|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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** | |
|  | | |  | | |  | |
|  | | |  | | |  | |
|  | | |  | | |  | |
|  | | |  | | |  | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit Title** |  | | | | **Length of Unit** |  | | |
| **Focusing Lens(es)** |  | **Standards and Grade Level Expectations Addressed in this Unit** | |  | | | |  |
| **Inquiry Questions (Engaging- Debatable):** |  | | | | | | | |
| **Unit Strands** |  | | | | | | | |
| **Concepts** | **In content:** | | **In reading:** | | | | **In writing:** | |
|  | |  | | | |  | |

|  |  |  |
| --- | --- | --- |
| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |
| --- | --- |
| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
|  |  |

|  |  |  |
| --- | --- | --- |
| **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):** | |  |
| **Academic Vocabulary:** |  | |
| **Technical Vocabulary:** |  | |