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| **Content Area** | Reading, Writing, and Communicating | **Grade Level** | 5th Grade |
| **Course Name/Course Code** |  |
| **Standard** | **Grade Level Expectations (GLE)** | **GLE Code** |
| 1. Oral Expression and Listening
 | 1. Effective communication requires speakers to express an opinion, provide information, describe a process, and persuade an audience
 | RWC10-GR.5-S.1-GLE.1 |
| 1. Listening strategies are techniques that contribute to understanding different situations and serving different purposes
 | RWC10-GR.5-S.1-GLE.2 |
| 1. Reading for All Purposes
 | 1. Literary texts are understood and interpreted using a range of strategies
 | RWC10-GR.5-S.2-GLE.1 |
| 1. Ideas found in a variety of informational texts need to be compared and understood
 | RWC10-GR.5-S.2-GLE.2 |
| 1. Knowledge of morphology and word relationships matters when reading
 | RWC10-GR.5-S.2-GLE.3 |
| 1. Writing and Composition
 | 1. The recursive writing process contributes to the creative and unique literary genres for a variety of audiences and purposes
 | RWC10-GR.5-S.3-GLE.1 |
| 1. The recursive writing process creates stronger informational and persuasive texts for a variety of audiences and purposes
 | RWC10-GR.5-S.3-GLE.2 |
| 1. Conventions apply consistently when evaluating written texts
 | RWC10-GR.5-S.3-GLE.3 |
| 1. Research and Reasoning
 | 1. High-quality research requires information that is organized and presented with documentation
 | RWC10-GR.5-S.4-GLE.1 |
| 1. Identifying and evaluating concepts and ideas have implications and consequences
 | RWC10-GR.5-S.4-GLE.2 |
| 1. Quality reasoning requires asking questions and analyzing and evaluating viewpoints
 | RWC10-GR.5-S.4-GLE.3 |
| **Colorado 21st Century Skills** | **Common Core Reading Foundational Standards** |
| **Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently***Information Literacy:** *Untangling the Web***Collaboration:** *Working Together, Learning Together***Self-Direction:** *Own Your Learning***Invention:** *Creating Solutions* | **Phonics and Word Recognition:** [CCSS.RF.5.3](http://www.corestandards.org/ELA-Literacy/RF/5/3/) Know and apply grade-level phonics and word analysis skills in decoding words.[CCSS.RF.5.3a](http://www.corestandards.org/ELA-Literacy/RF/5/3/a/) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.**Fluency:** [CCSS.RF.5.4](http://www.corestandards.org/ELA-Literacy/RF/5/4/) Read with sufficient accuracy and fluency to support comprehension.[CCSS.RF.5.4a](http://www.corestandards.org/ELA-Literacy/RF/5/4/a/) Read grade-level text with purpose and understanding.[CCSS.RF.5.4b](http://www.corestandards.org/ELA-Literacy/RF/5/4/b/) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.[CCSS.RF.5.4c](http://www.corestandards.org/ELA-Literacy/RF/5/4/c/) Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| **Unit Titles** | **Length of Unit/Contact Hours** | **Unit Number/Sequence** |
| Stories Worth Telling | 4-6 weeks | 1 |
| The Power of Perspective | 4-6 weeks | 2 |
| Can’t We Just Get Along? | 4-6 weeks | 3 |
| Relationships Shape Us | 4-6 weeks | 4 |
| Living in a Complex World | 4-6 weeks | 5 |

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| **Unit Title** | Stories Worth Telling | **Length of Unit** | 4-6 weeks |
| **Focusing Lens(es)** | Communication | **Standards and Grade Level Expectations Addressed in this Unit** | RWC10-GR.5-S.1-GLE.1RWC10-GR.5-S.2-GLE.2RWC10-GR.5-S.2-GLE.3  | RWC10-GR.5-S.3-GLE.2RWC10-GR.5-S.3-GLE.3RWC10-GR.5-S.4-GLE.1  |
| **Inquiry Questions (Engaging- Debatable):**  | * What are the most effective form(s) of communication? (RWC10-GR.5-S.1-GLE.2)
* How are power relationships reflected in communication?
 |
| **Unit Strands** | Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning |
| **Concepts** | **In content:** | **In reading:** | **In writing:** |
| Point of view, context, interactions, structure, choice, communication, background,  | phonics, fluency, vocabulary, comprehension, literary techniques, predict, infer, question, connect | phonics, fluency, vocabulary, comprehension, Spelling, mood, tone, implication |

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| **Generalizations****My students will Understand that…** | **Guiding Questions** **Factual Conceptual** |
| Comprehension strategies help readers develop greater/deeper understanding of various texts. [(CCSS.5.4a](http://www.corestandards.org/ELA-Literacy/RF/5/4/a/)) (RWC10-GR.5-S.2-GLE.3-EO.b.i)\* | Identify 5 strategies good readers use to help make meaning of text. | Why do good readers need and use a wide array of comprehension strategies? |
| Knowledge and understanding of morphology and word relationships help facilitate the development of reading skill(s) and vocabulary. [(CCSS.RF.5.3a](http://www.corestandards.org/ELA-Literacy/RF/5/3/a/)) (RWC10-GR.5-S.2-GLE.3-EO.a)\* | How are the words “spectator” and “respect” related?Explain how the common parts of these words give us clues as to their definition and relationship to one another.  | How might a broad knowledge of spelling morphology help students? |
| Writing conventions and grammar impact an author/speaker’s ability to effectively communicate. (RWC10-GR.5-S.3)\* | Compare and contrast methods of communication. Are some more formal than others?  | Why does the use of grammar impact the effectiveness of a message?How might a person’s message be influenced by the formality of the setting? |
| Writers’ and speakers’ communication strategies and approaches can influence the thinking and behavior of audiences. (RWC10-GR.5-S.3.GLE.3-N.1) | In the (biographical text), how did (character) influence others? (RWC10-GR.5-S.3-GLE.3-NR.1) | Why are writers thoughtful of the language they use in their writing? (RWC10-GR.5-S.3-GLE.3-N.1) |
| Powerful forms of communication and powerful communicators match the purpose of their oral communications with the intended audience(s). (RWC10-GR.5-S.3-GLE.3-IQ.3) and (RWC10-GR.5-S.3-GLE.2-EO.b.i-v) | What are different forms of communication used in today’s culture? Which form would you use to communicate with a live audience? A friend in another state?  | How do writers prepare their writing for different audiences? (RWC10-GR.5-S.3-GLE.3-IQ.1) |
| Collaborative group discussions can enhance understanding and contribute to effective interpersonal communication. (RWC10-GR.5-S.1-GLE.2-EO.a-d) | What are the agreed-upon rules for discussions? (RWC10-GR.5-S.1-GLE.2-EO.b.ii) | How do presenters make themselves clear when presenting ideas to others? (RWC10-GR.5-S.1-GLE.1-IQ.1) |

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| **Critical Content:** **My students will Know…** | **Key Skills:****My students will be able to (Do)…** |
| * Agreed-upon rules for collaborative discussion. (RWC10-GR.5-S.1-GLE.2-EO.a-d)
* Communication influences thinking. (RWC10-GR.5-S.3-GLE.3-NR.1)
* The reasons audience and purpose determine the form of communication (RWC10-GR.5-S.3-GLE.3-IQ.3) and (RWC10-GR.5-S.3-GLE.2-EO.b.i-v)
* Morphology and word relationships. (RWC10-GR.5-S.3-GLE.3)
* Conventions and grammar (RWC10-GR.5-S.1-GLE.1) and (RWC10-GR.5-S.3-GLE.1)
 | * Apply grade-level phonics and word analysis skills in decoding words. [CCSS.RF.5.3](http://www.corestandards.org/ELA-Literacy/RF/5/3/) (RWC10-GR.5-S.3-GLE.3)
* Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. [CCSS.RF.5.3a](http://www.corestandards.org/ELA-Literacy/RF/5/3/a/) (RWC10-GR.5-S.3-GLE.3-EO.a)
* Read with sufficient accuracy and fluency to support comprehension. [CCSS.RF.5.4](http://www.corestandards.org/ELA-Literacy/RF/5/4/) (RWC10-GR.5-S.3-GLE.3-EO.g)
* Read grade-level text with purpose and understanding. [CCSS.RF.5.4a](http://www.corestandards.org/ELA-Literacy/RF/5/4/a/)(RWC10-GR.5-S.3-GLE.3-EO.g.i)
* Interact with a text to deepen comprehension. (RWC10-GR.5-S.2-GLE.2-EO.c.i)
* Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. [CCSS.RF.5.4b](http://www.corestandards.org/ELA-Literacy/RF/5/4/b/) (RWC10-GR.5-S.3-GLE.3-EO.g.ii)
* Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [CCSS.RF.5.4c](http://www.corestandards.org/ELA-Literacy/RF/5/4/c/) (RWC10-GR.5-S.3-GLE.3-EO.g.iii)
* Participate in collaborative discussions on a given text/topic. (RWC10-GR.5-S1-GLE.2-EO.a-d)
* Write an informational text for a variety of audiences and purposes. (RWC10-GR.5-S3.GLE.2-EO.a-b)
* Summarize and synthesize informational texts. (RWC10-GR.5-S2.GLE.2-EO.a.i-iv) (RWC10-GR.5-S2.GLE.2-EO.b.iv)
* Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RWC10-GR.5-S2.GLE.2-EO.a.i)
* Compare and contrast various methods of communication.
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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):**  | *I can effectively write and discuss informational texts using synthesis and summary.*  |
| **Academic Vocabulary:** | Inference, informational text, audience, collaboratively, explicitly, summarize, synthesize, elaborate, draw conclusions, deconstruct, assimilate infer/inferences |
| **Technical Vocabulary:** | Morphology, Greek/Latin roots  |

\*These generalizations reflect the significant developmental components of reading and writing instruction essential for student mastery of the Colorado Academic Standards; they thread across the entire year and, thus, are included in every unit overview at this grade level.

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| **Unit Title** | The Power of Perspective | **Length of Unit** | 4-6 weeks |
| **Focusing Lens(es)** | Perspective | **Standards and Grade Level Expectations Addressed in this Unit** | RWC10-GR.5-S.1-GLE.1RWC10-GR.5-S.2-GLE.1 RWC10-GR.5-S.2-GLE.2RWC10-GR.5-S.2-GLE.3 | RWC10-GR.5-S.3-GLE.2RWC10-GR.5-S.3-GLE.3RWC10-GR.5-S.4-GLE.3  |
| **Inquiry Questions (Engaging- Debatable):**  | * Do you have your own perspectives/opinions (or did you get them from somewhere else)?
* What makes a person change their mind?
* How do multiple points of view of the same event impact our understanding of that event?
 |
| **Unit Strands** | Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning |
| **Concepts** | **In content:** | **In reading:** | **In writing:** |
| influence, conflict, resolution, complexity, connections, relationships, analysis, perspective, point of view, context, reliability, narration | phonics, fluency, vocabulary, comprehension, analyze, deconstruct, infer, question | Phonics, Fluency, Vocabulary, Comprehension. Spelling, sentence structure, implication, mood, tone |

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| **Generalizations****My students will Understand that…** | **Guiding Questions** **Factual Conceptual** |
| Comprehension strategies help readers develop greater/deeper understanding of various texts. [(CCSS.5.4a](http://www.corestandards.org/ELA-Literacy/RF/5/4/a/)) (RWC10-GR.5-S.2-GLE.3-EO.b.i)\* | Identify 5 strategies good readers use to help make meaning of text. | Why do good readers need and use a wide array of comprehension strategies? |
| Knowledge and understanding of morphology and word relationships help facilitate the development of reading skill(s) and vocabulary. [(CCSS.RF.5.3a](http://www.corestandards.org/ELA-Literacy/RF/5/3/a/)) (RWC10-GR.5-S.2-GLE.3-EO.a) | How are the words “spectator” and “respect” related?Explain how the common parts of these words give us clues as to their definition and relationship to one another.  | How might a broad knowledge of spelling morphology help students? |
| Writing conventions and grammar impact an author/speaker’s ability to effectively communicate. (RWC10-GR.5-S.3)\* | Compare and contrast methods of communication. Are some more formal than others?  | Why does the use of grammar impact the effectiveness of a message?How might a person’s message be influenced by the formality of the setting? |
| Readers ask (complex) questions to help understand a text more deeply and further inform personal perspectives. (RWC10-GR.5-S.4-GLE.3-EO.a) | Name and define the types of questions?  | How do our questions help us understand the perspective(s) of others? (RWC10-GR.5-S.1-GLE.2-IQ.3) |
| Clearly expressed opinions can inform and perhaps influence the perspective of others. (RWC10-GR.5-S.3-GLE.2-EO.a.i-v) | What is the difference between fact and opinion? (RWC10-GR.5-S.3-GLE.2-EO.a.iii)Name characters from the text and list the perspectives/beliefs they represent. | Why is it difficult to accept another person’s perspective?How do presenters/authors try to ensure that their message is clearly articulated (RWC10-GR.5-S.1-GLE.1-IQ.1)? |
| The diversity of perspectives offered through literature may shape personal beliefs, actions, and values (RWC10-GR.5-S.1-GLE.2-EO.a) | When reading (a text), what ways does the main character \_\_\_\_\_\_\_ cause conflict? (RWC10-GR.5-S.2-GLE.2-EO.b.iii) | How does understanding a certain character informed your thinking regarding the text? …the author’s message?How has your understanding of a character informed your thinking? |
| Respectful communication concerning differing values and perspectives can help build healthy relationships. (RWC10-GR.5-S.4-GLE.3-EO.b)  | What is the perspective of the narrator? How does the narrator’s perspective influence how the story is told? (RWC10-GR.5-S.2-GLE.1.C.iv) | How do you know when someone values your opinion? |

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| **Critical Content:** **My students will Know…** | **Key Skills:****My students will be able to (Do)…** |
| * The ways perspective influences how one thinks. (RWC10-GR.5-S.1-GLE.2-EO.a)
* The difference between fact and opinion. (RWC10-GR.5-S.2-GLE.2-EO.a.iv)
* The ways in which differing viewpoints can be fairly assessed . (RWC10-GR.5-S.4-GLE.3-EO.b)
* Methods for synthesizing information from differing viewpoints. (RWC10-GR.5-S.2-GLE.2-EO.b.iii)
* Morphology and word relationships.
* Conventions and grammar
 | * Apply grade-level phonics and word analysis skills in decoding words. [CCSS.RF.5.3](http://www.corestandards.org/ELA-Literacy/RF/5/3/) (RWC10-GR.5-S.3-GLE.3)
* Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. [CCSS.RF.5.3a](http://www.corestandards.org/ELA-Literacy/RF/5/3/a/) (RWC10-GR.5-S.3-GLE.3-EO.a)
* Read with sufficient accuracy and fluency to support comprehension. [CCSS.RF.5.4](http://www.corestandards.org/ELA-Literacy/RF/5/4/) (RWC10-GR.5-S.3-GLE.3-EO.g)
* Read grade-level text with purpose and understanding. [CCSS.RF.5.4a](http://www.corestandards.org/ELA-Literacy/RF/5/4/a/)(RWC10-GR.5-S.3-GLE.3-EO.g.i)
* Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. [CCSS.RF.5.4b](http://www.corestandards.org/ELA-Literacy/RF/5/4/b/) (RWC10-GR.5-S.3-GLE.3-EO.g.ii)
* Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [CCSS.RF.5.4c](http://www.corestandards.org/ELA-Literacy/RF/5/4/c/) (RWC10-GR.5-S.3-GLE.3-EO.g.iii)
* Compare and contrast points of view using evidence from the text. (RWC10-GR.5-S.2-GLE.1-EO.b.iii)
* Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RWC10-GR.5-S.2-GLE.2-EO.b.iii)
* Express their opinion in order to persuade or inform an audience. (RWC10-GR.5-S.1-GLE.1-EO.a.i-ii) and (RWC10-GR.5-S.1-GLE.1-EO.d) and (RWC10-GR.5-S.3-GLE.2-EO.a.i)
* Listen respectfully to the opinions of others. (RWC10-GR.5-S.1-GLE.2-EO.a-d)
* Define perspective. (RWC10-GR.5-S.3-GLE.2-EO.b.iv).
* Compare and contrast various methods of communication.
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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):**  | *My perspectives and opinions should be formed and defended using relevant evidence.* |
| **Academic Vocabulary:** | compare and contrast, fact, opinion, persuade, inform, analyze, interpret, complex, conflict, synthesize, perspective, evidence |
| **Technical Vocabulary:** | Character(ization), character development, Point of View |

\*These generalizations reflect the significant developmental components of reading and writing instruction essential for student mastery of the Colorado Academic Standards; they thread across the entire year and, thus, are included in every unit overview at this grade level.

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| **Unit Title** | Can’t We Just Get Along? | **Length of Unit** | 4-6 weeks |
| **Focusing Lens(es)** | Conflict (internal-external) | **Standards and Grade Level Expectations Addressed in this Unit** | RWC10-GR.5-S.1-GLE.1RWC10-GR.5-S.2-GLE.1RWC10-GR.5-S.2-GLE-2RWC10-GR.5-S.2-GLE.3  | RWC10-GR.5-S.3-GLE.1RWC10-GR.5-S.3-GLE.2RWC10-GR.5-S.3-GLE.3  |
| **Inquiry Questions (Engaging- Debatable):**  | * Why is conflict and resolution important in text?
* How can internal conflict impact external conflicts? (RWC10-GR.5-S2.GLE.1-EO.a-e) (RWC10-GR.5-S.2.GLE.1-EO.a-e)
 |
| **Unit Strands** | Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning |
| **Concepts** | **In content:** | **In reading:** | **In writing:** |
| conflict, resolution, reflection, change, pattern, repetition, balance, reform, resolution, connections, cause/effect  | phonics, fluency, vocabulary, comprehension, story elements, characterization | phonics, fluency, vocabulary, comprehension, spelling, cause/effect, characterization, conflict/resolution |

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| **Generalizations****My students will Understand that…** | **Guiding Questions** **Factual Conceptual** |
| Comprehension strategies help readers develop greater/deeper understanding of various texts. [(CCSS.5.4a](http://www.corestandards.org/ELA-Literacy/RF/5/4/a/)) (RWC10-GR.5-S.2-GLE.3-EO.b.i)\* | Identify 5 strategies good readers use to help make meaning of text. | Why do good readers need and use a wide array of comprehension strategies? |
| Knowledge and understanding of morphology and word relationships help facilitate the development of reading skill(s) and vocabulary. [(CCSS.RF.5.3a](http://www.corestandards.org/ELA-Literacy/RF/5/3/a/)) (RWC10-GR.5-S.2-GLE.3-EO.a) | How are the words “spectator” and “respect” related?Explain how the common parts of these words give us clues as to their definition and relationship to one another.  | How might a broad knowledge of spelling morphology help students? |
| Writing conventions and grammar impact an author/speaker’s ability to effectively communicate. (RWC10-GR.5-S.3)\* | Compare and contrast methods of communication. Are some more formal than others?  | Why does the use of grammar impact the effectiveness of a message?How might a person’s message be influenced by the formality of the setting? |
| Conflict that arises from the sharing of (diverse) perspectives can strengthen individuals’ listening and conflict resolution capacities (RWC10-GR.5-S.2-GLE.1-IQ.4) | What is conflict? (RWC10-GR.5-S.2-GLE.1-EO.b.i-iii) | How does point of view contribute to conflict? How can understanding point of view reduce conflict? |
| Conflict can reveal disagreements and provide unique opportunities to bring about positive forms of change. (RWC10-GR.5-S.2-GLE.1-EO.b.i-iii) | How did (character) change as a result of conflict in (text)?  | Why does conflict bring about change?  |
| The acknowledgement of and attention to multiple points of view often provides the essential first step in resolving interpersonal conflict. (RWC10-GR.5-S.2-GLE.1-EO.iv-v) and (RWC10-GR.5-S.2-GLE.1-EO.b.iii) | What is the point of view of (character)?How does this (character’s) point of view create conflict with (character)?  | How might acknowledging multiple points of view resolve conflict?  |
| Internal and external conflict can help drive characters’ actions and reactions in narrative texts (RWC10-GR.5-S.2-GLE1.EO.b.ii) | What type of conflict drives the story we are reading? | How do internal and external conflicts drive a story’s development in different ways? |

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| **Critical Content:** **My students will Know…** | **Key Skills:****My students will be able to (Do)…** |
| * The development of stories include both conflict and resolution. (RWC10-GR.5-S.2-GLE.1-IQ.4)
* The difference between internal and external conflict. (RWC10-GR.5-S.2-GLE.1-EO.b.ii)
* How authors use multiple points of view to create and resolve conflict. (RWC10-GR.5-S2-GLE.1-EO.iv-v) and (RWC10-GR.5-S.2-GLE.1-EO.b.iii)
* Morphology and word relationships.
* Conventions and grammar
 | * Apply grade-level phonics and word analysis skills in decoding words. [CCSS.RF.5.3](http://www.corestandards.org/ELA-Literacy/RF/5/3/) (RWC10-GR.5-S.3-GLE.3)
* Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. [CCSS.RF.5.3a](http://www.corestandards.org/ELA-Literacy/RF/5/3/a/) (RWC10-GR.5-S.3-GLE.3-EO.a)
* Read with sufficient accuracy and fluency to support comprehension. [CCSS.RF.5.4](http://www.corestandards.org/ELA-Literacy/RF/5/4/) (RWC10-GR.5-S.3-GLE.3-EO.g)
* Read grade-level text with purpose and understanding. [CCSS.RF.5.4a](http://www.corestandards.org/ELA-Literacy/RF/5/4/a/)(RWC10-GR.5-S.3-GLE.3-EO.g.i)
* Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. [CCSS.RF.5.4b](http://www.corestandards.org/ELA-Literacy/RF/5/4/b/) (RWC10-GR.5-S.3-GLE.3-EO.g.ii)
* Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [CCSS.RF.5.4c](http://www.corestandards.org/ELA-Literacy/RF/5/4/c/) (RWC10-GR.5-S.3-GLE.3-EO.g.iii)
* Compare and contrast different perspectives. (RWC10-GR.5-S2.GLE.1-EO.iv-v) and (RWC10-GR.5-S.2-GLE.1-EO.b.iii)
* Write well-developed stories that include conflict and resolution. (RWC10-GR.5-S.3-GLE.1-EO.a.i-vi)
* Define the difference between internal and external conflict. (RWC10-GR.5-S.2-GLE.1-EO.iv-v) and (RWC10-GR.5-S.2-GLE.1-EO.b.iii)
* Describe change in a character as a result of conflict. (RWC10-GR.5-S.2-GLE.1-EO.b.i-iii)
* Identify the plot, to include the plot line, of a story. (RWC10-GR.5-S.2-GLE.1-EO.b.i-iii)
* Compare and contrast various methods of communication.
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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):**  | *While reading \_\_\_\_\_\_\_, it became clear that the main character was driven by both internal and external conflict. Internal/Eternal conflict was apparent \_\_\_ (insert text-based evidence here) \_\_\_.* |
| **Academic Vocabulary:** | Conflict/resolution, perspective, inferences |
| **Technical Vocabulary:** | Internal conflict external conflict, character development, plot, theme |

\*These generalizations reflect the significant developmental components of reading and writing instruction essential for student mastery of the Colorado Academic Standards; they thread across the entire year and, thus, are included in every unit overview at this grade level.

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| **Unit Title** | Relationships Shape Us  | **Length of Unit** | 4-6 weeks |
| **Focusing Lens(es)** | Relationships | **Standards and Grade Level Expectations Addressed in this Unit** | RWC10-GR.5-S.2-GLE.1RWC10-GR.5-S.2-GLE.2RWC10-GR.5-S.2-GLE 3  | RWC10-GR.5-S.3-GLE.1RWC10-GR.5-S.3-GLE.3RWC10-GR.5-S.4-GLE.2 |
| **Inquiry Questions (Engaging- Debatable):**  | * Have you ever felt like a character in a book/movie was just like you?
* How can comparing relationships in a text to our own relationships help us as readers (and in our lives)? (RWC10-GR.5-S2.GLE.1-EO.b.i-iii) (RWC10-GR.5-S3.GLE.1-EO.a.i-vi)
 |
| **Unit Strands** | Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning |
| **Concepts** | **In content:** | **In reading:** | **In writing:** |
| Communication, Diversity, Value, Connections, Interaction, Change | Phonics, Fluency, Vocabulary, Comprehension | Phonics, Spelling, Fluency, Vocabulary, Comprehension |

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| **Generalizations****My students will Understand that…** | **Guiding Questions** **Factual Conceptual** |
| Comprehension strategies help readers develop greater/deeper understanding of various texts. [(CCSS.5.4a](http://www.corestandards.org/ELA-Literacy/RF/5/4/a/)) (RWC10-GR.5-S.2-GLE.3-EO.b.i)\* | Identify 5 strategies good readers use to help make meaning of text. | Why do good readers need and use a wide array of comprehension strategies? |
| Knowledge and understanding of morphology and word relationships help facilitate the development of reading skill(s) and vocabulary. [(CCSS.RF.5.3a](http://www.corestandards.org/ELA-Literacy/RF/5/3/a/)) (RWC10-GR.5-S.2-GLE.3-EO.a) | How are the words “spectator” and “respect” related?Explain how the common parts of these words give us clues as to their definition and relationship to one another.  | How might a broad knowledge of spelling morphology help students? |
| Writing conventions and grammar impact an author/speaker’s ability to effectively communicate. (RWC10-GR.5-S.3)\* | Compare and contrast methods of communication. Are some more formal than others?  | Why does the use of grammar impact the effectiveness of a message?How might a person’s message be influenced by the formality of the setting? |
| Shared experiences typically develop or deepen valuable relationships. (RWC10-GR.5-S.2-GLE.1-EO.b.i-iii) | What shared experiences/events bring (these characters) closer together?What connections can you make with (character)? (RWC10-GR.5-S.2-GLE.1-EO.a) | How do authors use shared experiences to influence the relationships of the characters? (RWC10-GR.5-S.2-GLE.1-EO.b.i-iii)  |
| Story elements and text features can help facilitate a deeper understanding of relationships between characters. (RWC10-GR.5-S2.GLE.1-EO.a-e) and (RWC10-GR.5-S2.GLE.2-EO.a.iii) and (RWC10-GR.5-S3.GLE.1-EO.b) | What are story elements? Give examples from the text? (RWC10-GR.5-S2.GLE.1-EO.i-iii) (RWC10-GR.5-S3.GLE.1-EO.a.ii-iii)What are text features?(RWC10-GR.5-S2.GLE.1-EO.c.iii) (RWC10-GR.5-S3.GLE.3-EO.a.i-v) and (RWC10-GR.5-S3.GLE.3-EO.b.ii-iv) and (RWC10-GR.5-S.3-GLE.3-EO.c-e) | How do authors use story elements to create deeper understanding of relationships between characters/texts/ideas – etc.?How does the author use text features to create deeper understanding of relationships? (RWC10-GR.5-S.2-GLE.1-EO.a-e) and (RWC10-GR.5-S.2-GLE.2-EO.a.iii) and (RWC10-GR.5-S.3-GLE.1-EO.b) |
| The change characters undergo through challenges in the story affect relationships. (RWC10-GR.5-S2.GLE.1-EO.a-e) and (RWC10-GR.5-S3.GLE.1-EO.a.i-vi) | Describe the change (character) undergoes in (text).(RWC10-GR.5-S2.GLE.1-EO.b.ii) | How do authors develop change in characters throughout a story? How do these affect relationships?  |

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| **Critical Content:** **My students will Know…** | **Key Skills:****My students will be able to (Do)…** |
| * The connections between story elements and the development of character relationships. (RWC10-GR.5-S.2-GLE.1-EO.i-iii) (RWC10-GR.5-S3.GLE.1-EO.a.ii-iii)
* Specific strategies for using text features to enhance personal understanding of a given text(RWC10-GR.5-S.2-GLE.1-EO.c.iii) and (RWC10-GR.5-S.3-GLE.3-EO.a.i-v) and (RWC10-GR.5-S.3-GLE.3-EO.b.ii-iv) and (RWC10-GR.5-S.3-GLE.3-EO.c-e)
* The reasons why character change or transformation is a major aspect of stories and storytelling (RWC10-GR.5-S.3-GLE.1-EO.a.i-vi) and (RWC10-GR.5-S.2.GLE.1-EO.b.ii)
* Morphology and word relationships. (RWC10-GR.5-S.3-GLE.3)
* Conventions and grammar
 | * Apply grade-level phonics and word analysis skills in decoding words. [CCSS.RF.5.3](http://www.corestandards.org/ELA-Literacy/RF/5/3/) (RWC10-GR.5-S.3-GLE.3)
* Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. [CCSS.RF.5.3a](http://www.corestandards.org/ELA-Literacy/RF/5/3/a/) (RWC10-GR.5-S.3-GLE.3-EO.a)
* Read with sufficient accuracy and fluency to support comprehension. [CCSS.RF.5.4](http://www.corestandards.org/ELA-Literacy/RF/5/4/) (RWC10-GR.5-S.3-GLE.3-EO.g)
* Read grade-level text with purpose and understanding. [CCSS.RF.5.4a](http://www.corestandards.org/ELA-Literacy/RF/5/4/a/)(RWC10-GR.5-S.3-GLE.3-EO.g.i)
* Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. [CCSS.RF.5.4b](http://www.corestandards.org/ELA-Literacy/RF/5/4/b/) (RWC10-GR.5-S.3-GLE.3-EO.g.ii)
* Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [CCSS.RF.5.4c](http://www.corestandards.org/ELA-Literacy/RF/5/4/c/) (RWC10-GR.5-S.3-GLE.3-EO.g.iii)
* Quote accurately from a text when explaining what a text says explicitly. (RWC10-GR.5-S.2-GLE.1-EO.b.i)
* Determine a theme of a story, drama, or poem from details in the text, including how characters respond to a challenge. (RWC10-GR.5-S.2-GLE.1-EO.b.ii)
* Compare and contrast story elements drawing on specific details from the text. (RWC10-GR.5-S.2-GLE.1-EO.d.ii)
* Use narrative techniques to establish and develop the relationship between characters and to develop story elements. (RWC10-GR.5-S.3-GLE.1-EO.a.ii-iii)
* Compare and contrast various methods of communication.
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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):**  | *In Jack London’s Call of the Wild, Buck’s relationships with the other dogs changes as he becomes more wild and uncivilized.* |
| **Academic Vocabulary:** | characters, theme, story elements, inferences, relationships, communication, dialogue, pacing, connections, conclusion, rhythm,  |
| **Technical Vocabulary:** | Narrative technique, expository, literary devices, imagery, foreshadowing, metaphors, figurative language, similes, stanza, alliteration, onomatopoeia, prose |

\*These generalizations reflect the significant developmental components of reading and writing instruction essential for student mastery of the Colorado Academic Standards; they thread across the entire year and, thus, are included in every unit overview at this grade level.

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| **Unit Title** | Living in a Complex World | **Length of Unit** | 4-6 weeks |
| **Focusing Lens(es)** | Complexity | **Standards and Grade Level Expectations Addressed in this Unit** | RWC10-GR.5.S.1-GLE.1RWC10-GR.5-S.2-GLE.2RWC10-GR.5-S.2-GLE.3RWC10-GR.5-S.3-GLE.2 | RWC10-GR.5-S.3-GLE.3RWC10-GR.5-S.4-GLE.1RWC10-GR.5-S.4-GLE.2RWC10-GR.5-S.4-GLE.3 |
| **Inquiry Questions (Engaging- Debatable):**  | * How does informational text/media steer choices in a complex world? (RWC10-GR.5-S.2-GLE.2-EO.a-d) and (RWC10-GR.5-S.3-GLE.2-EO.a-b) and (RWC10-GR.5-S.4-GLE.1-EO.a-b) and (RWC10-GR.5-S.4-GLE.2-EO.a) and (RWC10-GR.5-S.4-GLE.3-EO.a-d)
* How do differing perspectives help us to understand world events? (RWC10-GR.5-S.2-GLE2-EO.b.iii)
 |
| **Unit Strands** | Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning |
| **Concepts** | **In content:** | **In reading:** | **In writing:** |
| Complexity, change, connections, interactions, influence, choice, pressure | fluency, comprehension, vocabulary, phonics, analysis, comparison, questioning,  | fluency, comprehension, vocabulary, phonics, spelling |

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| **Generalizations****My students will Understand that…** | **Guiding Questions** **Factual Conceptual** |
| Comprehension strategies help readers develop greater/deeper understanding of various texts. [(CCSS.5.4a](http://www.corestandards.org/ELA-Literacy/RF/5/4/a/)) (RWC10-GR.5-S.2-GLE.3-EO.b.i)\* | Identify 5 strategies good readers use to help make meaning of text. | Why do good readers need and use a wide array of comprehension strategies? |
| Knowledge and understanding of morphology and word relationships help facilitate the development of reading skill(s) and vocabulary. [(CCSS.RF.5.3a](http://www.corestandards.org/ELA-Literacy/RF/5/3/a/)) (RWC10-GR.5-S.2-GLE.3-EO.a) | How are the words “spectator” and “respect” related?Explain how the common parts of these words give us clues as to their definition and relationship to one another.  | How might a broad knowledge of spelling morphology help students? |
| Writing conventions and grammar impact an author/speaker’s ability to effectively communicate. (RWC10-GR.5-S.3)\* | Compare and contrast methods of communication. Are some more formal than others?  | Why does the use of grammar impact the effectiveness of a message?How might a person’s message be influenced by the formality of the setting? |
| Authors offer reasons and evidence to support a perspective, which leads readers to a better understanding of complex social contexts/relationships. (RWC10-GR.5-S.2-GLE.2-EO.a-d) | What is the author’s purpose?What message is the author trying to convey? (RWC10-GR.5-S.3-GLE.2-EO.b.i-iv)  | How do readers evaluate an author’s rationale and evidence in order to make decisions/answer research questions? |
| Information gathered from multiple sources can generate critical thinking. (RWC10-GR.5-S.4-GLE.2-EO.a.i-viii) | What are the attributes of critical thinking?What is the difference between fact and opinion? | How does critical thinking impact a person’s understanding(s) of the world’s complexity? |
| People ask a wide variety of questions to gather information to inform choices. (RWC10-GR.5-S.4-GLE.3-EO.a. d)  | What questions did this text raise regarding the complex world in which the story is set?  | How do people make informed choices? How does the world created by the author reflect the complexities of the real world? |
| Readers make decisions about the information they choose to read and how to proceed. (RWC10-GR.5-S.4-GLE.3-EO.b.c)  | What is point of view? When reading \_\_\_\_\_\_\_\_, how did you adjust your reading? | Why do diverse points of view influence decisions? How do you determine what is important when you read? …How does your purpose inform this decision? |

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| **Critical Content:** **My students will Know…** | **Key Skills:****My students will be able to (Do)…** |
| * The rationale and means of assessing source validity (RWC10-GR.5-S2.GLE.2-EO.a.i-iv)
* Examples and criteria for quality research questions (RWC10-GR.5-S4.GLE.3-EO.a-d)
* The role of informational text critiques(RWC10-GR.5-S2.GLE.2-EO.a-d)
* The importance and methods of documenting resources. (RWC10-GR.5-S4.GLE.1-EO.a-b)
* Comprehension strategies to develop greater/deeper understanding of various texts.
* Morphology and word relationships RWC10-GR.5-S.3-GLE.3)
* Conventions and grammar
 | * Apply grade-level phonics and word analysis skills in decoding words. [CCSS.RF.5.3](http://www.corestandards.org/ELA-Literacy/RF/5/3/) (RWC10-GR.5-S.3-GLE.3)
* Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. [CCSS.RF.5.3a](http://www.corestandards.org/ELA-Literacy/RF/5/3/a/) (RWC10-GR.5-S.3-GLE.3-EO.a)
* Read with sufficient accuracy and fluency to support comprehension. [CCSS.RF.5.4](http://www.corestandards.org/ELA-Literacy/RF/5/4/) (RWC10-GR.5-S.3-GLE.3-EO.g)
* Read grade-level text with purpose and understanding. [CCSS.RF.5.4a](http://www.corestandards.org/ELA-Literacy/RF/5/4/a/)(RWC10-GR.5-S.3-GLE.3-EO.g.i)
* Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. [CCSS.RF.5.4b](http://www.corestandards.org/ELA-Literacy/RF/5/4/b/) (RWC10-GR.5-S.3-GLE.3-EO.g.ii)
* Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [CCSS.RF.5.4c](http://www.corestandards.org/ELA-Literacy/RF/5/4/c/) (RWC10-GR.5-S.3-GLE.3-EO.g.iii)
* Critique different informational text/media to form decisions. (RWC10-GR.5-S2.GLE.2-EO.a-d)
* Compare and contrast events and/or topics. (RWC10-GR.5-S4.GLE.2-EO.a.i-viii)
* Ask and answer quality research questions. (RWC10-GR.5-S4.GLE.3-EO.a-d)
* Summarize text. (RWC10-GR.5-S2.GLE.2-EO.a.ii)
* Conduct and present research projects. (RWC10-GR.5-S4.GLE.1-EO.a-b) (S1.GLE.1-EO.a-d)
* Critiquing informational texts is critical to forming opinions/making decisions in a complex world (RWC10-GR.5-S2.GLE.2-EO.a-d).
* Compare and contrast various methods of communication.
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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):**  | *Comparing the perspectives offered in \_\_\_\_\_\_\_\_- and \_\_\_\_\_\_ presented me with very different understandings of \_\_\_\_\_\_\_\_\_\_\_\_\_\_.* |
| **Academic Vocabulary:** | clarity, significance, accuracy, precision, logic, fairness, depth, breadth, research, diverse, complex, valid, compare and contrast, quote, similarities, differences, decisions, summarize, analyze, source, informational media, critique |
| **Technical Vocabulary:** | citation, bibliography, APA, MLA,  |

\*These generalizations reflect the significant developmental components of reading and writing instruction essential for student mastery of the Colorado Academic Standards; they thread across the entire year and, thus, are included in every unit overview at this grade level.