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

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

Rationale

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

Grade 5 – Unit 1, Module A

Standard	Student Learning Objectives We are learning to… / We are learning that…
RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	▪ know and apply grade level phonics and word analysis skills in decoding and encoding words ▪ combine knowledge of all letter correspondence, syllabication patterns and morphology (e.g. roots and affixes) in order to read accurately unfamiliar multi-syllabic words in context and out of context
RF.5.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding.	▪ read with accuracy and fluency to support comprehension ▪ read texts with purpose and understanding
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.	▪ read grade-level prose and poetry orally with accuracy, appropriate rate, and expression
RF.5.4. Read with sufficient accuracy and fluency to support comprehension. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	▪ use context to confirm or self-correct word recognition and understanding, rereading as necessary

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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.	▪ recall what makes a quote relevant ▪ quote accurately from a text ▪ quoting accurately from a text supports drawing inferences
RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.	▪ key details are needed to summarize a text ▪ summarize the text using key details ▪ determine the key details in a story, drama or poem ▪ key details are needed to identify the theme of a text ▪ identify the theme using key details
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.	▪ determine the meaning of words as they are used in a text ▪ word meanings, including figurative language such as metaphors and similes, can be determined as they are used in text ▪ determine the meaning of phrases as they are used in a text, including figurative language such as metaphors and similes
W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	▪ produce clear and coherent writing in which the development is appropriate to the task, purpose, and audience ▪ produce clear and coherent writing in which the organization is appropriate to the task, purpose, and audience
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.	▪ develop and strengthen writing as needed by planning with guidance and support from peers and adults ▪ develop and strengthen writing as needed by revising with guidance and support from peers and adults ▪ develop and strengthen writing as needed by editing with guidance and support from peers and adults ▪ develop and strengthen writing as needed by re-writing with guidance and support from peers and adults
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.	▪ use technology, including the internet, with some guidance and support from adults and peers ▪ to use technology, including the internet, to produce and publish writing with some guidance and support from adults and peers

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Standard	Student Learning Objectives We are learning to… / We are learning that…
SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.	▪ engage effectively in a range of collaborative discussions (one-on-one) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly ▪ engage effectively in a range of collaborative discussions (in groups) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly ▪ engage effectively in a range of collaborative discussions (teacher-led) with diverse partners on *grade 5 topics and texts*, 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
SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. B. Follow agreed-upon rules for discussions and carry out assigned roles.	▪ follow agreed-upon rules for discussions ▪ carry out assigned roles for discussions
L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences	▪ explain the function of conjunctions, prepositions, and interjections in general ▪ explain the function of conjunctions, prepositions, and interjections in particular sentences
L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	▪ the use of conventions (capitalization, punctuation, and spelling) of standard English grammar help to communicate ideas effectively when writing ▪ demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use punctuation to separate items in a series.	▪ use punctuation to separate items in a series

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L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. B. Use a comma to separate an introductory element from the rest of the sentence.	▪ use a comma to separate an introductory element from the rest of the sentence
L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. C. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).	▪ use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*) ▪ use a comma to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*) ▪ use a comma to indicate direct address (e.g., *Is that you, Steve?*)
L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. D. Use underlining, quotation marks, or italics to indicate titles of works.	▪ use underlining, quotation marks, or italics to indicate titles of works
L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	▪ use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase
L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	▪ consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of key words and phrases ▪ consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to determine or clarify the precise meaning of key words and phrases

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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.	- it is important to determine or clarify the meaning of unknown words and multiple meaning words and phrases when reading - determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies
L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figurative language, including similes and metaphors, in context.	interpret figurative language, including similes and metaphors, in context
L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	- figurative language, word relationships and nuances contribute to the meaning of a text - demonstrate understanding of figurative language, word relationships, and nuances in word meanings

Grade 5 – Unit 1, Module B

Standard	Student Learning Objectives We are learning to… / We are learning that…
RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	- quote accurately from a text - determine what makes a quote relevant - our explanations must be relevant to the quote
RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	- a text can have more than one main idea - determine two or more main ideas of a text - explain how the main ideas are supported by key details - summarize the text
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*.	determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 5 topic or subject area

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Standard	Student Learning Objectives We are learning to… / We are learning that…
W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 　A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	▪ orient the reader by establishing a situation and introducing a narrator and/or characters ▪ organize an event sequence that unfolds naturally
W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 　B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	▪ pacing is a narrative writing technique ▪ use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events ▪ use narrative techniques, such as dialogue, description, and pacing, to show the responses of characters to situations
W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 　C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	▪ use a variety of transitional words, phrases, and clauses to manage the sequence of events
W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 　D. Use concrete words and phrases and sensory details to convey experiences and events precisely.	▪ use concrete words and phrases and sensory details to convey experiences and events precisely
W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. 　E. Provide a conclusion that follows from the narrated experiences or events.	▪ provide a conclusion that follows from the narrated experiences or events

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Standard	Student Learning Objectives We are learning to… / We are learning that…
W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	▪ using effective technique helps a writer to develop real or imagined experiences in narrative writing ▪ write narratives to develop real or imagined experiences or events using effective technique ▪ write narratives to develop real or imagined experiences or events using descriptive details ▪ write narratives to develop real or imagined experiences or events using clear event sequences
W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	▪ develop clear and coherent writing according to task, purpose, and audience ▪ organize clear and coherent writing according to task, purpose, and audience
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.	▪ write routinely for shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences ▪ write routinely over extended time frames for revision
SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. 　C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	▪ pose to specific questions that contribute to the discussion ▪ respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others

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SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly. D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	▪ review the key ideas expressed and knowledge gained from the discussions ▪ draw conclusions in light of information and knowledge gained from the discussions
SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).	▪ main ideas and details enable speakers to summarize what has been listened to or viewed ▪ summarize a written text read aloud (e.g., visually, quantitatively, and orally)
L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. C. Use verb tense to convey various times, sequences, states, and conditions.	▪ use verb tense to convey various times, sequences, states, and conditions
L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. D. Recognize and correct inappropriate shifts in verb tense.	▪ recognize and correct inappropriate shifts in verb tense
L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. E. Use correlative conjunctions (e.g., *either/or, neither/nor*).	▪ use correlative conjunctions (e.g., *either/or, neither/nor*)
L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. D. Use underlining, quotation marks, or italics to indicate titles of works.	▪ use underlining, quotation marks, or italics to indicate titles of works.
L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. E. Spell grade-appropriate words correctly, consulting references as needed.	▪ spell grade-appropriate words correctly, consulting references as needed

Standard	Student Learning Objectives We are learning to… / We are learning that…
L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	▪ 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
L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	▪ use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	▪ 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
L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	▪ 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