# UNIT 5

## Grade 5  Content Area: Reading

### Unit 5: What Next?

**Big Idea:** In what ways can things change?  
**35 days to complete unit**

### Week 1: New Perspectives  
**5 days for week 1**

<table>
<thead>
<tr>
<th>Essential Question(s):</th>
<th>Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What experiences can change the way you see yourself and the world around you?</td>
<td>disdain</td>
</tr>
<tr>
<td></td>
<td>perspective</td>
</tr>
<tr>
<td></td>
<td>superb</td>
</tr>
</tbody>
</table>

## READING

**Common Core ELA Standards:**

- Use context to confirm or self-correct word recognition and understanding, rereading as necessary **RF.5.4c**
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text **RL.5.1**
- Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text **RL.5.3**
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably **RL.5.9**
- 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 on grade 5 topics and texts, building on others’ ideas and expressing their own clearly **SL.5.1b**
- Describe characters in a story and explain how their actions contribute to the sequence of events **RL.3.3**

### INTRODUCE:

- Background Knowledge; Vocabulary
- Interactive Read Aloud: ‘A Change of Heart’

### TEACH:

- **Close Read:** “Miquel in the Middle”
- **Mini Lesson:** Make Predictions, Compare and Contrast Settings, Realistic Fiction, Context Clues, Writing Traits

### APPLY:

- **Close Read and Paired Text:** “Ida B”
  - “A Dusty Ride”
### Grade 5 Content Area: Reading

#### UNIT 5

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

Targeted Skill: Compare and Contrast

**INTEGRATE:** Whole Group

- Research and Inquiry – Cause and Effect Chart T28 **W.5.7**
- Text Connections- Compare experiences T29 **RL.5.9, SL.5.1d**
- Writing About Reading- Write an Analysis T29 **RL.5.7, W.5.9**

**ASSESS:** Weekly Assessment: 241-252

**Week 1 Assessments/Benchmarks**

- **Reading:** Comprehension: Character, Setting, Plot, Compare and Contrast Settings **RL.5.1, RL.5.3**
- **Writing:** Writing About Text **RL.5.1, RL.5.3, W.5.9a**
- **Language:** Vocabulary: Context Clues, Comparison **L.5.4a**
Unit 5: What Next?

Big Idea: In what ways can things change? 35 days to complete unit

Week 2: Better Together 5 days for week 2

<table>
<thead>
<tr>
<th>Essential Question(s):</th>
<th>Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do shared experiences help people adapt to change?</td>
<td>assume, obviously, sympathy, guarantee, rely, weakling, nominate, supportive</td>
</tr>
</tbody>
</table>

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.
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text RL.5.1
- Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text RL.5.3
- Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably RI.5.9
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies L.5.4
- Engage effectively in a range of collaborative discussions with diverse partners, building on others’ ideas and expressing their own clearly. Follow agreed-upon rules for discussions and carry out assigned roles 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

INTRODUCE:

Background Knowledge; Vocabulary
Interactive Read Aloud: “Starting Over”

TEACH:

Close Read: “The Day the Rollets Got Their Movie Back”
Mini Lesson: Make Predictions, Compare and Contrast Characters, Historical Fiction, Idioms, Writing Traits

APPLY:

Close Read and Paired Text: ‘Bud, not Buddy”
“Musical Impressions of the Great Depression”
### INTEGRATE: Whole Group

- Research and Inquiry –Presentation T92
- Text Connections – Compare Shared Experiences T93
- Writing About Reading- Write an Analysis, T93

### ASSESS: Weekly Assessment: 253-264

### Week 2 Assessments/Benchmarks
- Reading: Comprehension: Character, Setting, Plot, Compare and Contrast Characters [RL.5.3, RL.5.1](#)
- Writing: Writing About Text [RL.5.3, W.5.9b](#)
- Language: Vocabulary: Idioms [L.5.5b](#)
# Mount Holly Schools: Reading Wonders Curriculum Guide
## UNIT 5
### Grade 5 Content Area: Reading

**Unit 5: What’s Next?**

**Big Idea:** In what ways can things change?  
35 days to complete unit

**Unit Assessments:** (Pre-/Post-Benchmarks and Culminating Activity)  
5 days for assessment

**Week 3: Our Changing Earth (Science)**  
5 days for week 3

**Essential Question(s):**
What changes in the environment affect living things?

**Vocabulary:**
- atmosphere
- decays
- gradual
- impact
- noticeably
- receding
- stability
- variations

### Common Core ELA Standards:

- **RF.5.4b** Read on level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- **RL.5.6** Describe how a narrator’s or speaker’s point of view influences how events are described.
- **RI.5.4** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.5.6** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts.
- **RI.5.9** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- **RI.5.1** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- **SL.5.1a** 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. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- **SL.5.1d** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- **SL.5.1e** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content choosing flexibly from a range of strategies. Use context as a clue to the meaning of a word or phrase.

### INTRODUCE:
- Background Knowledge: Vocabulary
- Interactive Read Aloud: “Changing Climate, Changing Lives”

### TEACH:
- **Close Read:** “Forest Fires”
- **Mini Lesson:** Ask and Answer Questions, Compare and Contrast, Expository Text, Paragraph Clues, Writing Traits
### APPLY:

**Close Read and Paired Text:**
- “Global Warming”
- “When Volcanoes Erupt”

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

Targeted Skill: Ask and Answer Questions; Compare and Contrast

### INTEGRATE: Whole Group

- Research and Inquiry –Web Site Entry or Podcast T156
- Text Connections- Compare Environmental Changes T157
- Writing About Reading- Write an Analysis T157

### ASSESS: Weekly Assessment: 265-276

### Week 3 Assessments/Benchmarks

- **Reading:** Comprehension: Text Structure: Compare and Contrast **RI.5.3**
- **Writing:** Writing About Text **RI.5.3, W.5.9b**
- **Language:** Context Clues; Paragraph Clues **L.5.4a**
## Unit 5: What's Next?

<table>
<thead>
<tr>
<th>Big Idea: In what ways can things change?</th>
<th>35 days to complete unit</th>
</tr>
</thead>
</table>

### Week 4: Now We Know (Science)

<table>
<thead>
<tr>
<th>10 days for week 4</th>
</tr>
</thead>
</table>

### Essential Question(s):

**How can scientific knowledge change over time?**

### Vocabulary:

- approximately
- astronomical
- criteria
- diameter
- evaluation
- orbit
- spheres

### 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.
- **RI.5.1**: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.5.9**: Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject.
- **L.5.4.b**: Determine or clarify the meaning of unknown and multiple meaning words and phrases using common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
- **L.5.2e**: Spell grade appropriate words correctly, consulting references as needed.
- **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.
- **RI.5.5**: Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.

### INTRODUCE:

- Background Knowledge: Vocabulary
- Interactive Read Aloud: “The Sun: Our Star”

### TEACH:

- **Close Read**: “Changing Views of Earth”
- **Mini Lesson**: Ask and Answer Questions, Cause and Effect, Expository Text, Greek Roots, Writing Traits

### APPLY:

- **Close Read and Paired Text**: “When is a Planet not a Planet”
  - “Time to Invent”
## Mount Holly Schools: Reading Wonders Curriculum Guide

### UNIT 5

**Grade 5  Content Area: Reading**

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

Targeted Skill: Ask and Answer Questions, Cause and Effect

### INTEGRATE: Whole Group

- Research and Inquiry – Summary T220
- Text Connections- Compare Changes T221
- Writing About Reading- Write an Analysis T221

### ASSESS: Weekly Assessment: 277-288

**Week 4 Assessments/Benchmarks**

- **Reading:** Comprehension: Text Structure: Cause and Effect \textit{RI.5.5}
- **Writing:** Writing About Text \textit{RI.5.5, W.5.9b}
- **Language:** Vocabulary: Greek Roots \textit{L.5.4b}
**Unit 5: What Next?**

**Big Idea:** In what ways can things change?  
35 days to complete unit

**Week 5: Time For Kids (Science)**  
5 days for week 5

<table>
<thead>
<tr>
<th>Essential Question(s):</th>
<th>Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do natural events and human activities affect the environment?</td>
<td>agriculture</td>
</tr>
<tr>
<td></td>
<td>identify</td>
</tr>
<tr>
<td></td>
<td>unexpected</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Common Core ELA Standards:**

- Know and Apply grade level phonics and word analysis skills in decoding words **RF5.3.a**
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent **RI.5.6**
- Explain how an author uses reasons and evidence to support particular points in a text **RI.5.8**
- Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text **RI.6.6**
- 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 **SL.5.2**
- Acquire and use accurately grade appropriate general academic and domain specific words and phrases **L.5.6**
- Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace **SL.5.**

**INTRODUCE:**

- Background Knowledge: Vocabulary
- Interactive Read Aloud: “Dams: Harnessing the Power of Water”

**TEACH:**

- **Close Read:** “Should Plants and Animals from Other Places Live Here?”
- **Mini Lesson:** Ask and Answer Questions, Author’s Point of View, Persuasive Article, Root Words, Writing Traits

**APPLY:**

- **Close Read and Paired Text:** “The Case of the Missing Bees”
  “Busy, Beneficial, Bees”

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

- Targeted Skill: Ask and Answer Questions; Author’s Point of View
INTEGRATE: Whole Group

Research and Inquiry – Bibliography  T284
Text Connections- Compare Information on the Environment T285
Writing About Reading- Write an Analysis  T285

ASSESS: Weekly Assessment: 289-300

Week 5 Assessments/Benchmarks
Reading: Comprehension: Author’s Point of View, RI.5.8
Writing: Writing About Text RI.6.6, RI.5.8, W.5.9b
Language: Vocabulary: Root Words L.5.4.b
## Mount Holly Schools: Reading Wonders Curriculum Guide

### UNIT 5

**Grade 5  Content Area: Reading**

### Unit 5 Assessment Week

3 days for assessment

### Week 6:

#### READING

**Common Core ELA Standards:**
- Read with significant accuracy and fluency to support comprehension **RF.5.4**
- Read grade-level text with purpose and understanding **RF.5.4a**
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression **RF.5.4b**
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary **RF.5.4c**
- Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts **RI.5.5**
- 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 **W.5.6**
- Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic **W.5.7**
- 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 **W.5.8**

#### DAY 1:
- Reader’s Theater Practice “Jane Addams and Hull House”, T326 (see PDF online pgs 2-3, 57-64)
- Continue Independent Reading

#### DAY 2:
- Reader’s Theater Performance “Jane Addams and Hull House”, T326 (see PDF online pgs 2-3, 57-64)
- Continue Independent Reading

#### DAY 3:
- Reading Digitally: "Is Anybody Out There?", T328
- Assessment pages 108-121
- Research and Inquiry Projects, T330 – T331

#### DAY 4:
- Write about Reading: Summarize “Is Anybody Out There?”, T329
- Assessment pages 122-127
- Research and Inquiry Projects, T330-T331

#### DAY 5:
- Assessment pages 128-133
- Present Research Inquiry Projects, T330-T331