

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

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Grade 5 – Unit 1: Interpreting Text for Meaning Using Evidence

Rationale

This unit is designed to allow students to engage in meaningful reading and writing in both fiction and nonfiction. Students will learn the foundational skills needed to engage with text at a deeper level, interpreting author’s messages in order to make meaning and support their thinking with text evidence. Students will apply this kind of higher-level thinking in writing about reading. In addition, students will create narratives that utilize their understanding of what makes writing engaging and meaningful. They will work through the writing process with support from peers, teachers, and the use of technology to turn their ideas into well-crafted narratives. Alongside all of this work, students will also participate in meaningful conversations about literature, informational texts and their writing experiences. Basic grammatical structures, grade level specific vocabulary and spelling will be utilized to support all speaking and writing work done throughout this module.

Grade 5 – Unit 1, Module A

Standard	Student Learning Objectives We are learning to... / We are learning that...
RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. 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.	<ul style="list-style-type: none">▪ know and apply grade level phonics and word analysis skills in decoding and encoding words▪ combine knowledge of all letter correspondence, syllabication patterns and morphology (e.g. roots and affixes) in order to read accurately unfamiliar multi-syllabic words in context and out of context
RF.5.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding.	<ul style="list-style-type: none">▪ read with accuracy and fluency to support comprehension▪ read texts with purpose and understanding

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Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p>	<ul style="list-style-type: none"> ▪ read grade-level prose and poetry orally with accuracy, appropriate rate, and expression
<p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<ul style="list-style-type: none"> ▪ use context to confirm or self-correct word recognition and understanding, rereading as necessary
<p>RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p>	<ul style="list-style-type: none"> ▪ recall what makes a quote relevant ▪ quote accurately from a text ▪ quoting accurately from a text supports drawing inferences
<p>RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p>	<ul style="list-style-type: none"> ▪ key details are needed to summarize a text ▪ summarize the text using key details ▪ determine the key details in a story, drama or poem ▪ key details are needed to identify the theme of a text ▪ identify the theme using key details
<p>RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>	<ul style="list-style-type: none"> ▪ determine the meaning of words as they are used in a text ▪ word meanings, including figurative language such as metaphors and similes, can be determined as they are used in text ▪ determine the meaning of phrases as they are used in a text, including figurative language such as metaphors and similes

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Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> ▪ 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
<p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<ul style="list-style-type: none"> ▪ develop and strengthen writing as needed by planning with guidance and support from peers and adults ▪ develop and strengthen writing as needed by revising with guidance and support from peers and adults ▪ develop and strengthen writing as needed by editing with guidance and support from peers and adults ▪ develop and strengthen writing as needed by re-writing with guidance and support from peers and adults
<p>W.5.6. With some guidance and support from adults and peers, 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.</p>	<ul style="list-style-type: none"> ▪ use technology, including the internet, with some guidance and support from adults and peers ▪ to use technology, including the internet, to produce and publish writing with some guidance and support from adults and peers
<p>SL.5.1. 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.</p> <p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p>	<ul style="list-style-type: none"> ▪ engage effectively in a range of collaborative discussions (one-on-one) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly ▪ engage effectively in a range of collaborative discussions (in groups) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly ▪ engage effectively in a range of collaborative discussions (teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly ▪ explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion

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Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>SL.5.1. 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.</p> <p>B. Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<ul style="list-style-type: none"> ▪ follow agreed-upon rules for discussions ▪ carry out assigned roles for discussions
<p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences</p>	<ul style="list-style-type: none"> ▪ explain the function of conjunctions, prepositions, and interjections in general ▪ explain the function of conjunctions, prepositions, and interjections in particular sentences
<p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<ul style="list-style-type: none"> ▪ the use of conventions (capitalization, punctuation, and spelling) of standard English grammar help to communicate ideas effectively when writing ▪ demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
<p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use punctuation to separate items in a series.</p>	<ul style="list-style-type: none"> ▪ use punctuation to separate items in a series
<p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>B. Use a comma to separate an introductory element from the rest of the sentence.</p>	<ul style="list-style-type: none"> ▪ use a comma to separate an introductory element from the rest of the sentence

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Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>C. 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>).</p>	<ul style="list-style-type: none"> ▪ use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>) ▪ use a comma to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>) ▪ use a comma to indicate direct address (e.g., <i>Is that you, Steve?</i>)
<p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>D. Use underlining, quotation marks, or italics to indicate titles of works.</p>	<ul style="list-style-type: none"> ▪ use underlining, quotation marks, or italics to indicate titles of works
<p>L.5.4. 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.</p> <p>A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>	<ul style="list-style-type: none"> ▪ use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase
<p>L.5.4. 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.</p> <p>C. 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.</p>	<ul style="list-style-type: none"> ▪ consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of key words and phrases ▪ consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to determine or clarify the precise meaning of key words and phrases

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Standard	Student Learning Objectives We are learning to... / We are learning that...
L.5.4. 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.	<ul style="list-style-type: none"> ▪ it is important to determine or clarify the meaning of unknown words and multiple meaning words and phrases when reading ▪ 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
L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figurative language, including similes and metaphors, in context.	<ul style="list-style-type: none"> ▪ interpret figurative language, including similes and metaphors, in context
L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<ul style="list-style-type: none"> ▪ figurative language, word relationships and nuances contribute to the meaning of a text ▪ demonstrate understanding of figurative language, word relationships, and nuances in word meanings

Grade 5 – Unit 1, Module B

Standard	Student Learning Objectives We are learning to... / We are learning that...
RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> ▪ quote accurately from a text ▪ determine what makes a quote relevant ▪ our explanations must be relevant to the quote
RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<ul style="list-style-type: none"> ▪ a text can have more than one main idea ▪ determine two or more main ideas of a text ▪ explain how the main ideas are supported by key details ▪ summarize the text

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Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p>	<ul style="list-style-type: none"> ▪ determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 5 topic or subject area
<p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<ul style="list-style-type: none"> ▪ orient the reader by establishing a situation and introducing a narrator and/or characters ▪ organize an event sequence that unfolds naturally
<p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p>	<ul style="list-style-type: none"> ▪ pacing is a narrative writing technique ▪ use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events ▪ use narrative techniques, such as dialogue, description, and pacing, to show the responses of characters to situations
<p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p>	<ul style="list-style-type: none"> ▪ use a variety of transitional words, phrases, and clauses to manage the sequence of events
<p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>D. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	<ul style="list-style-type: none"> ▪ use concrete words and phrases and sensory details to convey experiences and events precisely
<p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>E. Provide a conclusion that follows from the narrated experiences or events.</p>	<ul style="list-style-type: none"> ▪ provide a conclusion that follows from the narrated experiences or events

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Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<ul style="list-style-type: none"> ▪ using effective technique helps a writer to develop real or imagined experiences in narrative writing ▪ write narratives to develop real or imagined experiences or events using effective technique ▪ write narratives to develop real or imagined experiences or events using descriptive details ▪ write narratives to develop real or imagined experiences or events using clear event sequences
<p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> ▪ develop clear and coherent writing according to task, purpose, and audience ▪ organize clear and coherent writing according to task, purpose, and audience
<p>W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> ▪ write routinely for shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences ▪ write routinely over extended time frames for revision
<p>SL.5.1. 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.</p> <p style="padding-left: 20px;">C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>	<ul style="list-style-type: none"> ▪ pose to specific questions that contribute to the discussion ▪ respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others

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Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>SL.5.1. 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. D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<ul style="list-style-type: none"> ▪ review the key ideas expressed and knowledge gained from the discussions ▪ draw conclusions in light of information and knowledge gained from the discussions
<p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p>	<ul style="list-style-type: none"> ▪ main ideas and details enable speakers to summarize what has been listened to or viewed ▪ summarize a written text read aloud (e.g., visually, quantitatively, and orally)
<p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. C. Use verb tense to convey various times, sequences, states, and conditions.</p>	<ul style="list-style-type: none"> ▪ use verb tense to convey various times, sequences, states, and conditions
<p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. D. Recognize and correct inappropriate shifts in verb tense.</p>	<ul style="list-style-type: none"> ▪ recognize and correct inappropriate shifts in verb tense
<p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. E. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>).</p>	<ul style="list-style-type: none"> ▪ use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>)
<p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. D. Use underlining, quotation marks, or italics to indicate titles of works.</p>	<ul style="list-style-type: none"> ▪ use underlining, quotation marks, or italics to indicate titles of works.

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Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. E. Spell grade-appropriate words correctly, consulting references as needed.</p>	<ul style="list-style-type: none"> ▪ spell grade-appropriate words correctly, consulting references as needed
<p>L.5.4. 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. A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p>	<ul style="list-style-type: none"> ▪ it is important to determine or clarify the meaning of unknown words and multiple meaning words and phrases when reading ▪ 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 ▪ use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase
<p>L.5.4. 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. B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p>	<ul style="list-style-type: none"> ▪ use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
<p>L.5.4. 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. C. 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.</p>	<ul style="list-style-type: none"> ▪ consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of key words and phrases ▪ consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to determine or clarify the precise meaning of key words and phrases
<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<ul style="list-style-type: none"> ▪ figurative language, word relationships and nuances contribute to the meaning of a text ▪ demonstrate understanding of figurative language, word relationships, and nuances in word meanings

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Grade 5 – Unit 2: Structures of Text and Point of View

Rationale

After working through the basic foundational skills in module one, students will continue to explore fiction and nonfiction texts taking it to a higher level by considering text structures and author’s points of view. This module pushes readers and writers to analyze how texts are written and why structure plays an important role in communicating ideas. This module presents a shift from the narrative writing lens to the opinion lens. Students will explore how the point of view both in fiction and nonfiction differ and are utilized for a variety of purposes in reading and writing. There will be opportunities for students to share their thinking and point of view about what they have read, while applying a variety of structures to their writing.

Grade 5 – Unit 2, Module A

Standard	Student Learning Objectives We are learning to... / We are learning that...
RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none">▪ make relevant connections when explaining what the text says explicitly▪ make relevant connections to a text when drawing inferences
RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	<ul style="list-style-type: none">▪ specific details in a text are used to compare or contrast two or more characters▪ specific details in a text are used to compare or contrast two or more settings or events▪ compare and contrast two or more characters in a story or drama, drawing on specific details in the text (e.g., how characters interact)▪ compare and contrast the setting in a story or drama, drawing on specific details in the text (e.g., how characters interact)▪ compare and contrast events in a story or drama, drawing on specific details in the text (e.g., how characters interact)

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Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	<ul style="list-style-type: none"> ▪ explain how a series of chapters fits together to provide the overall structure of a particular story ▪ explain how a series of scenes fits together to provide the overall structure of a particular drama ▪ explain how a series of stanzas fits together to provide the overall structure of a particular poem
<p>RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.</p>	<ul style="list-style-type: none"> ▪ a narrator’s or speaker’s point of view influences how events are described ▪ describe how a narrator’s point of view influences how events are described ▪ describe how a speaker’s point of view influences how events are described
<p>RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<ul style="list-style-type: none"> ▪ stories, myths, and traditional literature from different cultures can have similar themes and topics and patterns of events ▪ reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes in stories, myths, and traditional literature from different cultures ▪ reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of topics (e.g., opposition of good and evil) in stories, myths, and traditional literature from different cultures
<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>A. 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.</p>	<ul style="list-style-type: none"> ▪ write opinion pieces on topics or texts ▪ support a point of view with reasons and information ▪ introduce a topic or text clearly ▪ state an opinion ▪ create an organizational structure in which ideas are logically grouped to support the writer’s purpose

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Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.</p>	<ul style="list-style-type: none"> ▪ provide logically ordered reasons that are supported by facts and details from text(s.) ▪ quote directly from text when appropriate
<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>C. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>).</p>	<ul style="list-style-type: none"> ▪ link opinion and reasons using words (e.g., <i>consequently</i>, <i>specifically</i>) ▪ link opinion and reasons using phrases ▪ link opinion and reasons using clauses
<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>D. Provide a conclusion related to the opinion presented</p>	<ul style="list-style-type: none"> ▪ provide a conclusion related to the opinion presented
<p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<ul style="list-style-type: none"> ▪ you can make writing stronger by planning, revising, editing, re-writing, or trying a new approach ▪ try a new approach to develop and strengthen writing as needed with guidance and support from peers and adults
<p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>B. 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]”).</p>	<ul style="list-style-type: none"> ▪ 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]”)

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Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>B. 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]”).</p>	<ul style="list-style-type: none"> ▪ 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]”)
<p>W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> ▪ writing takes stamina and time, as appropriate to the specific task ▪ write routinely over extended time frames for reflection ▪ write routinely over extended time frames for metacognition/self-correction
<p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p>	<ul style="list-style-type: none"> ▪ summarize information presented in diverse media and formats (e.g., visually, quantitatively, and orally)
<p>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.</p>	<ul style="list-style-type: none"> ▪ present an opinion ▪ sequence ideas logically and using appropriate facts and relevant, descriptive details to support themes ▪ speak clearly at an understandable pace
<p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>B. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses.</p>	<ul style="list-style-type: none"> ▪ the use of conventions of standard English grammar and usage help to communicate ideas effectively when writing or speaking ▪ form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses

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Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>	<ul style="list-style-type: none"> ▪ use knowledge of language and its conventions when writing, speaking, reading, or listening ▪ expand, combine, and reduce sentences for meaning, reader/listener interest, and style when writing, speaking, reading, or listening
<p>L.5.4. 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.</p> <p>B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p>	<ul style="list-style-type: none"> ▪ use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis)
<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>B. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<ul style="list-style-type: none"> ▪ figurative language, word relationships and nuances contribute to the meaning of a text ▪ demonstrate understanding of figurative language, word relationships, and nuances in word meanings ▪ recognize and explain the meaning of common idioms, adages, and proverbs
<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<ul style="list-style-type: none"> ▪ use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words

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Standard	Student Learning Objectives We are learning to... / We are learning that...
L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	<ul style="list-style-type: none"> ▪ determine or clarify the meaning of unknown and multiple-meaning words based on grade 5 reading and content, choosing flexibly from a range of strategies

Grade 5 – Unit 2, Module B

Standard	Student Learning Objectives We are learning to... / We are learning that...
RI.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> ▪ make relevant connections when explaining what the text says explicitly ▪ make relevant connections to a text when drawing inferences
RI.5.5. 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	<ul style="list-style-type: none"> ▪ the structure of events, ideas, concepts or information contained in separate texts can have differences and similarities ▪ you can 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
RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	<ul style="list-style-type: none"> ▪ explain how an author identifies which reasons and evidence support which point(s)

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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...
<p>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.</p>	<ul style="list-style-type: none"> ▪ 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
<p>RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<ul style="list-style-type: none"> ▪ 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
<p>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.</p>	<ul style="list-style-type: none"> ▪ 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

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Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>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.</p>	<ul style="list-style-type: none"> ▪ 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
<p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>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.</p>	<ul style="list-style-type: none"> ▪ 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
<p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<ul style="list-style-type: none"> ▪ develop the topic with facts, definitions, concrete details, quotations from a source, or other information and examples related to the topic
<p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p>C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>).</p>	<ul style="list-style-type: none"> ▪ link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>)

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Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<ul style="list-style-type: none"> ▪ 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
<p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>E. Provide a conclusion related to the information of explanation presented</p>	<ul style="list-style-type: none"> ▪ provide a conclusion related to the information of explanation presented
<p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> ▪ 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
<p>W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic</p>	<ul style="list-style-type: none"> ▪ several sources can be used to research or investigate a topic in order to build knowledge ▪ build knowledge by researching different perspectives
<p>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.</p>	<ul style="list-style-type: none"> ▪ 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
<p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<ul style="list-style-type: none"> ▪ 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

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Standard	Student Learning Objectives We are learning to... / We are learning that...
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.	<ul style="list-style-type: none"> ▪ 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.	<ul style="list-style-type: none"> ▪ 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.	<ul style="list-style-type: none"> ▪ speakers adapt their speech appropriate to a task and situation

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Grade 5 – Unit 4: Multigenre Reading and Writing

Rationale

In the final module of the school year, the students will draw from the three prior modules to analyze how literature and nonfiction texts can include visual and multimedia elements to bring meaning, tone and beauty to an idea or issue. Students will read a variety of genres, analyze the structures and components that differentiate one from another in order to utilize them as mentor texts for writing. In this unit, students will have choice for writing in narrative, opinion, explanatory, informative or a combination thereof to convey their thinking about a topic or issue. Students will utilize their analysis and bring their passions to both the reading and writing process. Writers will determine the best way to convey their ideas and thinking.

Grade 5 – Unit 4, Module A

Standard	Student Learning Objectives We are learning to... / We are learning that...
RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	<ul style="list-style-type: none"> ▪ stories, dramas, and poems have different structures
RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	<ul style="list-style-type: none"> ▪ reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes in stories, myths, and traditional literature from different cultures ▪ reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of topics (e.g., opposition of good and evil) in stories, myths, and traditional literature from different cultures ▪ reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) on patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures

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Standard	Student Learning Objectives We are learning to... / We are learning that...
RI.5.7. 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).	<ul style="list-style-type: none"> ▪ analyze visual elements ▪ analyze how visual elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem) ▪ visual elements contribute to the meaning, tone and beauty of the text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth and poem)
RI.5.5. 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	<ul style="list-style-type: none"> ▪ 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
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.	<ul style="list-style-type: none"> ▪ integrate (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 ▪ integrate (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.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	<ul style="list-style-type: none"> ▪ write opinion pieces on topics or texts ▪ support a point of view with reasons and information
W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<ul style="list-style-type: none"> ▪ different writing genres have their own purpose, audience, organization development

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Standard	Student Learning Objectives We are learning to... / We are learning that...
W.5.6. With some guidance and support from adults and peers, 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.	<ul style="list-style-type: none"> ▪ demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting
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.	<ul style="list-style-type: none"> ▪ summarize and paraphrase information in notes and finished work ▪ provide a list of sources for information recalled, gathered, summarized or paraphrased from experiences, print, and digital sources
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.	<ul style="list-style-type: none"> ▪ include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of themes
SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	<ul style="list-style-type: none"> ▪ adapt speech to a variety of contexts and tasks ▪ adapt speech using formal English when appropriate to the situation
L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	<ul style="list-style-type: none"> ▪ acquire and use accurately grade-appropriate general academic words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition) ▪ acquire and use accurately grade-appropriate domain-specific words and phrases

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Grade 5 – Unit 4, Module B

Standard	Student Learning Objectives We are learning to... / We are learning that...
RI.5.7. 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).	<ul style="list-style-type: none"> ▪ analyze multimedia elements ▪ analyze how multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem) ▪ multimedia elements contribute to the meaning, tone and beauty of the text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth and poem)
RI.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.	<ul style="list-style-type: none"> ▪ by the end of the year, we will have learned to read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed
RI.5.5. 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	<ul style="list-style-type: none"> ▪ 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 ▪
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.	<ul style="list-style-type: none"> ▪ 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 about the subject knowledgeably ▪ 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 speak about the subject knowledgeably
RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	<ul style="list-style-type: none"> ▪ read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed
W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic	<ul style="list-style-type: none"> ▪ conduct short research projects ▪ build knowledge through investigation of different perspectives of a topic
SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	<ul style="list-style-type: none"> ▪ adapt speech to a variety of contexts and tasks ▪ adapt speech using formal English when appropriate to the situation

2016 NJSL-ELA Instructional Units

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. B. Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.</p>	<ul style="list-style-type: none"> ▪ use knowledge of language and its conventions when writing ▪ use knowledge of language and its conventions when speaking ▪ use knowledge of language and its conventions when reading ▪ use knowledge of language and its conventions when listening ▪ compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems when writing ▪ compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems when speaking ▪ compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems when reading ▪ compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems when listening
<p>L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<ul style="list-style-type: none"> ▪ acquire and use accurately grade-appropriate domain-specific words and phrases