
- **Writing:** Writing About Text  **RI.5.2, W.5.9b**
- **Language:** Vocabulary: Latin Roots  **L.5.4b**
### Unit 3: Getting From Here to There

**Big Idea:** What kinds of experiences can lead to new discoveries?  
35 days to complete unit

### Week 5: Time for Kids (Social Studies)

5 days for week 5

#### Essential Question(s):
- How do we explain what happened in the past?

#### Vocabulary:
- archaeologist
- era
- intact
- fragments
- historian
- preserved
- reconstruct
- remnants

#### READNG

**Common Core ELA Standards:**
- **RF5.3.a** Know and apply grade level phonics and word analysis skills in decoding words
- **RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details, summarize the text
- **RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent
- **RI.5.8** Explain how an author uses reasons and evidence to support particular points in a text
- **RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably
- **L.5.6** Acquire and use accurately grade appropriate general academic and domain specific words and phrases
- **SL.5.1b** Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others’ ideas under discussion. Follow agreed-upon rules
- **SL.5.1c** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others

### INTRODUCE:
- Background Knowledge: Vocabulary
- Interactive Read Aloud: Stonehenge: Puzzle from the Past

### TEACH:
- **Close Read:** “What Was the Purpose of the Inca’s Strange Strings?”
- **Mini Lesson:** Summarize, Author’s Point of View, Persuasive Article, Context Clues, Writing Traits

### APPLY:
- **Close Read and Paired Text:** ‘Machu Picchuc Ancient City’
  “Dig This Technology”

### DIFFERENTIATE: IRLA Reading/Small Group Instruction - Leveled Readers
- Targeted Skill: Author’s Point of View T276 – T277
**Mount Holly Schools: Reading Wonders Curriculum Guide**  
**Unit 3**  
Grade 5  Content Area: Reading

**INTEGRATE: Whole Group**
- Research and Inquiry – Comic Strips T284
- Text Connections – Compare Ways to Gather Information T285
- Writing About Reading – Write an Analysis T285

**ASSESS: Weekly Assessment: 169-180**

<table>
<thead>
<tr>
<th>Week 5 Assessments/Benchmarks</th>
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<tbody>
<tr>
<td><strong>Reading:</strong> Comprehension: Author’s Point of View <strong>RI.6.6, RI.5.8</strong></td>
</tr>
<tr>
<td><strong>Writing:</strong> Writing About Text <strong>RI.6.6, RI.5.8, W.5.9b</strong></td>
</tr>
<tr>
<td><strong>Language:</strong> Vocabulary: Context Clues <strong>L.5.4, RF.5.4c</strong></td>
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<tr>
<td>Week 6:</td>
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<tr>
<td><strong>Common Core ELA Standards:</strong></td>
</tr>
<tr>
<td><em>Read with significant accuracy and fluency to support comprehension</em> <strong>RF.5.4</strong></td>
</tr>
<tr>
<td><em>Read grade-level text with purpose and understanding</em> <strong>RF.5.4a</strong></td>
</tr>
<tr>
<td><em>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression</em> <strong>RF.5.4b</strong></td>
</tr>
<tr>
<td><em>Use context to confirm or self-correct word recognition and understanding, rereading as necessary</em> <strong>RF.5.4c</strong></td>
</tr>
<tr>
<td><em>Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts</em> <strong>RL.5.5</strong></td>
</tr>
<tr>
<td><em>With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting</em> <strong>W.5.6</strong></td>
</tr>
<tr>
<td><em>Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic</em> <strong>W.5.7</strong></td>
</tr>
<tr>
<td><em>Recall relevant information from past experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources</em> <strong>W.5.8</strong></td>
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<tr>
<td><strong>DAY 1:</strong></td>
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<td><strong>DAY 2:</strong></td>
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<td><strong>DAY 5:</strong></td>
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