

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

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

Grade 5 – Unit 4: Multigenre Reading and Writing

Rationale

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

Grade 5 – Unit 4, Module A

Standard	Student Learning Objectives We are learning to... / We are learning that...
RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	<ul style="list-style-type: none">▪ stories, dramas, and poems have different structures
RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	<ul style="list-style-type: none">▪ reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes in stories, myths, and traditional literature from different cultures▪ reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of topics (e.g., opposition of good and evil) in stories, myths, and traditional literature from different cultures▪ reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) on patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures
RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	<ul style="list-style-type: none">▪ analyze visual elements▪ analyze how visual elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem)▪ visual elements contribute to the meaning, tone and beauty of the text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth and poem)

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

Standard	Student Learning Objectives We are learning to... / We are learning that...
RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts	<ul style="list-style-type: none"> ▪ compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts
RI.5.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<ul style="list-style-type: none"> ▪ integrate (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write about the subject knowledgeably ▪ integrate (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to speak about the subject knowledgeably
W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	<ul style="list-style-type: none"> ▪ write opinion pieces on topics or texts ▪ support a point of view with reasons and information
W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<ul style="list-style-type: none"> ▪ different writing genres have their own purpose, audience, organization development
W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	<ul style="list-style-type: none"> ▪ demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting
W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	<ul style="list-style-type: none"> ▪ summarize and paraphrase information in notes and finished work ▪ provide a list of sources for information recalled, gathered, summarized or paraphrased from experiences, print, and digital sources
SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	<ul style="list-style-type: none"> ▪ include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of themes
SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	<ul style="list-style-type: none"> ▪ adapt speech to a variety of contexts and tasks ▪ adapt speech using formal English when appropriate to the situation

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

Standard	Student Learning Objectives We are learning to... / We are learning that...
L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	<ul style="list-style-type: none"> ▪ acquire and use accurately grade-appropriate general academic words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition) ▪ acquire and use accurately grade-appropriate domain-specific words and phrases

Grade 5 – Unit 4, Module B

Standard	Student Learning Objectives We are learning to... / We are learning that...
RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	<ul style="list-style-type: none"> ▪ analyze multimedia elements ▪ analyze how multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem) ▪ multimedia elements contribute to the meaning, tone and beauty of the text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth and poem)
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.	<ul style="list-style-type: none"> ▪ by the end of the year, we will have learned to read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed
RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts	<ul style="list-style-type: none"> ▪ compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts ▪
RI.5.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<ul style="list-style-type: none"> ▪ integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write about the subject knowledgeably ▪ integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to speak about the subject knowledgeably

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

Standard	Student Learning Objectives We are learning to... / We are learning that...
RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	<ul style="list-style-type: none"> ▪ read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed
W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic	<ul style="list-style-type: none"> ▪ conduct short research projects ▪ build knowledge through investigation of different perspectives of a topic
SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	<ul style="list-style-type: none"> ▪ adapt speech to a variety of contexts and tasks ▪ adapt speech using formal English when appropriate to the situation
L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. B. Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.	<ul style="list-style-type: none"> ▪ use knowledge of language and its conventions when writing ▪ use knowledge of language and its conventions when speaking ▪ use knowledge of language and its conventions when reading ▪ use knowledge of language and its conventions when listening ▪ compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems when writing ▪ compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems when speaking ▪ compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems when reading ▪ compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems when listening
L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	<ul style="list-style-type: none"> ▪ acquire and use accurately grade-appropriate domain-specific words and phrases