

## Fifth Grade

# Reading, Writing, & Communicating



Revised: December 2010



**Colorado Academic Standards in  
Reading, Writing, and Communicating  
and  
The Common Core State Standards for English  
Language Arts & Literacy in History/Social Studies,  
Science, and Technical Subjects**

On December 10, 2009, the Colorado State Board of Education adopted the revised Reading, Writing, and Communicating Academic Standards, along with academic standards in nine other content areas, creating Colorado's first fully aligned preschool through high school academic expectations. Developed by a broad spectrum of Coloradans representing Pre-K and K-12 education, higher education, and business, utilizing the best national and international exemplars, the intention of these standards is to prepare Colorado schoolchildren for achievement at each grade level, and ultimately, for successful performance in postsecondary institutions and/or the workforce.

Concurrent to the revision of the Colorado standards was the Common Core State Standards (CCSS) initiative, whose process and purpose significantly overlapped with that of the Colorado Academic Standards. Led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), these standards present a national perspective on academic expectations for students, Kindergarten through High School in the United States.

In addition to standards in English Language Arts (ELA), the Common Core State Standards offer literacy expectations for history/social studies, science, and technical subjects. These expectations, beginning in grade 6 through grade 12, are intended to assist teachers in *"use(ing) their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields."* (Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, page 3). These expectations are NOT meant to supplant academic standards in other content areas, but to be used as a literacy supplement.

Upon the release of the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects on June 2, 2010, the Colorado Department of Education began a gap analysis process to determine the degree to which the expectations of the Colorado Academic Standards aligned with the Common Core. The independent analysis proved a nearly 95% alignment between the two sets of standards. On August 2, 2010, the Colorado State Board of Education adopted the Common Core State Standards, and requested the integration of the Common Core State Standards and the Colorado Academic Standards.

In partnership with the dedicated members of the Colorado Standards Revision Subcommittee in Reading, Writing, and Communicating, this document represents the integration of the combined academic content of both sets of standards, maintaining the unique aspects of the Colorado Academic Standards, which include personal financial literacy, 21<sup>st</sup> century skills, school readiness competencies, postsecondary and workforce readiness competencies, and preschool expectations. The result is a world-class set of standards that are greater than the sum of their parts.

The Colorado Department of Education encourages you to review the Common Core State Standards and the extensive appendices at [www.corestandards.org](http://www.corestandards.org). While all the expectations of the Common Core State Standards are embedded and **coded with CCSS:** in this document, additional information on the development and the intentions behind the Common Core State Standards can be found on the website.

## **Colorado Academic Standards Reading, Writing, and Communicating**

"Read not to contradict and confute; nor to believe and take for granted; nor to find talk and discourse; but to weigh and consider. Some books are to be tasted, others to be swallowed, and some few to be chewed and digested...." --Francis Bacon

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"If you cannot write well, you cannot think well, and if you cannot think well, others will do your thinking for you." --George Orwell

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A strong command of the language arts (reading, writing, speaking, and listening) is vital for being a successful student and ultimately a productive member of the 21<sup>st</sup> century workforce. Language skills have always been fundamental for academic and professional success. However, students in the 21<sup>st</sup> century are now facing more complex challenges in an ever-changing global society. These challenges have created the need for rigorous state standards in reading, writing, speaking, and listening.

Literacy – meaning the ability to construe a written, linguistic, alphabetic symbol system – is arguably the most important skill students acquire in preschool through twelfth-grade education because it makes all other forms of higher-order learning, critical thinking, and communication possible.

The study of reading, writing, and communicating is therefore essential to all other study in early childhood education, primary school, and secondary school. Such study comprises not only the fundamental knowledge and skills of language arts (reading, writing, speaking, and listening), but also the knowledge and skills of discourse (dialogue and discussion) and rhetoric (the ability to make arguments and to think critically about arguments made by others) and the knowledge and skills involved in responding to imaginative literature.

Language skills are necessary for academic success in all disciplines. The ability to integrate reading, writing, speaking, and listening effectively builds understanding across all academic subjects as well as allowing for the development of 21<sup>st</sup> century skills within the context of these subjects. Critical thinking and reasoning, information literacy, collaboration, self-direction, and innovation are vital 21<sup>st</sup> century skills.

Standards for reading, writing, and communicating in all grades must be clear and rigorous so that our public educational system gives students the skills, knowledge, and confidence they need to succeed in postsecondary education and the workforce, to be well-informed and responsible citizens, and to lead more fulfilling personal lives.

## Standards Organization and Construction

As the subcommittee began the revision process to improve the existing standards, it became evident that the way the standards information was organized, defined, and constructed needed to change from the existing documents. The new design is intended to provide more clarity and direction for teachers, and to show how 21<sup>st</sup> century skills and the elements of school readiness and postsecondary and workforce readiness indicators give depth and context to essential learning.

The “Continuum of State Standards Definitions” section that follows shows the hierarchical order of the standards components. The “Standards Template” section demonstrates how this continuum is put into practice.

The elements of the revised standards are:

**Prepared Graduate Competencies:** The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

**Standard:** The topical organization of an academic content area.

**High School Expectations:** The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate. *What do students need to know in high school?*

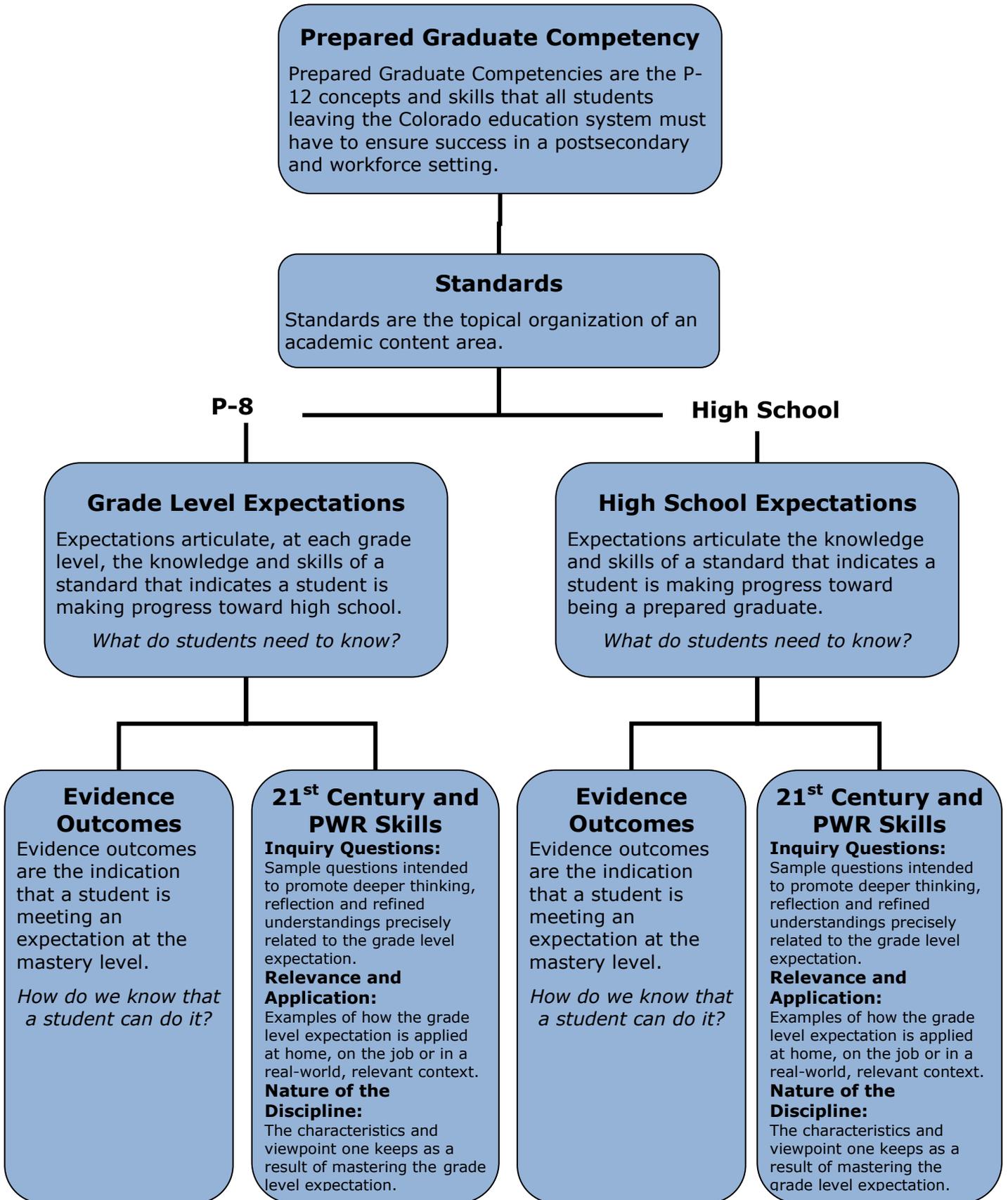
**Grade Level Expectations:** The articulation (at each grade level), concepts, and skills of a standard that indicate a student is making progress toward being ready for high school. *What do students need to know from preschool through eighth grade?*

**Evidence Outcomes:** The indication that a student is meeting an expectation at the mastery level. *How do we know that a student can do it?*

**21<sup>st</sup> Century Skills and Readiness Competencies:** Includes the following:

- ***Inquiry Questions:***  
Sample questions are intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.
- ***Relevance and Application:***  
Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.
- ***Nature of the Discipline:***  
The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

# Continuum of State Standards Definitions



## STANDARDS TEMPLATE

**Content Area: NAME OF CONTENT AREA**

**Standard:** The topical organization of an academic content area.

**Prepared Graduates:**

- The P-12 concepts and skills that all students leaving the Colorado education system must have to ensure success in a postsecondary and workforce setting.

### High School and Grade Level Expectations

**Concepts and skills students master:**

Grade Level Expectation: High Schools: The articulation of the concepts and skills of a standard that indicates a student is making progress toward being a prepared graduate.

Grade Level Expectations: The articulation, at each grade level, the concepts and skills of a standard that indicates a student is making progress toward being ready for high school.

*What do students need to know?*

**Evidence Outcomes**

**Students can:**

Evidence outcomes are the indication that a student is meeting an expectation at the mastery level.

*How do we know that a student can do it?*

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

Sample questions intended to promote deeper thinking, reflection and refined understandings precisely related to the grade level expectation.

**Relevance and Application:**

Examples of how the grade level expectation is applied at home, on the job or in a real-world, relevant context.

**Nature of the Discipline:**

The characteristics and viewpoint one keeps as a result of mastering the grade level expectation.

## **Prepared Graduate Competencies in Reading, Writing, and Communicating**

The preschool through twelfth-grade concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

Prepared Graduates:

- Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective
- Deliver organized and effective oral presentations for diverse audiences and varied purposes
- Use language appropriate for purpose and audience
- Demonstrate skill in inferential and evaluative listening
- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary
- Demonstrate comprehension of a variety of informational, literary, and persuasive texts
- Evaluate how an author uses words to create mental imagery, suggest mood, and set tone
- Read a wide range of literature (American and world literature) to understand important universal themes and the human experience
- Seek feedback, self-assess, and reflect on personal learning while engaging with increasingly more difficult texts
- Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks
- Write with a clear focus, coherent organization, sufficient elaboration, and detail
- Effectively use content-specific language, style, tone, and text structure to compose or adapt writing for different audiences and purposes
- Apply standard English conventions to effectively communicate with written language
- Implement the writing process successfully to plan, revise, and edit written work
- Master the techniques of effective informational, literary, and persuasive writing
- Discriminate and justify a position using traditional lines of rhetorical argument and reasoning
- Articulate the position of self and others using experiential and material logic
- Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions
- Use primary, secondary, and tertiary written sources to generate and answer research questions
- Evaluate explicit and implicit viewpoints, values, attitudes, and assumptions concealed in speech, writing, and illustration
- Demonstrate the use of a range of strategies, research techniques, and persistence when engaging with difficult texts or examining complex problems or issues
- Exercise ethical conduct when writing, researching, and documenting sources

# Standards in Reading, Writing, and Communicating

Standards are the topical organization of an academic content area. The four standards of Reading, Writing, and Communicating are:

## 1. Oral Expression and Listening

Learning of word meanings occurs rapidly from birth through adolescence within communicative relationships. Everyday interactions with parents, teachers, peers, friends, and community members shape speech habits and knowledge of language. Language is the means to higher mental functioning, that which is a species-specific skill, unique to humans as a generative means for thinking and communication. Through linguistic oral communication, logical thinking develops and makes possible critical thinking, reasoning, development of information literacy, application of collaboration skills, self-direction, and invention.

Oral language foundation and written symbol systems concretize the way a student communicates. Thus, students in Colorado develop oral language skills in listening and speaking, and master the written language skills of reading and writing. Specifically, holding Colorado students accountable for language mastery from the perspectives of scientific research in linguistics, cognitive psychology, human information processing, brain-behavior relationships, and socio-cultural perspectives on language development will allow students to master 21<sup>st</sup> century skills and serve the state, region, and nation well.

## 2. Reading for All Purposes

Literacy skills are essential for students to fully participate in and expand their understanding of today's global society. Whether they are reading functional texts (voting ballots, a map, a train schedule, a driver's test, a job application, a text message, product labels); reference materials (textbooks, technical manuals, electronic media); or print and non-print literary texts, students need reading skills to fully manage, evaluate, and use the myriad information available in their day-to-day lives.

## 3. Writing and Composition

Writing is a fundamental component of literacy. Writing is a means of critical inquiry; it promotes problem solving and mastering new concepts. Adept writers can work through various ideas while producing informational, persuasive, and narrative or literary texts. In other words, writing can be used as a medium for reasoning and making intellectual connections. As students arrange ideas to persuade, describe, and inform, they engage in logical critique, and they are likely to gain new insights and a deeper understanding of concepts and content.

## 4. Research and Reasoning

Research and Reasoning skills are pertinent for success in a postsecondary and workforce setting. Students need to acquire these skills throughout their schooling. This means students need to be able to distinguish their own ideas from information created or discovered by others, understand the importance of creating authentic works, and correctly cite sources to give credit to the author of the original work.

*The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects include a separate standard for Language. In this document, those Language expectations are integrated into the four standards above as appropriate.*



## **21<sup>st</sup> Century Skills and Readiness Competencies in Reading, Writing, and Communicating**

The reading, writing, and communicating subcommittee embedded 21<sup>st</sup> century skills, school readiness, and postsecondary and workforce readiness skills into the revised standards utilizing descriptions developed by Coloradans and vetted by educators, policymakers, and citizens.

### **Colorado's Description of 21st Century Skills**

The 21<sup>st</sup> century skills are the synthesis of the essential abilities students must apply in our rapidly changing world. Today's students need a repertoire of knowledge and skills that are more diverse, complex, and integrated than any previous generation. Reading, Writing, and Communicating are inherently demonstrated in each of Colorado's 21<sup>st</sup> century skills, as follows:

#### Critical Thinking and Reasoning

Critical thinking and reasoning are vital to advance in the technologically sophisticated world we live in. In order for students to be successful and powerful readers, writers, and communicators, they must incorporate critical thinking and reasoning skills. Students need to be able to successfully argue a point, justify reasoning, evaluate for a purpose, infer to predict and draw conclusions, problem-solve, and understand and use logic to inform critical thinking.

#### Information Literacy

The student who is information-literate accesses information efficiently and effectively by reading and understanding essential content of a range of informational texts and documents in all academic areas. This involves evaluating information critically and competently; accessing appropriate tools to synthesize information; recognizing relevant primary and secondary information; and distinguishing among fact, point of view, and opinion.

#### Collaboration

Reading, writing, and communicating must encompass collaboration skills. Students should be able to collaborate with each other in multiple settings: peer groups, one-on-one, in front of an audience, in large and small group settings, and with people of other ethnicities. Students should be able to participate in a peer review, foster a safe environment for discourse, mediate opposing perspectives, contribute ideas, speak with a purpose, understand and apply knowledge of culture, and seek others' ideas.

#### Self Direction

Students who read, write, and communicate independently portray self-direction by using metacognition skills. These important skills are a learner's automatic awareness of knowledge and ability to understand, control, and manipulate cognitive processes. These skills are important not only in school but throughout life, enabling the student to learn and set goals independently.

#### Invention

Applying new ways to solve problems is an ideal in reading and writing instruction. Invention is one of the key components of creating an exemplary writing piece or synthesizing information from multiple sources. Invention takes students to a higher level of metacognition while exploring literature and writing about their experiences.

## **Colorado’s Description for School Readiness**

*(Adopted by the State Board of Education, December 2008)*

School readiness describes both the preparedness of a child to engage in and benefit from learning experiences, and the ability of a school to meet the needs of all students enrolled in publicly funded preschools or kindergartens. School readiness is enhanced when schools, families, and community service providers work collaboratively to ensure that every child is ready for higher levels of learning in academic content.

## **Colorado’s Description of Postsecondary and Workforce Readiness**

*(Adopted by the State Board of Education, June 2009)*

Postsecondary and workforce readiness describes the knowledge, skills, and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy. The description assumes students have developed consistent intellectual growth throughout their high school career as a result of academic work that is increasingly challenging, engaging, and coherent. Postsecondary education and workforce readiness assumes that students are ready and able to demonstrate the following without the need for remediation: Critical thinking and problem-solving; finding and using information/information technology; creativity and innovation; global and cultural awareness; civic responsibility; work ethic; personal responsibility; communication; and collaboration.

## **How These Skills and Competencies are Embedded in the Revised Standards**

Three themes are used to describe these important skills and competencies and are interwoven throughout the standards: *inquiry questions; relevance and application; and the nature of each discipline*. These competencies should not be thought of stand-alone concepts, but should be integrated throughout the curriculum in all grade levels. Just as it is impossible to teach thinking skills to students without the content to think about, it is equally impossible for students to understand the content of a discipline without grappling with complex questions and the investigation of topics.

**Inquiry Questions** – Inquiry is a multifaceted process requiring students to think and pursue understanding. Inquiry demands that students (a) engage in an active observation and questioning process; (b) investigate to gather evidence; (c) formulate explanations based on evidence; (d) communicate and justify explanations, and; (e) reflect and refine ideas. Inquiry is more than hands-on activities; it requires students to cognitively wrestle with core concepts as they make sense of new ideas.

**Relevance and Application** – The hallmark of learning a discipline is the ability to apply the knowledge, skills, and concepts in real-world, relevant contexts. Components of this include solving problems, developing, adapting, and refining solutions for the betterment of society. The application of a discipline, including how technology assists or accelerates the work, enables students to more fully appreciate how the mastery of the grade level expectation matters after formal schooling is complete.

**Nature of Discipline** – The unique advantage of a discipline is the perspective it gives the mind to see the world and situations differently. The characteristics and viewpoint one keeps as a result of mastering the grade level expectation is the nature of the discipline retained in the mind’s eye.

# 1. Oral Expression and Listening

Learning of word meanings occurs rapidly from birth through adolescence within communicative relationships. Everyday interactions with parents, teachers, peers, friends, and community members shape speech habits and knowledge of language. Language is the means to higher mental functioning, that which is a species-specific skill, unique to humans as a generative means for thinking and communication. Through linguistic oral communication, logical thinking develops and makes possible critical thinking, reasoning, development of information literacy, application of collaboration skills, self-direction, and invention.

Oral language foundation and written symbol systems concretize the way a student communicates. Thus, students in Colorado develop oral language skills in listening and speaking, and master the written language skills of reading and writing. Specifically, holding Colorado students accountable for language mastery from the perspectives of scientific research in linguistics, cognitive psychology, human information processing, brain-behavior relationships, and socio-cultural perspectives on language development will allow students to master 21<sup>st</sup> century skills and serve the state, region, and nation well.

## **Prepared Graduate Competencies**

The preschool through grade 12 concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

### **Prepared Graduate Competencies in the Oral Expression and Listening Standard:**

- Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group's attainment of an objective
- Deliver organized and effective oral presentations for diverse audiences and varied purposes
- Use language appropriate for purpose and audience
- Demonstrate skill in inferential and evaluative listening

## Content Area: Reading, Writing, and Communicating

### Standard: 1. Oral Expression and Listening

#### Prepared Graduates:

- Use language appropriate for purpose and audience
- Deliver organized and effective oral presentations for diverse audiences and varied purposes

#### Grade Level Expectation: Fifth Grade

##### Concepts and skills students master:

1. Effective communication requires speakers to express an opinion, provide information, describe a process, and persuade an audience

##### Evidence Outcomes

###### Students can:

- a. Describe a process and persuade an audience
  - i. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes. (CCSS: SL.5.4)
  - ii. Use appropriate eye contact and speak clearly at an understandable pace. (CCSS: SL.5.4)
- b. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (CCSS: SL.5.5)
- c. Adapt speech to a variety of contexts and tasks. (CCSS: SL.5.6)
- d. Adapt language as appropriate to purpose: to persuade, explain/provide information, or express an opinion.

##### 21<sup>st</sup> Century Skills and Readiness Competencies

###### Inquiry Questions:

1. How do presenters make themselves clear when presenting ideas to others?
2. How do presenters make a good impression when speaking with others?
3. When presenters want to persuade audience members, what is important for them to remember?

###### Relevance and Application:

1. Performing artists rehearse to perfect a performance before presenting to an audience.
2. Video-recording and then viewing a presentation can help speakers understand what they do well and what they need to improve.
3. Advertising agencies develop media campaigns (for TV, radio, the Internet, newspapers, and magazines) to persuade people to buy their products.
4. Online resources offer samples of language use from diverse backgrounds.
5. Webinars allow sharing among and between a broader audience.

###### Nature of Reading, Writing, and Communicating:

1. Effective communicators can present a topic they know well and take the opposing side of an issue.
2. Skilled presenters plan and prepare for the delivery of a presentation.

**Content Area: Reading, Writing, and Communicating**  
**Standard: 1. Oral Expression and Listening**

**Prepared Graduates:**

- Collaborate effectively as group members or leaders who listen actively and respectfully pose thoughtful questions, acknowledge the ideas of others, and contribute ideas to further the group’s attainment of an objective
- Demonstrate skill in inferential and evaluative listening

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**

2. Listening strategies are techniques that contribute to understanding different situations and serving different purposes

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Listen to other’s ideas and form their own opinions</li> <li>b. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly. (CCSS: SL.5.1)               <ul style="list-style-type: none"> <li>i. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (CCSS: SL.5.1a)</li> <li>ii. Follow agreed-upon rules for discussions and carry out assigned roles. (CCSS: SL.5.1b)</li> <li>iii. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (CCSS: SL.5.1c)</li> <li>iv. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. (CCSS: SL.5.1d)</li> </ul> </li> <li>c. Model a variety of active listening strategies (eye contact, note taking, questioning, formulating clarifying questions)               <ul style="list-style-type: none"> <li>i. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (CCSS: SL.5.2)</li> </ul> </li> <li>d. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (CCSS: SL.5.3)</li> </ul>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"> <li>1. How is eye contact used to persuade others who are listening?</li> <li>2. When is it important to use volume as a tool in communication?</li> <li>3. Why is it difficult to accept someone else’s point of view?</li> <li>4. What can speakers do to make people want to listen to what they have to say?</li> <li>5. How does body language tell a speaker that he/she is having the desired effect on the audience?</li> </ol> <p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"> <li>1. Using precise language increases clarity in communication. (A mediator listens to both sides of an argument and then gives a recommendation to solve the problem.)</li> <li>2. Utilizing online presentation tools engages audiences from across the world.</li> <li>3. Acknowledging, both verbally and in writing, what has been heard is critical when learning new information.</li> </ol> <p><b>Nature of Reading, Writing, and Communicating:</b></p> <ol style="list-style-type: none"> <li>1. Good listeners seek to understand before they respond.</li> </ol>

## 2. Reading for All Purposes

Literacy skills are essential for students to fully participate in and expand their understanding of today's global society. Whether they are reading functional texts (voting ballots, a map, a train schedule, a driver's test, a job application, a text message, product labels); reference materials (textbooks, technical manuals, electronic media); or print and non-print literary texts, students need reading skills to fully manage, evaluate, and use the myriad information available in their day-to-day lives.

### **Prepared Graduate Competencies**

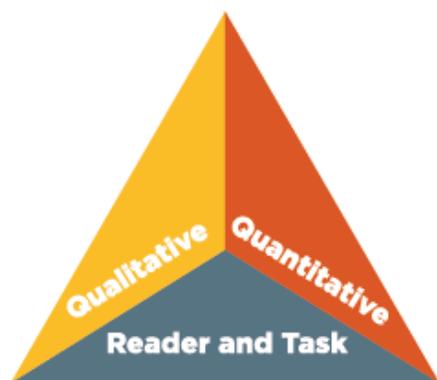
The preschool through grade 12 concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

#### **Prepared Graduate Competencies in the Reading for All Purposes Standard:**

- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary
- Demonstrate comprehension of a variety of informational, literary, and persuasive texts
- Evaluate how an author uses words to create mental imagery, suggest mood, and set tone
- Read a wide range of literature (American and world literature) to understand important universal themes and the human experience
- Seek feedback, self-assess, and reflect on personal learning while engaging with increasingly more difficult texts
- Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks

**From the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (Pages 31 and 57):**

Measuring Text Complexity: Three Factors



**Qualitative evaluation of the text:** Levels of meaning, structure, language conventionality and clarity, and knowledge demands

**Quantitative evaluation of the text:** Readability measures and other scores of text complexity

**Matching reader to text and task:** Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

**Note:** More detailed information on text complexity and how it is measured is contained in Appendix A.

Range of Text Types for K-5

Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	Dramas	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Texts
Includes children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics

Range of Text Types for 6-12

Students in grades 6-12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	Drama	Poetry	Literary Nonfiction
Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	Includes one-act and multi-act plays, both in written form and on film	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience

**Content Area: Reading, Writing, and Communicating**  
**Standard: 2. Reading for All Purposes**

**Prepared Graduates:**

- Demonstrate comprehension of a variety of informational, literary, and persuasive texts
- Evaluate how an author uses words to create mental imagery, suggest mood, and set tone

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**

1. Literary texts are understood and interpreted using a range of strategies

**Evidence Outcomes**

**Students can:**

- a. Use pre-reading strategies, such as identifying a purpose for reading, generating questions to answers while reading, previewing sections of texts and activating prior knowledge
- b. Use Key Ideas and Details to:
  - i. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RL.5.1)
  - ii. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (CCSS: RL.5.2)
  - iii. Compare and contrast two or more character’s points of view, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). (CCSS: RL.5.3)
- c. Use Craft and Structure to:
  - i. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (CCSS: RL.5.4)
  - ii. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (CCSS: L.5.5c)
  - iii. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (CCSS: RL.5.5)
  - iv. Describe how a narrator’s or speaker’s point of view influences how events are described. (CCSS: RL.5.6)
  - v. Locate information to support opinions, predictions, inferences, and identification of the author’s message or theme
  - vi. Compare and contrast the varieties of English (e.g. dialects, registers) used in stories, dramas, or poems. (CCSS: L.5.3b)
- d. Use Integration of Knowledge and Ideas to:
  - i. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). (CCSS: RL.5.7)
  - ii. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (CCSS: RL.5.9)
  - iii. Use knowledge of literary devices (such as imagery, rhythm, foreshadowing, simple metaphors) to understand and respond to text.
- e. Use Range of Reading and Complexity of Text to:
  - i. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. (CCSS: RL.5.10)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

1. When are thinking strategies important?
2. How do readers adjust reading strategies to better understand different texts? What does it mean to be flexible?
3. How are literary texts similar? How are they different?
4. Why does point of view matter? How does it contribute to conflict? How can understanding point of view reduce conflict?
5. If readers could remove inference skills from a person, what would be the consequences?

**Relevance and Application:**

1. Comprehension skills help us question the author’s purpose and view the world with a critical eye (using persuasion to influence our decisions and choices).
2. Acknowledging multiple points of view help people as they meet and work with others.
3. Foreshadowing is a skill that helps people prepare for future events because it creates a fundamental readiness.
4. Authors use words to create pictures for the reader. As readers become aware of visual imagery, they increase their comprehension and use of metacognition.
5. Graphical and multimedia elements of online text provide additional context and structural clues to increase comprehension.

**Nature of Reading, Writing, and Communicating:**

1. Readers think about the characters and their traits and how they relate to each other.
2. Readers recognize big ideas in literary text that reflect the human experience.
3. Readers are always thinking about the words the author uses to paint pictures.

**Content Area: Reading, Writing, and Communicating**

**Standard: 2. Reading for All Purposes**

**Prepared Graduates:**

- Demonstrate comprehension of a variety of informational, literary, and persuasive texts
- Engage in a wide range of nonfiction and real-life reading experiences to solve problems, judge the quality of ideas, or complete daily tasks

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**

2. Ideas found in a variety of informational texts need to be compared and understood

**Evidence Outcomes**

**Students can:**

- a. Use Key Ideas and Details to:
  - i. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS: RI.5.1)
  - ii. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (CCSS: RI.5.2)
  - iii. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (CCSS: RI.5.3)
  - iv. Distinguish between fact and opinion, providing support for judgments made
- b. Use Craft and Structure to:
  - i. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. (CCSS: RI.5.4)
  - ii. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (CCSS: RI.5.5)
  - iii. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (CCSS: RI.5.6)
  - iv. Use informational text features (such as bold type, headings, graphic organizers, numbering schemes, glossary) and text structures to organize or categorize information, to answer questions, or to perform specific tasks
- c. Use Integration of Knowledge and Ideas to:
  - i. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (CCSS: RI.5.7)
  - ii. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (CCSS: RI.5.8)
  - iii. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (CCSS: RI.5.9)
- d. Use Range of Reading and Complexity of Text to:
  - i. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (CCSS: RI.5.10)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. How and when do readers adjust reading strategies to better understand different types of text?
- 2. What text features are most helpful and why? How do text features help readers access information quickly?
- 3. Why do authors use specific text features to convey a message?

**Relevance and Application:**

- 1. Text features communicate key concepts.
- 2. Skimming and scanning are important elements of learning and gathering information.
- 3. The information age requires readers to process lots of information quickly and to determine importance.
- 4. Online reading makes it challenging for students to learn to focus and follow hyperlinked texts only as appropriate to the information seeking task

**Nature of Reading, Writing, and Communicating:**

- 1. Readers automatically retrieve information while they skim and scan text.
- 2. Readers use text features before, during, and after reading to increase connections and comprehension.

**Content Area: Reading, Writing, and Communicating**  
**Standard: 2. Reading for All Purposes**

**Prepared Graduates:**

- Interpret how the structure of written English contributes to the pronunciation and meaning of complex vocabulary.

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**

- 3. Knowledge of morphology and word relationships matters when reading

**Evidence Outcomes**

**Students can:**

- 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. (CCSS: RF.5.3a)
- b. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (CCSS: L.5.4)
  - i. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS: L.5.4a)
  - ii. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*). (CCSS: L.5.4b)
  - iii. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (CCSS: L.5.3c)
- c. Read and identify the meaning of words with sophisticated prefixes and suffixes
- d. Apply knowledge of derivational suffixes that change the part of speech of the base word (such as active, activity)
- e. Infer meaning of words using structural analysis, context, and knowledge of multiple meanings
- f. Read and identify the meaning of roots and related word families in which the pronunciation of the root does not change
- g. Read with sufficient accuracy and fluency to support comprehension. (CCSS: RF.5.4)
  - i. Read grade-level text with purpose and understanding. (CCSS: RF.5.4a)
  - ii. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. (CCSS: RF.5.4b)
  - iii. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS: RF.5.4c)

**21<sup>st</sup> Century Skills and Readiness Competencies**

**Inquiry Questions:**

- 1. How does a readers' knowledge of morphology help them effectively decode and understand multisyllabic words?
- 2. Select one basic root word and find multiple affixes that extend the meaning of this root.
- 3. How did the English language end up with so many "borrowed" roots from Latin and Greek?

**Relevance and Application:**

- 1. Using knowledge of morphology supports the ability to decode and comprehend the meanings of multisyllabic words.
- 2. Writing using multisyllabic words enhances the quality of the work.
- 3. Decoding multisyllabic words allows readers to read fluently across the content areas.
- 4. Exposure to affixes and their meanings increases vocabulary both in writing and speaking.

**Nature of Reading, Writing, and Communicating:**

- 1. Readers use their understanding of morphology and word relationships to read texts with multisyllabic words.
- 2. Readers make the connections that words have prefixes and suffixes that change the meaning.

# 3. Writing and Composition

Writing is a fundamental component of literacy. Writing is a means of critical inquiry; it promotes problem solving and mastering new concepts. Adept writers can work through various ideas while producing informational, persuasive, and narrative or literary texts. In other words, writing can be used as a medium for reasoning and making intellectual connections. As students arrange ideas to persuade, describe, and inform, they engage in logical critique, and they are likely to gain new insights and a deeper understanding of concepts and content.

**From the Common Core State Standards Expectations for EACH grade level:**

*"Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences."*

**Prepared Graduate Competencies**

The preschool through grade 12 concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

**Prepared Graduate Competencies in the Writing and Composition standard:**

- Write with a clear focus, coherent organization, sufficient elaboration, and detail
- Effectively use content-specific language, style, tone, and text structure to compose or adapt writing for different audiences and purposes
- Apply standard English conventions to effectively communicate with written language
- Implement the writing process successfully to plan, revise, and edit written work
- Master the techniques of effective informational, literary, and persuasive writing

**Content Area: Reading, Writing, and Communicating**  
**Standard: 3. Writing and Composition**

**Prepared Graduates:**  
 ➤ Implement the writing process successfully to plan, revise, and edit written work

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**  
 1. The recursive writing process contributes to the creative and unique literary genres for a variety of audiences and purposes

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS: W.5.3)               <ul style="list-style-type: none"> <li>i. Create personal and fictional narratives with a strong personal voice</li> <li>ii. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS: W.5.3a)</li> <li>iii. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. (CCSS: W.5.3b)</li> <li>iv. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (CCSS: W.5.3c)</li> <li>v. Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS: W.5.3d)</li> <li>vi. Provide a conclusion that follows from the narrated experiences or events. (CCSS: W.5.3e)</li> </ul> </li> <li>b. Write poems using poetic techniques (alliteration, onomatopoeia); figurative language (simile, metaphor); and graphic elements (capital letters, line length)</li> </ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>1. How can the use of correct vocabulary, grammar, usage, and mechanics add clarity to writing?</li> <li>2. How can various tools help a writer edit and revise written work?</li> <li>3. What do authors do to ensure that they have a topic and supporting details?</li> <li>4. How do graphic organizers or planning guides increase the effectiveness of a writer?</li> <li>5. What is the primary message that the author wants readers to interpret from the passage? Where is the evidence from the text?</li> </ul> <p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>1. Writing about personal experiences is an important step in expression.</li> <li>2. Including story elements in writing provides the reader with a more complete product.</li> </ul> <p><b>Nature of Reading, Writing, and Communicating:</b></p> <ul style="list-style-type: none"> <li>1. Writers use all of the elements of a good story in their writing and have created a systematic plan for including each of them.</li> </ul>

**Content Area: Reading, Writing, and Communicating**  
**Standard: 3. Writing and Composition**

**Prepared Graduates:**  
 ➤ Implement the writing process successfully to plan, revise, and edit written work

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**  
 2. The recursive writing process creates stronger informational and persuasive texts for a variety of audiences and purposes

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (CCSS: W.5.1)               <ul style="list-style-type: none"> <li>i. Include cause and effect, opinions, and other opposing viewpoints in persuasive writing</li> <li>ii. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. (CCSS: W.5.1a)</li> <li>iii. Provide logically ordered reasons that are supported by facts and details. (CCSS: W.5.1b)</li> <li>iv. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>). (CCSS: W.5.1c)</li> <li>v. Provide a concluding statement or section related to the opinion presented. (CCSS: W.5.1d)</li> </ul> </li> <li>b. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS: W.5.2)               <ul style="list-style-type: none"> <li>i. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (CCSS: W.5.2a)</li> <li>ii. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CCSS: W.5.2b)</li> <li>iii. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>). (CCSS: W.5.2c)</li> <li>iv. Use precise language and domain-specific vocabulary to inform about or explain the topic. (CCSS: W.5.2d)</li> <li>v. Provide a concluding statement or section related to the information or explanation presented. (CCSS: W.5.2e)</li> </ul> </li> </ul>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"> <li>1. What is the purpose of writing for different audiences?</li> <li>2. How does revising writing build new skills for writers?</li> <li>3. How did people gather information before the use of computers?</li> <li>4. If someone asked you the fastest, most efficient way to gather information about _____, what would you tell them and why?</li> </ol> <p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"> <li>1. Successful writing has specific organizational features, style, and craft elements. (Write a persuasive letter to an adult using mature tone and vocabulary. Select a planning guide that will be useful to plan writing.)</li> <li>2. Technology is used to assist in locating resources to support writers’ work.</li> <li>3. Learning to summarize and write brief explanations is a lifelong skill that that will carry over into the workplace or college.</li> </ol> <p><b>Nature of Reading, Writing, and Communicating:</b></p> <ol style="list-style-type: none"> <li>1. Writers think about the audience that they are writing for to help them organize their thoughts.</li> <li>2. Writers use technology as part of their resources to be more organized and thorough when they write.</li> </ol>

**Content Area: Reading, Writing, and Communicating**  
**Standard: 3. Writing and Composition**

**Prepared Graduates:**  
 ➤ Apply standard English conventions to effectively communicate with written language

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**  
 3. Conventions apply consistently when evaluating written texts

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (CCSS: L.5.2)               <ul style="list-style-type: none"> <li>i. Use punctuation to separate items in a series. (CCSS: L.5.2a)</li> <li>ii. Use a comma to separate an introductory element from the rest of the sentence. (CCSS: L.5.2b)</li> <li>iii. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). (CCSS: L.5.2c)</li> <li>iv. Use underlining, quotation marks, or italics to indicate titles of works. (CCSS: L.5.2d)</li> <li>v. Spell grade-appropriate words correctly, consulting references as needed. (CCSS: L.5.2e)</li> </ul> </li> <li>b. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCSS: L.5.1)               <ul style="list-style-type: none"> <li>i. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (CCSS: L.5.1a)</li> <li>ii. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses. (CCSS: L.5.1b)</li> <li>iii. Use verb tense to convey various times, sequences, states, and conditions. (CCSS: L.5.1c)</li> <li>iv. Recognize and correct inappropriate shifts in verb tense. (CCSS: L.5.1d)</li> <li>v. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>). (CCSS: L.5.1e)</li> </ul> </li> <li>c. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CCSS: L.5.1f) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (CCSS: W.5.4)</li> <li>d. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCSS: W.5.5)</li> <li>e. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. (CCSS: W.5.6)</li> </ul>	<p><b>Inquiry Questions:</b></p> <ol style="list-style-type: none"> <li>1. How do writers prepare their writing for different audiences?</li> <li>2. How would writing for our first grade buddies be different than the writing that you would do to convince or persuade our principal to let us have music day?</li> <li>3. How do writers organize their thinking to include the audience they are addressing?</li> <li>4. Which graphic organizer that we have used may assist you with your planning?</li> <li>5. What guidelines from our paragraph writing were the most helpful to you as you began to construct your paragraphs?</li> </ol> <p><b>Relevance and Application:</b></p> <ol style="list-style-type: none"> <li>1. People can use an electronic thesaurus to enrich vocabulary in text. (Write letters to "writing pals" at a school in another community. Design a thank-you note for the custodian or parent volunteers.)</li> <li>2. Written language differs from spoken language in terms of vocabulary, structure, and context.</li> </ol> <p><b>Nature of Reading, Writing, and Communicating:</b></p> <ol style="list-style-type: none"> <li>1. Writers are thoughtful of the language they use in their writing.</li> </ol>

# 4. Research and Reasoning

Research and Reasoning skills are pertinent for success in a postsecondary and workforce setting. Students need to acquire these skills throughout their schooling. This means students need to be able to distinguish their own ideas from information created or discovered by others, understand the importance of creating authentic works, and correctly cite sources to give credit to the author of the original work.

## **Prepared Graduate Competencies**

The preschool through grade 12 concepts and skills that all students who complete the Colorado education system must master to ensure their success in a postsecondary and workforce setting.

### **Prepared Graduate Competencies in the Research and Reasoning standard:**

- Discriminate and justify a position using traditional lines of rhetorical argument and reasoning
- Articulate the position of self and others using experiential and material logic
- Gather information from a variety of sources; analyze and evaluate the quality and relevance of the source; and use it to answer complex questions
- Use primary, secondary, and tertiary written sources to generate and answer research questions
- Evaluate explicit and implicit viewpoints, values, attitudes, and assumptions concealed in speech, writing, and illustration
- Demonstrate the use of a range of strategies, research techniques, and persistence when engaging with difficult texts or examining complex problems or issues
- Exercise ethical conduct when writing, researching, and documenting sources

**Content Area: Reading, Writing, and Communicating**  
**Standard: 4. Research and Reasoning**

**Prepared Graduates:**  
 ➤ Use primary, secondary, and tertiary written sources to generate and answer research questions

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**  
 1. High-quality research requires information that is organized and presented with documentation

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<p><b>Students can:</b></p> <ul style="list-style-type: none"> <li>a. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (CCSS: W.5.7)               <ul style="list-style-type: none"> <li>i. Summarize and support key ideas</li> <li>ii. Demonstrate comprehension of information with supporting logical and valid inferences</li> <li>iii. Develop and present a brief (oral or written) research report with clear focus and supporting detail for an intended audience</li> </ul> </li> <li>b. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (CCSS: W.5.8)               <ul style="list-style-type: none"> <li>i. Develop relevant supporting visual information (charts, maps, graphs, photo evidence, models)</li> <li>ii. Provide documentation of sources used in a grade-appropriate format</li> </ul> </li> </ul>	<p><b>Inquiry Questions:</b></p> <ul style="list-style-type: none"> <li>1. How do writers summarize and synthesize information to reflect their ideas on a subject?</li> <li>2. How do writers organize information so they can reflect on the data gathered?</li> <li>3. How do writers determine what they want the audience to know and how can they measure it?</li> </ul> <p><b>Relevance and Application:</b></p> <ul style="list-style-type: none"> <li>1. Researchers organize information and present it to others around a point of view.</li> <li>2. Researchers self-evaluate presentations so they can improve.</li> <li>3. Presentation tools include laser light pointer, animated shows, videotape, and clickers.</li> <li>4. Treasure seekers use depth radar, metal detectors, and fish school finders to determine the gather information. These are examples of logical and valid sources of supporting information.</li> <li>5. Effective research with actual documenting sources often persuades a court or a clerk or peers.</li> <li>6. Use online tools to present information to a broad audience.</li> </ul> <p><b>Nature of Reading, Writing, and Communicating:</b></p> <ul style="list-style-type: none"> <li>1. Researchers plan, present, and evaluate projects that have a specific point of view.</li> </ul>

**Content Area: Reading, Writing, and Communicating**  
**Standard: 4. Research and Reasoning**

**Prepared Graduates:**  
 ➤ Articulate the position of self and others using experiential and material logic

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**  
 2. Identifying and evaluating concepts and ideas have implications and consequences

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**Students can:**

- a. Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCSS: W.5.9)
  - i. Accurately explain the implications of concepts they use
  - ii. Identify irrelevant ideas and use concepts and ideas in ways relevant to their purpose
  - iii. Analyze concepts and draw distinctions between related but different concepts
  - iv. Demonstrate use of language that is careful and precise while holding others to the same standards
  - v. Distinguish clearly and precisely the difference between an implication and consequence
  - vi. Distinguish probable from improbable implications and consequences
  - vii. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). (CCSS: W.5.9a)
  - viii. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). (CCSS: W.5.9b)

**Inquiry Questions:**

1. How do people decide on and use credible, relevant, appropriate, accurate, and valid information?
2. How do people explain the implications and concepts used by themselves and others, including authors?

**Relevance and Application:**

1. Concepts are used daily to make sense of the world. Lack of clarity with concepts perpetuates misunderstanding.
2. Accurate in-depth comprehension relies on the ability to analyze and differentiate concepts.
3. Messages communicated through reading and writing have implications that require exploration.
4. Use electronic productivity tools to illustrate and convey concepts and your own ideas.

**Nature of Reading, Writing, and Communicating:**

1. Researchers know all reasoning is expressed through and shaped by concepts, and lead somewhere or have implications and consequences.
2. Researchers understand the language used in documents is important.

**Content Area: Reading, Writing, and Communicating**  
**Standard: 4. Research and Reasoning**

**Prepared Graduates:**  
 ➤ Discriminate and justify a position using traditional lines of rhetorical argument and reasoning

**Grade Level Expectation: Fifth Grade**

**Concepts and skills students master:**  
 3. Quality reasoning requires asking questions and analyzing and evaluating viewpoints

<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
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**Students can:**

- Ask primary questions of clarity, significance, relevance, accuracy, precision, logic, fairness, depth, and breadth
- Acknowledge the need to treat all viewpoints fair-mindedly
- Recognize what they know and don't know (intellectual humility)
- Recognize the value of using the reasoning process to foster desirable outcomes (intellectual confidence in reason)

**Inquiry Questions:**

- Could the author have been more specific? Could the author have given more details? Could the author have been more exact?
- Does the author's logic follow from the evidence?
- Did the author considered various points of view open-mindedly?
- Did the author determine the quality of his/her thinking and the thinking of others?
- What method can an author use to show he/she is treating all viewpoints fairly?
- When people are discussing topics with others, how do they indicate that they do not know the answer?
- How do people monitor their thinking for clarity and careful reasoning?

**Relevance and Application:**

- Asking questions of themselves and of others helps people reach quality understanding and reasoning.
- Putting individual thinking or the thinking of a favorite author/researcher aside to entertain other thinking is a fair-minded way to gain understanding.
- Acknowledging that further reading/research can increase my depth of understanding.
- Acknowledging that analyzing and assessing individual's thinking for quality reasoning fosters desirable outcomes.

**Nature of Reading, Writing, and Communicating:**

- Questions enable readers and writers to clarify information.
- Understanding when people know and when they do not know is a skill that good readers use when they monitor their thinking and reasoning.
- Throughout each day, people must pose quality questions to think about what they are reading or situations they are facing.
- All reasoning is expressed through and shaped by concepts, and leads somewhere or has implications and consequences.

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