



Grade 5: New Jersey Student Learning Standards for English Language Arts

Prerequisite Standards and Learning Objectives

Unit 1

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 organization of this document mirrors that of the instructional units and reflects a grouping of standards and student learning objectives.

The tables are each divided into three 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 align to 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 other 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 and the corresponding student learning objective for that new concept. For example, in Unit 1, ***Quote accurately from a text*** is bolded and bookended with asterisks, indicating that is a new concept or skill.

Rationale for Unit Focus

Unit 1 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 in order to make meaning and support their thinking with text evidence. With a focus on the standards for foundational skills, building knowledge and vocabulary, this unit outlines a path towards the intentional use of the remaining standards to support the acquisition and mastery of the focus standards. Alongside all of this work,

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students will also participate in meaningful conversations about literature, informational texts and their writing experiences. Finally, students serve as active participants in large and smaller group discussions that collaboratively create norms and build on each other’s ideas. By the end of the year, students will read and comprehend both literary and informational texts independently.

Unit 1, Module A

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ read with accuracy and fluency to support comprehension ▪ read texts with purpose and understanding 	<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ read texts with purpose and understanding 	<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 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>RF.5.4. Read with sufficient accuracy and fluency to support comprehension. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ read grade-level prose and poetry orally with accuracy, appropriate rate, and expression 	<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ read prose and poetry orally with accuracy, appropriate rate, and appropriate expression 	<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 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>RF.5.4. Read with sufficient accuracy and fluency to support comprehension. C. Use context to confirm or self-correct word recognition and</p>	<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension. C. Use context to confirm or self-correct word recognition and understanding, rereading as</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>

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>understanding, rereading as necessary.</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ use context to confirm or self-correct word recognition and understanding, rereading as necessary 	<p>necessary.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ use context to confirm or self-correct word recognition and understanding, rereading as necessary 	<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>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> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *quoting accurately from a text supports drawing inferences* ▪ *quote accurately from a text* ▪ recall what makes a quote relevant ▪ make relevant connections when explaining what the text says explicitly ▪ make relevant connections to a text when drawing inferences 	<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"> ▪ *use relevant details and examples to draw inferences* ▪ *use relevant details and examples to explain text* ▪ *make relevant connections to explain text* ▪ *make relevant connections to draw inferences* ▪ the text will be used to draw inferences. ▪ text will be used to make relevant connections. ▪ text and relevant connections will be used to explain and support what the text says explicitly. 	<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>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
	<ul style="list-style-type: none"> ▪ relevant connections and text evidence are used to make inferences. 	
<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> <p>We are learning to/that...</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.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>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *use context as a clue to the meaning of a word or phase* ▪ it is important to determine or clarify the meaning of unknown words and multiple meaning words and phrases when reading ▪ determine 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>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>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5* reading</p>	<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</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> <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"> ▪ 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>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> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ *use reference materials, both print and digital, to find the pronunciation and determine 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> <p>A. *Interpret figurative language, including similes and metaphors, in context.*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *figurative language, word relationships and nuances 	<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>We have learned to/that...</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>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>contribute to the meaning of a text*</p> <ul style="list-style-type: none"> ▪ demonstrate understanding of figurative language, word relationships, and nuances in word meanings ▪ interpret figurative language, including similes and metaphors, in context 	<ul style="list-style-type: none"> ▪ *explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context* ▪ *explain the meaning of common idioms, adages, and proverbs* ▪ *demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)* 	
<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>We are learning to/that...</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 	<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>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ 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. ▪ engage effectively in a range of 	<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> <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>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
<p>collaborative discussions (in groups) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly</p> <ul style="list-style-type: none"> ▪ 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 	<p>collaborative discussions (in groups) with diverse partners on <i>grade 4 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> ▪ 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. ▪ explore ideas by explicitly drawing on previously read text or material and other information known about the topic during discussions 	

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Unit 1, Module B

Focus Standards and Student Learning Objectives	Previous Grade Standards and Prerequisite Skills	Supporting Standards
<p>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.</p> <p>We are learning to/that...</p> <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* 	<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"> ▪ *use relevant details and examples to explain informational text* ▪ *make relevant connections to explain informational text* 	<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>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>
<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>C. Pose and respond to specific questions by making comments that contribute to the discussion and *elaborate on the remarks of others.*</p> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ pose to specific questions that contribute to the discussion ▪ *respond to specific questions by making comments that 	<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>C. Pose and respond to specific questions to clarify or follow up on information, and *make comments that contribute to the discussion and link to the remarks of others.*</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ pose and respond to specific questions to clarify or follow up on information ▪ *make comments that contribute 	<p>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.</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>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 Prerequisite Skills	Supporting Standards
<p align="center">contribute to the discussion and elaborate on the remarks of others*</p>	<p align="center">to the discussion and link to the remarks of others*</p>	
<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>D. Review the key ideas expressed and *draw conclusions in light of information and knowledge gained from the discussions.*</p> <p>We are learning to/that...</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.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>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"> ▪ *review the key ideas expressed and explain our ideas and understanding based on the information discussed* 	<p>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.</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>
<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>	<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>RI.5.4. 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>

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Prerequisite Skills	Supporting Standards
<p>We are learning to/that...</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>We have learned to/that...</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 <ul style="list-style-type: none"> ▪ determine the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies ▪ *use context 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>B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word *(e.g., photograph, photosynthesis)*.</p> <p>We are learning to/that...</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, 	<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>B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).</p> <p>We have learned to/that...</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 	<p>RI.5.4. 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>

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Prerequisite Skills	Supporting Standards
<p>photosynthesis).</p>	<ul style="list-style-type: none"> ▪ determine the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies ▪ *use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word* 	
<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> <p>We are learning to/that...</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 	<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>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"> ▪ *use reference materials, both print and digital, to find the pronunciation and determine the precise meaning of key words and phrases* 	<p>RI.5.4. 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>

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Prerequisite Skills	Supporting Standards
and phrases		
<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>We are learning to/that...</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 	<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>We have learned to/that...</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* 	<p>RI.5.4. 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> <p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>

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Unit 2

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 organization of this document mirrors that of the instructional units and reflects a grouping of standards and student learning objectives.

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Rationale for Unit Focus

Unit Two continues to focus on standards equip students to build knowledge and vocabulary. This unit expands students’ conceptual understanding of these core skills through the consideration of text structures and author’s points of view to support their work in building knowledge, and demonstrating language and vocabulary use through their writing.

Readers and writers will be pushed to analyze how texts are written and why structure plays an important role in communicating ideas. 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.

Unit 2, Module A

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
RI.5.1. *Quote accurately from a text* and make relevant connections when	RI.4.1. Refer to details and examples in a text and make relevant connections when	RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison,

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>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"> ▪ *quote accurately from a text* ▪ *determine what makes a quote relevant* ▪ *our explanations must be relevant to the quote* ▪ make relevant connections when explaining what the text says explicitly ▪ make relevant connections to a text when drawing inferences 	<p>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"> ▪ *use relevant details and examples to explain informational text* ▪ *make relevant connections to explain informational text* 	<p>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>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> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ *quoting accurately from a text supports drawing inferences* ▪ *quote accurately from a text* ▪ recall what makes a quote relevant ▪ make relevant connections when explaining what the text says 	<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"> ▪ *use relevant details and examples to draw inferences* ▪ *use relevant details and examples to explain text* ▪ *make relevant connections to 	<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,</p>

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Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>explicitly</p> <ul style="list-style-type: none"> ▪ make relevant connections to a text when drawing inferences 	<p>explain text*</p> <ul style="list-style-type: none"> ▪ *make relevant connections to draw inferences* ▪ the text will be used to draw inferences ▪ text will be used to make relevant connections ▪ text and relevant connections will be used to explain and support what the text says explicitly ▪ relevant connections and text evidence are used to make inferences 	<p>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.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. 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> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ apply grade 5 Reading standards to *literature* (e.g., “Compare and 	<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>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ writers use evidence from reading to analyze, reflect and research 	<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> <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>

Grade 5: 2016 NJSLS-ELA – Prerequisite Standards and Learning Objectives by Unit

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>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"> ▪ draw evidence from literary texts to support analysis, reflection, and research 	<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> <p><i>Possible supporting standards from Unit 2 for a writing assignment:</i></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>

Grade 5: 2016 NJSLS-ELA – Prerequisite Standards and Learning Objectives by Unit

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<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> <p>We are learning to/that...</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.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>B. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an 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"> ▪ writers use evidence from reading to analyze, reflect and research ▪ draw evidence from literary texts to support analysis, reflection, and research ▪ draw evidence from informational texts to support analysis, reflection, and research 	<p>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.</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> <p><i>Possible supporting standards from Unit 2 for a writing assignment:</i></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</p>

Grade 5: 2016 NJSLS-ELA – Prerequisite Standards and Learning Objectives by Unit

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
		points in a text, identifying which reasons and evidence support which point(s).
<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> <p>We are learning to/that...</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.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>B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>We have learned to/that...</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 the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies ▪ use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word 	<p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>

Grade 5: 2016 NJSLS-ELA – Prerequisite Standards and Learning Objectives by Unit

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<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> <p>We are learning to/that...</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.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>We have learned to/that...</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>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.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>B. *Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.*</p> <p>We are learning to/that...</p>	<p>L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</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>	<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>

Grade 5: 2016 NJSLS-ELA – Prerequisite Standards and Learning Objectives by Unit

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<ul style="list-style-type: none"> ▪ *use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words* 	<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 ▪ *demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)* 	<p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
<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> <p>We are learning to/that...</p> <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 	<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., wildlife, conservation, and endangered when discussing animal preservation)*</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ acquire and use accurately grade-appropriate general academic words and phrases, including those that signal precise actions, emotions, or 	<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.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>

Grade 5: 2016 NJSLS-ELA – Prerequisite Standards and Learning Objectives by Unit

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<ul style="list-style-type: none"> ▪ *acquire and use words that signal contrast, addition and other logical relationships* 	<p>states of being and that are basic to a particular topic</p> <ul style="list-style-type: none"> ▪ acquire and use accurately domain-specific words and phrases, *including those that signal precise actions, emotions, or states of being and that are basic to a particular topic* 	

Unit 3

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 organization of this document mirrors that of the instructional units and reflects a grouping of standards and student learning objectives.

The tables are each divided into three 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 align to 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 other 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 and the corresponding student learning objective for that new concept. For example, in Unit 3, ***summarize or paraphrase information in notes and finished work*** is bolded and bookended with asterisks, indicating that is a new concept or skill.

Rationale for Unit Focus

The ELA focus standards as outlined by Student Achievement Partners have been mostly included in Units 1 and 2 of the Prerequisite Concepts and Skills. Though this unit may repeat some of the focus standards to enhance students’ access to grade level material, it is

Grade 5: 2016 NJSLS-ELA – Prerequisite Standards and Learning Objectives by Unit

recommended that school districts employ formative practices to ascertain the areas of focus that best address the learning needs of students.

Unit 3 pushes readers and writers to analyze text and consider what an author is saying about a topic or societal issue. In this module, students move towards being critical consumers of text and understand bias to formulate claims about a topic or issue. With a continued focus on the interconnected skills of reading and writing, students will read multiple texts on the same topic or issue, as well as draw on media sources to become more knowledgeable. They will then integrate and reflect on this new learning through writing and presenting about the topic or issue.

Throughout the year, the following overarching standards should be incorporated in every unit:

- 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.
- RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
- 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.

Unit 3, Module A

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<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> <p>We are learning to/that...</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 	<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"> ▪ *integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge)information from two 	<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.5.6. 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</p>

Grade 5: 2016 NJSLS-ELA – Prerequisite Standards and Learning Objectives by Unit

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<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 speak about the subject knowledgeably 	<p>texts on the same topic in order to write about the subject*</p> <ul style="list-style-type: none"> ▪ *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 speak about the subject* 	<p>answer to a question quickly or to solve a problem efficiently.</p> <p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</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>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> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ there is a difference between paraphrasing and quoting ▪ recall relevant information from experiences ▪ gather relevant information from print and digital sources ▪ *writers summarize and paraphrase information* 	<p>W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ recall and gather relevant information from experiences and print and digital resources ▪ *take notes and categorize information* ▪ provide a list of sources ▪ if you are taking information directly from a source you need to provide a list of sources 	<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> <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>

Grade 5: 2016 NJSLS-ELA – Prerequisite Standards and Learning Objectives by Unit

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<ul style="list-style-type: none"> ▪ *summarize and paraphrase information* ▪ provide a list of sources 		

Grade 5: 2016 NJSLS-ELA – Prerequisite Standards and Learning Objectives by Unit

Unit 4

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 organization of this document mirrors that of the instructional units and reflects a grouping of standards and student learning objectives.

The tables are each divided into three 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 align to 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 other 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 and the corresponding student learning objective for that new concept. For example, in Unit 4, ***several texts on the same topic*** is bolded and bookended with asterisks, indicating that is a new concept or skill.

Rationale for Unit Focus

In this fourth and final unit, 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. With a continued focus on the priority learning standards, students will read a variety of genres, and analyze the structures and components that differentiate one from another in order to utilize them as mentor texts for writing. Students will draw on their analysis and determine the best way to convey their ideas and thinking to complete a choice writing project that showcases their chosen topic or issue.

Additionally, by the end of the school year, students will have demonstrated their abilities to read and comprehend complex text through the scaffolded learning opportunities that have been presented to them throughout these units. Therefore, throughout the entire year, the following overarching standards should be incorporated in every unit:

- 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.
- RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Grade 5: 2016 NJSLS-ELA – Prerequisite Standards and Learning Objectives by Unit

- 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.

Unit 4, Module A

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<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> <p>We are learning to/that...</p> <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* 	<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"> *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 about the subject* *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 speak about the subject* 	<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>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</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>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>	<p>W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</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</p>

Grade 5: 2016 NJSLS-ELA – Prerequisite Standards and Learning Objectives by Unit

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<p>We are learning to/that...</p> <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 	<p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ recall and gather relevant information from experiences and print and digital resources ▪ *take notes and categorize information* ▪ provide a list of sources ▪ if you are taking information directly from a source you need to provide a list of sources 	<p>knowledge through investigation of different perspectives of a topic.</p>
<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> <p>We are learning to/that...</p> <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 ▪ acquire and use accurately grade-appropriate domain-specific words and phrases 	<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., wildlife, conservation, and endangered when discussing animal preservation)*.</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ acquire and use accurately grade-appropriate general academic words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic 	<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</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>

Grade 5: 2016 NJSLS-ELA – Prerequisite Standards and Learning Objectives by Unit

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<ul style="list-style-type: none"> ▪ *acquire and use words that signal contrast, addition and other logical relationships* 	<ul style="list-style-type: none"> ▪ acquire and use accurately domain-specific words and phrases, *including those that signal precise actions, emotions, or states of being and that are basic to a particular topic* 	

Unit 4, Module B

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<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"> ▪ 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 	<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"> ▪ read and comprehend \ stories at grade level text-complexity or above, with scaffolding as needed ▪ read and comprehend dramas at grade level complexity or above, with scaffolding as needed ▪ read and comprehend poems at grade level complexity or above, with scaffolding as needed 	
<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>	<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>	

Grade 5: 2016 NJSLS-ELA – Prerequisite Standards and Learning Objectives by Unit

Focus Standards and Student Learning Objectives	Previous Grade Standards and Student Learning Objectives	Supporting Standards
<ul style="list-style-type: none"> ▪ 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. 	
<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> <p>We are learning to/that...</p> <ul style="list-style-type: none"> ▪ acquire and use accurately grade-appropriate domain-specific words and phrases 	<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</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p> <p>We have learned to/that...</p> <ul style="list-style-type: none"> ▪ acquire and use accurately grade-appropriate general academic words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic ▪ acquire and use accurately domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic 	