

**Curriculum Development Course at a Glance**  
**Planning for 5<sup>th</sup> Grade Reading, Writing, and Communicating**

Content Area	Reading, Writing, and Communicating	Grade Level	5 <sup>th</sup> 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	
	2. Listening strategies are techniques that contribute to understanding different situations and serving different purposes	RWC10-GR.5-S.1-GLE.2	
2. Reading for All Purposes	1. Literary texts are understood and interpreted using a range of strategies	RWC10-GR.5-S.2-GLE.1	
	2. Ideas found in a variety of informational texts need to be compared and understood	RWC10-GR.5-S.2-GLE.2	
	3. Knowledge of morphology and word relationships matters when reading	RWC10-GR.5-S.2-GLE.3	
3. 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	
	2. The recursive writing process creates stronger informational and persuasive texts for a variety of audiences and purposes	RWC10-GR.5-S.3-GLE.2	
	3. Conventions apply consistently when evaluating written texts	RWC10-GR.5-S.3-GLE.3	
4. Research and Reasoning	1. High-quality research requires information that is organized and presented with documentation	RWC10-GR.5-S.4-GLE.1	
	2. Identifying and evaluating concepts and ideas have implications and consequences	RWC10-GR.5-S.4-GLE.2	
	3. Quality reasoning requires asking questions and analyzing and evaluating viewpoints	RWC10-GR.5-S.4-GLE.3	

**Colorado 21<sup>st</sup> Century Skills**

**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*

**Common Core Reading Foundational Standards**

**Phonics and Word Recognition:** [CCSS.RF.5.3](#) Know and apply grade-level phonics and word analysis skills in decoding words.

[CCSS.RF.5.3a](#) 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](#) Read with sufficient accuracy and fluency to support comprehension.

[CCSS.RF.5.4a](#) Read grade-level text with purpose and understanding.

[CCSS.RF.5.4b](#) Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

[CCSS.RF.5.4c](#) 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

**Curriculum Development Overview**  
**Unit Planning for 5<sup>th</sup> Grade Reading, Writing, and Communicating**

<b>Unit Title</b>	Stories Worth Telling		<b>Length of Unit</b>	4-6 weeks
<b>Focusing Lens(es)</b>	Communication	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	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
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• What are the most effective form(s) of communication? (RWC10-GR.5-S.1-GLE.2)</li> <li>• How are power relationships reflected in communication?</li> </ul>			
<b>Unit Strands</b>	Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning			
<b>Concepts</b>	<b>In content:</b>	<b>In reading:</b>	<b>In writing:</b>	
	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	

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	Factual	Conceptual
Comprehension strategies help readers develop greater/deeper understanding of various texts. <a href="#">(CCSS.5.4a)</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. <a href="#">(CCSS.RF.5.3a)</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)

**Curriculum Development Overview**  
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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)

<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>Agreed-upon rules for collaborative discussion. (RWC10-GR.5-S.1-GLE.2-EO.a-d)</li> <li>Communication influences thinking. (RWC10-GR.5-S.3-GLE.3-NR.1)</li> <li>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)</li> <li>Morphology and word relationships. (RWC10-GR.5-S.3-GLE.3)</li> <li>Conventions and grammar (RWC10-GR.5-S.1-GLE.1) and (RWC10-GR.5-S.3-GLE.1)</li> </ul>	<ul style="list-style-type: none"> <li>Apply grade-level phonics and word analysis skills in decoding words. <a href="#">CCSS.RF.5.3</a> (RWC10-GR.5-S.3-GLE.3)</li> <li>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. <a href="#">CCSS.RF.5.3a</a> (RWC10-GR.5-S.3-GLE.3-EO.a)</li> <li>Read with sufficient accuracy and fluency to support comprehension. <a href="#">CCSS.RF.5.4</a> (RWC10-GR.5-S.3-GLE.3-EO.g)</li> <li>Read grade-level text with purpose and understanding. <a href="#">CCSS.RF.5.4a</a>(RWC10-GR.5-S.3-GLE.3-EO.g.i)</li> <li>Interact with a text to deepen comprehension. (RWC10-GR.5-S.2-GLE.2-EO.c.i)</li> <li>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. <a href="#">CCSS.RF.5.4b</a> (RWC10-GR.5-S.3-GLE.3-EO.g.ii)</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <a href="#">CCSS.RF.5.4c</a> (RWC10-GR.5-S.3-GLE.3-EO.g.iii)</li> <li>Participate in collaborative discussions on a given text/topic. (RWC10-GR.5-S1-GLE.2-EO.a-d)</li> <li>Write an informational text for a variety of audiences and purposes. (RWC10-GR.5-S3.GLE.2-EO.a-b)</li> <li>Summarize and synthesize informational texts. (RWC10-GR.5-S2.GLE.2-EO.a.i-iv) (RWC10-GR.5-S2.GLE.2-EO.b.iv)</li> <li>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)</li> <li>Compare and contrast various methods of communication.</li> </ul>

**Curriculum Development Overview**  
**Unit Planning for 5<sup>th</sup> Grade Reading, Writing, and Communicating**

<p><b>Critical Language:</b> 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: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>I can effectively write and discuss informational texts using synthesis and summary.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Inference, informational text, audience, collaboratively, explicitly, summarize, synthesize, elaborate, draw conclusions, deconstruct, assimilate          infer/inferences</p>
<p><b>Technical Vocabulary:</b></p>	<p>Morphology, Greek/Latin roots</p>

\*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.

**Curriculum Development Overview**  
**Unit Planning for 5<sup>th</sup> Grade Reading, Writing, and Communicating**

<b>Unit Title</b>	The Power of Perspective		<b>Length of Unit</b>	4-6 weeks
<b>Focusing Lens(es)</b>	Perspective	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	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
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>Do you have your own perspectives/opinions (or did you get them from somewhere else)?</li> <li>What makes a person change their mind?</li> <li>How do multiple points of view of the same event impact our understanding of that event?</li> </ul>			
<b>Unit Strands</b>	Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning			
<b>Concepts</b>	<b>In content:</b>	<b>In reading:</b>	<b>In writing:</b>	
	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	

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	Factual	Conceptual
Comprehension strategies help readers develop greater/deeper understanding of various texts. <a href="#">(CCSS.5.4a)</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. <a href="#">(CCSS.RF.5.3a)</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)

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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?

<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>• The ways perspective influences how one thinks. (RWC10-GR.5-S.1-GLE.2-EO.a)</li> <li>• The difference between fact and opinion. (RWC10-GR.5-S.2-GLE.2-EO.a.iv)</li> <li>• The ways in which differing viewpoints can be fairly assessed . (RWC10-GR.5-S.4-GLE.3-EO.b)</li> <li>• Methods for synthesizing information from differing viewpoints. (RWC10-GR.5-S.2-GLE.2-EO.b.iii)</li> <li>• Morphology and word relationships.</li> <li>• Conventions and grammar</li> </ul>	<ul style="list-style-type: none"> <li>• Apply grade-level phonics and word analysis skills in decoding words. <a href="#">CCSS.RF.5.3</a> (RWC10-GR.5-S.3-GLE.3)</li> <li>• 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. <a href="#">CCSS.RF.5.3a</a> (RWC10-GR.5-S.3-GLE.3-EO.a)</li> <li>• Read with sufficient accuracy and fluency to support comprehension. <a href="#">CCSS.RF.5.4</a> (RWC10-GR.5-S.3-GLE.3-EO.g)</li> <li>• Read grade-level text with purpose and understanding. <a href="#">CCSS.RF.5.4a</a>(RWC10-GR.5-S.3-GLE.3-EO.g.i)</li> <li>• Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. <a href="#">CCSS.RF.5.4b</a> (RWC10-GR.5-S.3-GLE.3-EO.g.ii)</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <a href="#">CCSS.RF.5.4c</a> (RWC10-GR.5-S.3-GLE.3-EO.g.iii)</li> <li>• Compare and contrast points of view using evidence from the text. (RWC10-GR.5-S.2-GLE.1-EO.b.iii)</li> <li>• 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-</li> </ul>

**Curriculum Development Overview**  
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	EO.b.iii) <ul style="list-style-type: none"> <li>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)</li> <li>Listen respectfully to the opinions of others. (RWC10-GR.5-S.1-GLE.2-EO.a-d)</li> <li>Define perspective. (RWC10-GR.5-S.3-GLE.2-EO.b.iv).</li> <li>Compare and contrast various methods of communication.</li> </ul>
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<b>Critical Language:</b> 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: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i>	
<b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b>	<i>My perspectives and opinions should be formed and defended using relevant evidence.</i>
<b>Academic Vocabulary:</b>	compare and contrast, fact, opinion, persuade, inform, analyze, interpret, complex, conflict, synthesize, perspective, evidence
<b>Technical Vocabulary:</b>	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.

**Curriculum Development Overview**  
**Unit Planning for 5<sup>th</sup> Grade Reading, Writing, and Communicating**

<b>Unit Title</b>	Can't We Just Get Along?		<b>Length of Unit</b>	4-6 weeks
<b>Focusing Lens(es)</b>	Conflict (internal-external)	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	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
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>Why is conflict and resolution important in text?</li> <li>How can internal conflict impact external conflicts? (RWC10-GR.5-S.2.GLE.1-EO.a-e) (RWC10-GR.5-S.2.GLE.1-EO.a-e)</li> </ul>			
<b>Unit Strands</b>	Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning			
<b>Concepts</b>	<b>In content:</b>	<b>In reading:</b>	<b>In writing:</b>	
	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	

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Comprehension strategies help readers develop greater/deeper understanding of various texts. <a href="#">(CCSS.5.4a)</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. <a href="#">(CCSS.RF.5.3a)</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?



**Curriculum Development Overview**  
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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?

<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>The development of stories include both conflict and resolution. (RWC10-GR.5-S.2-GLE.1-IQ.4)</li> <li>The difference between internal and external conflict. (RWC10-GR.5-S.2-GLE.1-EO.b.ii)</li> <li>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)</li> <li>Morphology and word relationships.</li> <li>Conventions and grammar</li> </ul>	<ul style="list-style-type: none"> <li>Apply grade-level phonics and word analysis skills in decoding words. <a href="#">CCSS.RF.5.3</a> (RWC10-GR.5-S.3-GLE.3)</li> <li>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. <a href="#">CCSS.RF.5.3a</a> (RWC10-GR.5-S.3-GLE.3-EO.a)</li> <li>Read with sufficient accuracy and fluency to support comprehension. <a href="#">CCSS.RF.5.4</a> (RWC10-GR.5-S.3-GLE.3-EO.g)</li> <li>Read grade-level text with purpose and understanding. <a href="#">CCSS.RF.5.4a</a>(RWC10-GR.5-S.3-GLE.3-EO.g.i)</li> <li>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. <a href="#">CCSS.RF.5.4b</a> (RWC10-GR.5-S.3-GLE.3-EO.g.ii)</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <a href="#">CCSS.RF.5.4c</a> (RWC10-GR.5-S.3-GLE.3-EO.g.iii)</li> <li>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)</li> <li>Write well-developed stories that include conflict and resolution. (RWC10-GR.5-S.3-GLE.1-EO.a.i-vi)</li> <li>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)</li> <li>Describe change in a character as a result of conflict. (RWC10-GR.5-S.2-GLE.1-EO.b.i-iii)</li> <li>Identify the plot, to include the plot line, of a story. (RWC10-GR.5-S.2-GLE.1-EO.b.i-iii)</li> <li>Compare and contrast various methods of communication.</li> </ul>

**Curriculum Development Overview**  
**Unit Planning for 5<sup>th</sup> Grade Reading, Writing, and Communicating**

**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.”*

<b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b>	<i>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) ____.</i>
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<b>Academic Vocabulary:</b>	Conflict/resolution, perspective, inferences
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<b>Technical Vocabulary:</b>	Internal conflict external conflict, character development, plot, theme
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\*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.

**Curriculum Development Overview**  
**Unit Planning for 5<sup>th</sup> Grade Reading, Writing, and Communicating**

<b>Unit Title</b>	Relationships Shape Us		<b>Length of Unit</b>	4-6 weeks
<b>Focusing Lens(es)</b>	Relationships	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	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
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>Have you ever felt like a character in a book/movie was just like you?</li> <li>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)</li> </ul>			
<b>Unit Strands</b>	Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning			
<b>Concepts</b>	<b>In content:</b>	<b>In reading:</b>	<b>In writing:</b>	
	Communication, Diversity, Value, Connections, Interaction, Change	Phonics, Fluency, Vocabulary, Comprehension	Phonics, Spelling, Fluency, Vocabulary, Comprehension	

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Comprehension strategies help readers develop greater/deeper understanding of various texts. <a href="#">(CCSS.5.4a)</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. <a href="#">(CCSS.RF.5.3a)</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)

**Curriculum Development Overview**  
**Unit Planning for 5<sup>th</sup> Grade Reading, Writing, and Communicating**

<p>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)</p>	<p>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-S3-GLE.3-EO.c-e)</p>	<p>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-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)</p>
<p>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)</p>	<p>Describe the change (character) undergoes in (text). (RWC10-GR.5-S2.GLE.1-EO.b.ii)</p>	<p>How do authors develop change in characters throughout a story? How do these affect relationships?</p>

<p><b>Critical Content:</b> My students will <b>Know</b>...</p>	<p><b>Key Skills:</b> My students will be able to <b>(Do)</b>...</p>
<ul style="list-style-type: none"> <li>• The connections between story elements and the development of character relationships. (RWC10-GR.5-S2-GLE.1-EO.i-iii) (RWC10-GR.5-S3.GLE.1-EO.a.ii-iii)</li> <li>• Specific strategies for using text features to enhance personal understanding of a given text(RWC10-GR.5-S2-GLE.1-EO.c.iii) and (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-S3-GLE.3-EO.c-e)</li> <li>• The reasons why character change or transformation is a major aspect of stories and storytelling (RWC10-GR.5-S3-GLE.1-EO.a.i-vi) and (RWC10-GR.5-S2.GLE.1-EO.b.ii)</li> <li>• Morphology and word relationships. (RWC10-GR.5-S3-GLE.3)</li> <li>• Conventions and grammar</li> </ul>	<ul style="list-style-type: none"> <li>• Apply grade-level phonics and word analysis skills in decoding words. <a href="#">CCSS.RF.5.3</a> (RWC10-GR.5-S3-GLE.3)</li> <li>• 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. <a href="#">CCSS.RF.5.3a</a> (RWC10-GR.5-S3-GLE.3-EO.a)</li> <li>• Read with sufficient accuracy and fluency to support comprehension. <a href="#">CCSS.RF.5.4</a> (RWC10-GR.5-S3-GLE.3-EO.g)</li> <li>• Read grade-level text with purpose and understanding. <a href="#">CCSS.RF.5.4a</a>(RWC10-GR.5-S3-GLE.3-EO.g.i)</li> <li>• Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. <a href="#">CCSS.RF.5.4b</a> (RWC10-GR.5-S3-GLE.3-EO.g.ii)</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <a href="#">CCSS.RF.5.4c</a> (RWC10-GR.5-S3-GLE.3-EO.g.iii)</li> <li>• Quote accurately from a text when explaining what a text says explicitly. (RWC10-GR.5-S2-GLE.1-EO.b.i)</li> <li>• Determine a theme of a story, drama, or poem from details in the text, including how characters respond to a challenge. (RWC10-GR.5-S2-GLE.1-EO.b.ii)</li> <li>• Compare and contrast story elements drawing on specific details from the text. (RWC10-GR.5-S2-GLE.1-EO.d.ii)</li> <li>• Use narrative techniques to establish and develop the relationship between characters and to develop story elements. (RWC10-GR.5-S3-GLE.1-EO.a.ii-iii)</li> <li>• Compare and contrast various methods of communication.</li> </ul>

**Curriculum Development Overview**  
**Unit Planning for 5<sup>th</sup> Grade Reading, Writing, and Communicating**

<p><b>Critical Language:</b> 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: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>In Jack London’s Call of the Wild, Buck’s relationships with the other dogs changes as he becomes more wild and uncivilized.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>characters, theme, story elements, inferences, relationships, communication, dialogue, pacing, connections, conclusion, rhythm,</p>
<p><b>Technical Vocabulary:</b></p>	<p>Narrative technique, expository, literary devices, imagery, foreshadowing, metaphors, figurative language, similes, stanza, alliteration, onomatopoeia, prose</p>

\*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.

**Curriculum Development Overview**  
**Unit Planning for 5<sup>th</sup> Grade Reading, Writing, and Communicating**

<b>Unit Title</b>	Living in a Complex World		<b>Length of Unit</b>	4-6 weeks
<b>Focusing Lens(es)</b>	Complexity	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	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
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>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)</li> <li>How do differing perspectives help us to understand world events? (RWC10-GR.5-S.2-GLE2-EO.b.iii)</li> </ul>			
<b>Unit Strands</b>	Oral Expression and Listening, Reading for all Purposes, Writing and Composition, Research and Reasoning			
<b>Concepts</b>	<b>In content:</b>	<b>In reading:</b>	<b>In writing:</b>	
	Complexity, change, connections, interactions, influence, choice, pressure	fluency, comprehension, vocabulary, phonics, analysis, comparison, questioning,	fluency, comprehension, vocabulary, phonics, spelling	

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	Factual	Conceptual
Comprehension strategies help readers develop greater/deeper understanding of various texts. <a href="#">(CCSS.5.4a)</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. <a href="#">(CCSS.RF.5.3a)</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?

**Curriculum Development Overview**  
**Unit Planning for 5<sup>th</sup> Grade Reading, Writing, and Communicating**

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?

<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>• The rationale and means of assessing source validity (RWC10-GR.5-S2.GLE.2-EO.a.i-iv)</li> <li>• Examples and criteria for quality research questions (RWC10-GR.5-S4.GLE.3-EO.a-d)</li> <li>• The role of informational text critiques(RWC10-GR.5-S2.GLE.2-EO.a-d)</li> <li>• The importance and methods of documenting resources. (RWC10-GR.5-S4.GLE.1-EO.a-b)</li> <li>• Comprehension strategies to develop greater/deeper understanding of various texts.</li> <li>• Morphology and word relationships RWC10-GR.5-S.3-GLE.3)</li> <li>• Conventions and grammar</li> </ul>	<ul style="list-style-type: none"> <li>• Apply grade-level phonics and word analysis skills in decoding words. <a href="#">CCSS.RF.5.3</a> (RWC10-GR.5-S.3-GLE.3)</li> <li>• 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. <a href="#">CCSS.RF.5.3a</a> (RWC10-GR.5-S.3-GLE.3-EO.a)</li> <li>• Read with sufficient accuracy and fluency to support comprehension. <a href="#">CCSS.RF.5.4</a> (RWC10-GR.5-S.3-GLE.3-EO.g)</li> <li>• Read grade-level text with purpose and understanding. <a href="#">CCSS.RF.5.4a</a>(RWC10-GR.5-S.3-GLE.3-EO.g.i)</li> <li>• Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. <a href="#">CCSS.RF.5.4b</a> (RWC10-GR.5-S.3-GLE.3-EO.g.ii)</li> <li>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <a href="#">CCSS.RF.5.4c</a> (RWC10-GR.5-S.3-GLE.3-EO.g.iii)</li> <li>• Critique different informational text/media to form decisions. (RWC10-GR.5-S2.GLE.2-EO.a-d)</li> <li>• Compare and contrast events and/or topics. (RWC10-GR.5-S4.GLE.2-EO.a.i-viii)</li> <li>• Ask and answer quality research questions. (RWC10-GR.5-S4.GLE.3-EO.a-d)</li> <li>• Summarize text. (RWC10-GR.5-S2.GLE.2-EO.a.ii)</li> <li>• Conduct and present research projects. (RWC10-GR.5-S4.GLE.1-EO.a-b) (S1.GLE.1-EO.a-d)</li> <li>• Critiquing informational texts is critical to forming opinions/making decisions in a complex world (RWC10-GR.5-S2.GLE.2-EO.a-d).</li> <li>• Compare and contrast various methods of communication.</li> </ul>

**Curriculum Development Overview**  
**Unit Planning for 5<sup>th</sup> Grade Reading, Writing, and Communicating**

<p><b>Critical Language:</b> 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: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>Comparing the perspectives offered in _____ - and _____ presented me with very different understandings of _____.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>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</p>
<p><b>Technical Vocabulary:</b></p>	<p>citation, bibliography, APA, MLA,</p>

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