

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

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

## Rationale

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

*Grade 5 – Unit 3, Module A*

<b>Standard</b>	<b>Student Learning Objectives</b> <b>We are learning to... / We are learning that...</b>
<b>RI.5.3.</b> 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.	<ul style="list-style-type: none"><li>▪ there are relationships between individuals, events, ideas, or concepts that interact within the text</li><li>▪ explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text</li><li>▪ explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a scientific text based on specific information in the text</li><li>▪ explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a technical text based on specific information in the text</li></ul>
<b>RI.5.6.</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<ul style="list-style-type: none"><li>▪ the same event or topic can be represented by different points of view</li><li>▪ note important similarities and differences in the point of view they represent</li><li>▪ analyze multiple accounts of the same event or topic</li></ul>
<b>RI.5.7.</b> 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.	<ul style="list-style-type: none"><li>▪ information can be drawn on from multiple print or digital sources quickly and efficiently</li><li>▪ draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly</li></ul>

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Standard	Student Learning Objectives We are learning to... / We are learning that...
<p><b>RI.5.9.</b> Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ 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</li> </ul>
<p><b>W.5.2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.</p>	<ul style="list-style-type: none"> <li>▪ write informative/explanatory texts to examine a topic and convey ideas and information clearly</li> <li>▪ introduce a topic clearly to provide a focus</li> <li>▪ group related information logically</li> <li>▪ include text features such as headings, illustrations, and multimedia when useful to aiding comprehension</li> </ul>
<p><b>W.5.2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>	<ul style="list-style-type: none"> <li>▪ develop the topic with facts, definitions, concrete details, quotations from a source, or other information and examples related to the topic</li> </ul>
<p><b>W.5.2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p>C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>).</p>	<ul style="list-style-type: none"> <li>▪ link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>)</li> </ul>
<p><b>W.5.2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<ul style="list-style-type: none"> <li>▪ use precise language and domain-specific vocabulary to inform about the topic</li> <li>▪ use precise language and domain-specific vocabulary to explain the topic</li> <li>▪ the use of precise language and domain specific vocabulary can be used to explain and inform about a topic</li> </ul>

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Standard	Student Learning Objectives We are learning to... / We are learning that...
<p><b>W.5.2.</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly. E. Provide a conclusion related to the information of explanation presented</p>	<ul style="list-style-type: none"> <li>▪ provide a conclusion related to the information of explanation presented</li> </ul>
<p><b>W.5.4.</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> <li>▪ produce clear and coherent writing in which the development is appropriate to the task, purpose, and audience</li> <li>▪ produce clear and coherent writing in which the organization is appropriate to the task, purpose, and audience</li> </ul>
<p><b>W.5.7.</b> Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic</p>	<ul style="list-style-type: none"> <li>▪ several sources can be used to research or investigate a topic in order to build knowledge</li> <li>▪ build knowledge by researching different perspectives</li> </ul>
<p><b>W.5.8.</b> Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<ul style="list-style-type: none"> <li>▪ there is a difference between paraphrasing and quoting</li> <li>▪ writers summarize and paraphrase information</li> <li>▪ recall relevant information from experiences</li> <li>▪ gather relevant information from print and digital sources</li> </ul>
<p><b>SL.5.3.</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<ul style="list-style-type: none"> <li>▪ reasons and evidence are used to summarize the points a speaker makes</li> <li>▪ summarize the points a speaker makes</li> <li>▪ explain how each claim is supported by reasons and evidence</li> </ul>
<p><b>SL.5.4.</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<ul style="list-style-type: none"> <li>▪ report on a topic</li> <li>▪ report on a text</li> <li>▪ sequence ideas logically and using appropriate facts and relevant, descriptive details to support main ideas</li> </ul>
<p><b>SL.5.5.</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<ul style="list-style-type: none"> <li>▪ multimedia components can enhance the development of main ideas or themes</li> <li>▪ include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas</li> </ul>
<p><b>SL.5.6.</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	<ul style="list-style-type: none"> <li>▪ speakers adapt their speech appropriate to a task and situation</li> </ul>