Unit 6: Linked In

Big Idea: How are all things connected? 35 days to complete unit

Week 1: Joining Forces 5 days for week 1

Essential Question(s):
How do different groups contribute to a cause?

Vocabulary:
bulletin  contributions  diversity
enlisted  intercept  operations
operations  recruits  survival

READING

Common Core ELA Standards:
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary RF.5.4c
- Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text RL.5.7
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text RL.5.1
- Use context as a clue to the meaning of a word or phrase L.5.4a
- Consult reference materials both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases L.5.4c
- 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: “Hope for the Troops”

TEACH:

Close Read: “Shipped Out”
Mini Lesson: Summarize, Theme, Historical Fiction, Homophones, Writing Traits

APPLY:

“Allies in Action”
### DIFFERENTIATE: IRLA Reading
Targeted Skill: Character, Setting, Plot, Sequence

### INTEGRATE: Whole Group
- Research and Inquiry – Research Presentation  T28
- Text Connections- Compare how groups contribute to a cause  T29
- Writing About Reading- Write an Analysis T29

### ASSESS: Weekly Assessment
**Week 2 Assessments**
- Reading: Comprehension: Theme  **RL.5.2**
- Writing: Writing About Text  **RI.5.3, W.5.9b**
- Language: Vocabulary: Homophones  **L.5.4a**

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**Unit 6 : Linked In**
**Big Idea: How are all things connected?**  
35 days to complete unit

**Week 2: Getting Along**  
5 days for week 2

<table>
<thead>
<tr>
<th>Essential Question(s):</th>
<th>Vocabulary:</th>
</tr>
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<tbody>
<tr>
<td>What actions can we take to get along with others?</td>
<td>abruptly</td>
</tr>
<tr>
<td></td>
<td>confident</td>
</tr>
<tr>
<td></td>
<td>protective</td>
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**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*

*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*

*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. 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.5.1*

*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: “Diamond in the Sky”

**TEACH:**

- **Close Read:** “The Bully”
- **Mini Lesson:** Summarize, Theme, Realistic Fiction, Connotation and Denotation, Writing Traits

**APPLY:**

- **Close Read and Paired Text:** “The Friend who Changed my Life”  
  “Choose your Strategy: A Guide to Getting Along”

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

- Targeted Skill: Summarize; Theme
# INTEGRATE: Whole Group
Research and Inquiry – Oral Presentation  T92  
Text Connections- Compare Stories and Text T93  
Writing About Reading- Write an Analysis T93

# ASSESS: Weekly Assement

## Week 2 Assessments/Benchmarks
Reading: Comprehension: Theme  **RL.5.2**  
Writing: Writing About Text  **RI.5.2, W.5.9a**  
Language: Vocabulary: Connotation and Denotation  **L.5.4c**
**Mount Holly Schools: Reading Wonders Curriculum Guide**  
**UNIT 6**

**Grade 5  Content Area: Reading**

<table>
<thead>
<tr>
<th>Big Idea: How are all things connected?</th>
<th>35 days to complete unit</th>
</tr>
</thead>
</table>

**Week 3: Adaptations (Science) | 5 days for week 3**

**Essential Question(s):**  
How are living things adapted to their environment?

**Vocabulary:**  
adaptation           agile                cache  
dormant              forage              frigid  
hibernate             insulates

**Common Core ELA Standards:**

- Read on level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings **RF.5.4b**
- Quote accurately from a text when explaining what the text explicitly and when drawing inferences from the text **RL.5.1**
- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text **RI.5.1**
- 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**

**INTRODUCE:**

- Background Knowledge; Vocabulary  
- Interactive Read Aloud:

**TEACH:**

- **Close Read:** “Mysterious Oceans”  
- **Mini Lesson:** Ask and Answer Questions, Expository Text, Cause and Effect, Paragraph Clues, Writing Traits

**APPLY:**

- **Close Read and Paired Text:** “Survival at 40 Below”  
  “Why the Evergreen Trees Never Lose Their Leaves”

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

- Targeted Skill: Ask and Answer Questions; Cause and Effect
INTEGRATE: Whole Group

Research and Inquiry – Oral Presentation  T156
Text Connections- Compare Animal Adaptations T157
Writing About Reading- Write an Analysis T157

ASSESS: Weekly Assessment

Week 3 Assessments/Benchmarks
Reading: Comprehension: Text Structure: Cause and Effect RI.5.3
Writing: Writing About Text RI.5.3, W.5.9b
Language: Context Clues: Paragraph Clues L.5.4a

Unit 6: Linked In

Big Idea: How are all things connected? 35 days to complete unit
# Mount Holly Schools: Reading Wonders Curriculum Guide

## UNIT 6

### Grade 5  Content Area: Reading

## Week 4: Making A Difference (Science)

<table>
<thead>
<tr>
<th>Essential Question(s): What impact do our actions have on our world?</th>
<th>Vocabulary: export, landscape, restore, glistening, native, urged, influence, plantations</th>
</tr>
</thead>
</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.5.3a
- **Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem** RL.5.5
- **Explain the relationships or interactions between two or more individuals, events, ideas, or concepts** RI.5.
- **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. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others** SL.5.1

## INTRODUCE:

- Background Knowledge; Vocabulary
- Interactive Read Aloud: “Science Makes a Difference”

## TEACH:

- **Close Read:** “Words to Save the World”
- **Mini Lesson:** Ask and Answer Questions, Problem and Solution, Biography, Synonyms and Antonyms, Writing Traits

## APPLY:

- **Close Read and Paired Text:** “Planting the Trees of Kenya”
  “The Park Project”

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

- Targeted Skill: Ask and Answer Questions; Problem and Solution

## INTEGRATE: Whole Group

- Research and Inquiry - Research Display T220
- Text Connections- Compare Impact of Human Actions T221
- Writing About Reading- Write an Analysis T221
UNIT 6

Grade 5  Content Area: Reading

**ASSESS: Weekly Assessment**

<table>
<thead>
<tr>
<th>Week 4 Assessments/Benchmarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading: Comprehension: Text Structure: Problem and Solution <strong>RI.5.5</strong></td>
</tr>
<tr>
<td>Writing: Writing About Text <strong>RI.5.5, W.5.9b</strong></td>
</tr>
<tr>
<td>Language: Vocabulary: Synonyms and Antonyms <strong>L.5.5c</strong></td>
</tr>
</tbody>
</table>

Unit 6 : Linked In

**Big Idea: How are all things connected?**  35  days to complete unit

**Week 5: Out In The World**  5  days for week 5
Mount Holly Schools: Reading Wonders Curriculum Guide
UNIT 6

Grade 5 Content Area: Reading

Essential Question(s):
What can our connections to the world teach us?

Vocabulary:
blares               connection             errand
exchange         assonance             consonance
imagery            personification

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
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. 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 SL.5.2
Acquire and use accurately grade appropriate general academic and domain specific words and phrases L.5.6

INTRODUCE:
Background Knowledge; Vocabulary
Interactive Read Aloud: “The Beat”

TEACH:
Close Read: “To Travel” and “Wild Blossoms”
Mini Lesson: Lyric and Narrative Poem, Point of View, Assonance and Consonance, Personification, Writing Traits

APPLY:
Close Read and Paired Test: “You are My Music’
“A Time to Talk ” (Poetry)

DIFFERENTIATE: IRLA Reading/Small Group Discussion – Leveled Readers
Targeted Skill: Point of View;

INTEGRATE: Whole Group
Research and Inquiry –Summary of an Interview T284
Text Connections- Compare Speakers T285
Writing About Reading- Write an Analysis T285

ASSESS: Weekly Assessment

Week 5 Assessments/Benchmarks
Reading: Comprehension: Point of View RL.5.6
Writing: Writing About Text RL.5.4, W.5.9
Language: Personification RL.5.4
# UNIT 6 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 on-level text with purpose and understanding **RF.5.4a**
- Read on-level text accurately and fluently **RF.5.4b**
- Know and use various text features to locate information in a text **RI.5.5**
- Participate in research and writing projects **W.5.7**
- 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 **W.5.6**
- 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** “A Boy Named Abe” T326 (see PDF online pgs 2-3, 5-13)
- Continue Independent Reading

### DAY 2:
**Reader's Theater Performance** “A Boy Named Abe” T326 (see PDF online pgs 2-3, 5-13)
- Continue Independent Reading Groups

### DAY 3:
**Close Read:** “Road to Ruin?” read digitally, T328
- Assessment pages 27-37
- Research and Inquiry Projects, T329

### DAY 4:
**Write about Reading:** Time for Kids “Road to Ruin?” T328
- Assessment pages 38-45

### DAY 5:
- Assessment pages 45-51
- Present Research Inquiry Projects