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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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.1  RWC10-GR.5-S.2-GLE.2  RWC10-GR.5-S.2-GLE.3 | | | | RWC10-GR.5-S.3-GLE.2  RWC10-GR.5-S.3-GLE.3  RWC10-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 | |

|  |  |  |
| --- | --- | --- |
| **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) |

|  |  |
| --- | --- |
| **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. |

|  |  |  |
| --- | --- | --- |
| **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.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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.1  RWC10-GR.5-S.2-GLE.1  RWC10-GR.5-S.2-GLE.2  RWC10-GR.5-S.2-GLE.3 | | | | RWC10-GR.5-S.3-GLE.2  RWC10-GR.5-S.3-GLE.3  RWC10-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 | |

|  |  |  |
| --- | --- | --- |
| **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? |

|  |  |
| --- | --- |
| **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. |

|  |  |  |
| --- | --- | --- |
| **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.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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.1  RWC10-GR.5-S.2-GLE.1  RWC10-GR.5-S.2-GLE-2  RWC10-GR.5-S.2-GLE.3 | | | | RWC10-GR.5-S.3-GLE.1  RWC10-GR.5-S.3-GLE.2  RWC10-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 | |

|  |  |  |
| --- | --- | --- |
| **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? |

|  |  |
| --- | --- |
| **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. |

|  |  |  |
| --- | --- | --- |
| **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.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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.1  RWC10-GR.5-S.2-GLE.2  RWC10-GR.5-S.2-GLE 3 | | | | RWC10-GR.5-S.3-GLE.1  RWC10-GR.5-S.3-GLE.3  RWC10-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 | |

|  |  |  |
| --- | --- | --- |
| **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? |

|  |  |
| --- | --- |
| **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. |

|  |  |  |
| --- | --- | --- |
| **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.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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.1  RWC10-GR.5-S.2-GLE.2  RWC10-GR.5-S.2-GLE.3  RWC10-GR.5-S.3-GLE.2 | | | | RWC10-GR.5-S.3-GLE.3  RWC10-GR.5-S.4-GLE.1  RWC10-GR.5-S.4-GLE.2  RWC10-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 | |

|  |  |  |
| --- | --- | --- |
| **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? |

|  |  |
| --- | --- |
| **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. |

|  |  |  |
| --- | --- | --- |
| **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.