# New Jersey Student Learning Standards for English Language Arts and Student Learning Objectives

**Issued by the New Jersey Department of Education – Updated August 2019**

## *Grade 5 – Unit 3: Informative / Explanatory Text and Writing*

### **Rationale**

This module pushes readers and writers to analyze text and consider what an author is saying about a topic or societal issue. In the previous module, students wrote about their opinion, now they move towards being critical consumers of text and understand bias to formulate claims about a topic or issue. This module is designed to help students become producers of content to raise awareness about the world. This module presents a shift from the opinion to the informative/explanatory lenses.

### Grade 5 – Unit 3, Module A

| **Standard** | **Student Learning Objectives**  **We are learning to… / We are learning that…** |
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| **RI.5.3.** 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. | * there are relationships between individuals, events, ideas, or concepts that interact within the text * explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text * explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a scientific text based on specific information in the text * explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a technical text based on specific information in the text |
| **RI.5.6.** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | * the same event or topic can be represented by different points of view * note important similarities and differences in the point of view they represent * analyze multiple accounts of the same event or topic |
| **RI.5.7.** 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. | * information can be drawn on from multiple print or digital sources quickly and efficiently * draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly |
| **RI.5.9.** Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably. | * reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write about the subject knowledgeably * reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to speak about the subject knowledgeably |
| **W.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension. | * write informative/explanatory texts to examine a topic and convey ideas and information clearly * introduce a topic clearly to provide a focus * group related information logically * include text features such as headings, illustrations, and multimedia when useful to aiding comprehension |
| **W.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. | * develop the topic with facts, definitions, concrete details, quotations from a source, or other information and examples related to the topic |
| **W.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly  C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., *in contrast*, *especially*). | * link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., *in contrast*, *especially*) |
| **W.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  D. Use precise language and domain-specific vocabulary to inform about or explain the topic. | * use precise language and domain-specific vocabulary to inform about the topic * use precise language and domain-specific vocabulary to explain the topic * the use of precise language and domain specific vocabulary can be used to explain and inform about a topic |
| **W.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  E. Provide a conclusion related to the information of explanation presented | * provide a conclusion related to the information of explanation presented |
| **W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. | * produce clear and coherent writing in which the development is appropriate to the task, purpose, and audience * produce clear and coherent writing in which the organization is appropriate to the task, purpose, and audience |
| **W.5.7.** Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic | * several sources can be used to research or investigate a topic in order to build knowledge * build knowledge by researching different perspectives |
| **W.5.8.** 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**.** | * there is a difference between paraphrasing and quoting * writers summarize and paraphrase information * recall relevant information from experiences * gather relevant information from print and digital sources |
| **SL.5.3.** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. | * reasons and evidence are used to summarize the points a speaker makes * summarize the points a speaker makes * explain how each claim is supported by reasons and evidence |
| **SL.5.4.** 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; speak clearly at an understandable pace. | * report on a topic * report on a text * sequence ideas logically and using appropriate facts and relevant, descriptive details to support main ideas |
| **SL.5.5.** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. | * multimedia components can enhance the development of main ideas or themes * include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas |
| **SL.5.6.** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. | * speakers adapt their speech appropriate to a task and situation |