



## Grade 5: New Jersey Student Learning Standards for English Language Arts – Prerequisite Concepts and Skills by Strand

### Description

Included here are the prerequisite concepts and skills necessary for students to learn grade level content based on the New Jersey Student Learning Standards in English language arts (ELA). This tool is intended to support educators in the identification of any conceptual or skill gaps that might exist in a student's understanding of ELA standards.

The standards are organized by strand: Reading Literature Text, Reading Informational Text, Reading Foundation Skills, Writing, Speaking and Listening, and Language. The tables are each divided into two columns. The first column lists the Focus Standards and Student Learning Objectives, which contain the target grade level standards and the corresponding concepts and skills in that standard. The standards of focus for the 2020-2021 school year follow the recommendations of Student Achievement Partners [2020-21 Priority Instructional Content in English Language Arts/Literacy and Mathematics](#). The second column contains the Previous Grade Standards and Learning Objectives, which are concepts and skills necessary for students to learn the grade level standard as listed on the left. The third column lists Supporting Standards, which are the remaining grade level standards that could be integrated into instruction to support the instruction of focus standards.

Given the recursive nature of concepts in English language arts, some of the standards contain the same concepts from grade to grade. Therefore, the bold text with asterisks distinguishes the new concepts and skills reflected in a grade level standard, the corresponding student learning objective for that new concept, and the prerequisite concepts or skills necessary from the previous grade. For example **\*Distinguish long from short vowel sounds in spoken single-syllable words\*** is bolded and bookended with asterisks, indicating that is a new concept or skill.

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*Reading Literature*

<b>Focus Standards and Student Learning Objectives</b>	<b>Previous Grade Standards and Student Learning Objectives</b>	<b>Supporting Standards</b>
<p>RL.5.1. <b>*Quote accurately from a text*</b> and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*quoting accurately from a text supports drawing inferences*</b></li> <li>▪ <b>*quote accurately from a text*</b></li> <li>▪ recall what makes a quote relevant</li> <li>▪ make relevant connections when explaining what the text says explicitly</li> <li>▪ make relevant connections to a text when drawing inferences</li> </ul>	<p>RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*use relevant details and examples to draw inferences*</b></li> <li>▪ <b>*use relevant details and examples to explain text*</b></li> <li>▪ <b>*make relevant connections to explain text*</b></li> <li>▪ <b>*make relevant connections to draw inferences*</b></li> <li>▪ the text will be used to draw inferences.</li> <li>▪ text will be used to make relevant connections.</li> <li>▪ text and relevant connections will be used to explain and support what the text says explicitly</li> <li>▪ relevant connections and text evidence are used to make inferences</li> </ul>	<p>RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p> <p>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).</p> <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> <p>RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <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> <p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>RL.5.4. Determine the meaning of words and phrases as they are used in a text, <b>*including figurative language such as metaphors and similes.*</b></p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*word meanings, including figurative language such as metaphors and similes, can be determined as they are used in text*</b></li> <li>▪ determine the meaning of words as they are used in a text.</li> <li>▪ determine the meaning of phrases as they are used in a text, <b>*including figurative language such as metaphors and similes*</b></li> </ul>	<p>RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*determine the meaning of words and phrases that allude (refer) to significant characters found in literature*</b></li> <li>▪ word meanings and phrases can be determined using text</li> <li>▪ determine the meaning of words and phrases in a text</li> </ul>	<p>n/a</p>
<p>RL.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.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed</li> </ul>	<p>RL.4.10. 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.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ read and comprehend fourth grade texts, including stories, dramas, and poems, with scaffolding as needed</li> </ul>	<p>n/a</p>

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### *Reading Informational Text*

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>RI.5.1. <b>*Quote accurately from a text*</b> and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*quote accurately from a text*</b></li> <li>▪ <b>*determine what makes a quote relevant*</b></li> <li>▪ <b>*our explanations must be relevant to the quote*</b></li> <li>▪ make relevant connections when explaining what the text says explicitly</li> <li>▪ make relevant connections to a text when drawing inferences</li> </ul>	<p>RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*use relevant details and examples to draw inferences*</b></li> <li>▪ <b>*drawing inferences helps us better understand the text*</b></li> <li>▪ make relevant connections when draw inferences</li> </ul>	<p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>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.</p> <p>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).</p> <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>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> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ determine the meaning of general academic words and phrases in a text relevant to a grade 5 topic or subject area.</li> </ul>	<p>RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <b><i>grade 4*</i></b> <i>topic or subject area</i>.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ determine the meaning of general academic in a text relevant to a grade 4 topic or subject area</li> <li>▪ determine the meaning of domain-specific words or phrases in a text</li> </ul>	<p>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).</p> <p>W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p>

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<ul style="list-style-type: none"> <li>▪ determine the meaning of domain specific words and phrases in a text relevant to a grade 5 topic or subject area</li> </ul>	<p>relevant to a grade 4 topic or subject area</p>	
<p>RI.5.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from <b>*several texts on the same topic*</b> in order to write or speak about the subject knowledgeably.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*integrate information from several texts on the same topic in order to write about the subject knowledgeably*</b></li> <li>▪ <b>*integrate information from several texts on the same topic in order to speak about the subject knowledgeably*</b></li> </ul>	<p>RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*integrate and reflect on information from two texts on the same topic in order to write about the subject*</b></li> <li>▪ <b>*integrate and reflect on information from two texts on the same topic in order to speak about the subject*</b></li> </ul>	<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> <p>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.</p> <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> <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> <p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p>

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
		<p>W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p> <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> <p>SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>
<p>RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed</li> </ul>	<p>RI.4.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed</li> </ul>	<p>n/a</p>

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### *Reading Foundation Skills*

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>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.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ apply grade-level phonics and word analysis skills in decoding and encoding words</li> <li>▪ use all of the strategies that we know letters and their sounds, patterns of syllables and morphology to read and unfamiliar words</li> </ul>	<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>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.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ apply grade-level phonics and word analysis skills in decoding and encoding words</li> <li>▪ use all of the strategies that we know letters and their sounds, patterns of syllables and morphology to read and unfamiliar words</li> </ul>	<p>RL.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.</p> <p>RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.</p>
<p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p>	<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p>	<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> <p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in</p>

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<p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ read with accuracy and fluency to support comprehension</li> <li>▪ read texts with purpose and understanding</li> <li>▪ read grade-level prose and poetry orally with accuracy, appropriate rate, and expression</li> <li>▪ use context to confirm or self-correct word recognition and understanding, rereading as necessary</li> </ul>	<p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ read with accuracy and fluency to support comprehension</li> <li>▪ read texts with purpose and understanding</li> <li>▪ read grade-level prose and poetry orally with accuracy, appropriate rate, and expression</li> <li>▪ use context to confirm or self-correct word recognition and understanding, rereading as necessary</li> </ul>	<p>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>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>

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*Writing*

<b>Focus Standards and Student Learning Objectives</b>	<b>Previous Grade Standards and Student Learning Objectives</b>	<b>Supporting Standards</b>
<p>W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; <b>*summarize or paraphrase information in notes and finished work,*</b> and provide a list of sources.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*summarize and paraphrase information in notes and finished work*</b></li> <li>▪ provide a list of sources for information recalled, gathered, summarized or paraphrased from experiences, print, and digital sources</li> </ul>	<p>W.4.8. Recall relevant information from experiences or gather <b>*relevant*</b> information from print and digital sources; <b>*take notes and categorize information, and provide a list of sources.*</b></p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ <b>*take notes and categorize information*</b></li> <li>▪ <b>*provide a list of sources*</b></li> <li>▪ <b>*if you are taking information directly from a source you need to provide a list of sources*</b></li> <li>▪ recall and gather relevant information from experiences and print and digital resources</li> </ul>	<p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p>
<p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply <b>*grade 5 Reading standards*</b> 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> <p>B. Apply <b>*grade 5 Reading standards*</b> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text,</p>	<p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions.]”).</p> <p>B. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an</p>	<p>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).</p> <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> <p>RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.</p>

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>identifying which reasons and evidence support which point[s]”).</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ draw evidence from literary texts to support analysis, reflection, and research.</li> <li>▪ draw evidence from informational texts to support analysis, reflection, and research.</li> <li>▪ <b>*apply grade 5 Reading standards to literature*</b></li> <li>▪ <b>*apply grade 5 Reading standards to informational texts*</b></li> </ul>	<p>author uses reasons and evidence to support particular points in a text”).</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ draw evidence from informational texts to support analysis, reflection, and research</li> <li>▪ <b>*apply grade 4 Reading standards to literature*</b></li> <li>▪ <b>*apply grade 4 Reading standards to informational texts*</b></li> </ul>	<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> <p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <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> <p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>

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*Speaking and Listening*

<b>Focus Standards and Student Learning Objectives</b>	<b>Previous Grade Standards and Student Learning Objectives</b>	<b>Supporting Standards</b>
<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> <p>B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>C. Pose and respond to specific questions by making comments that contribute to the discussion and <b>*elaborate on the remarks of others.*</b></p> <p>D. Review the key ideas expressed and <b>*draw conclusions in light of information and knowledge gained from the discussions.*</b></p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ 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.</li> </ul>	<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 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> <p>B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and <b>*link to the remarks of others.*</b></p> <p>D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ engage effectively in a range of collaborative discussions (one-on-one) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</li> </ul>	<p>RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p> <p>RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <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> <p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</li> <li>▪ follow agreed-upon rules for discussions.</li> <li>▪ carry out assigned roles for discussions.</li> <li>▪ pose to specific questions that contribute to the discussion</li> <li>▪ <b>*respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others*</b></li> <li>▪ review the key ideas expressed and knowledge gained from the discussions.</li> <li>▪ <b>*draw conclusions in light of information and knowledge gained from the discussions*</b></li> </ul>	<ul style="list-style-type: none"> <li>▪ engage effectively in a range of collaborative discussions (in groups) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</li> <li>▪ engage effectively in a range of collaborative discussions (teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</li> <li>▪ explore ideas by explicitly drawing on previously read text or material and other information known about the topic during discussions.</li> <li>▪ follow agreed-upon rules for discussions.</li> <li>▪ carry out assigned roles during discussions.</li> <li>▪ pose and respond to specific questions to clarify or follow up on information</li> <li>▪ <b>*make comments that contribute to the discussion and link to the remarks of others*</b></li> <li>▪ <b>*review the key ideas expressed and explain our ideas and understanding based on the information discussed*</b></li> </ul>	

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*Language*

<b>Focus Standards and Student Learning Objectives</b>	<b>Previous Grade Standards and Student Learning Objectives</b>	<b>Supporting Standards</b>
<p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <b>*grade 5*</b> 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> <p>B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</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> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ it is important to determine or clarify the meaning of unknown words and multiple meaning words and phrases when reading.</li> <li>▪ determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading</li> </ul>	<p>L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</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> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ it is important to determine or clarify the meaning of unknown words and multiple meaning words and phrases when reading.</li> <li>▪ determine the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and</li> </ul>	<p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>▪ use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>▪ use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</li> <li>▪ consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of key words and phrases</li> <li>▪ consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ul>	<p>content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>▪ use context as a clue to the meaning of a word or phrases.</li> <li>▪ use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</li> <li>▪ use reference materials, both print and digital, to find the pronunciation and determine the precise meaning of key words and phrases.</li> </ul>	
<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>A. *Interpret figurative language, including similes and metaphors, in context.*</b></p>	<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</p>	<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>

**Grade 5: NJSL-ELA – Prerequisite Concepts and Skills by Strand**

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>B. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>C. <b>*Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.*</b></p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ figurative language, word relationships and nuances contribute to the meaning of a text.</li> <li>▪ demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>▪ <b>*interpret figurative language, including similes and metaphors, in context*</b></li> <li>▪ Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>▪ <b>use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words</b></li> </ul>	<p>B. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ figurative language, word relationships and nuances contribute to the meaning of a text.</li> <li>▪ demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> <li>▪ <b>*explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context*</b></li> <li>▪ recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>▪ <b>*demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)*</b></li> </ul>	<p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <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> <p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>

**Grade 5: NJSL-ELA – Prerequisite Concepts and Skills by Strand**

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, <b>*including those that signal contrast, addition, and other logical relationships*</b> (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ <b>*acquire and use accurately grade-appropriate general academic words and phrases, including those that signal contrast, addition, and other logical relationships*</b></li> <li>▪ <b>*acquire and use accurately grade-appropriate domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships*</b></li> </ul>	<p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> <li>▪ acquire and use accurately grade-appropriate general academic words and phrases, <b>*including those that signal precise actions, emotions, or states of being and that are basic to a particular topic*</b></li> <li>▪ acquire and use accurately domain-specific words and phrases, <b>*including those that signal precise actions, emotions, or states of being and that are basic to a particular topic*</b></li> </ul>	<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <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> <p>W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p> <p>SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>