NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts	GRADE: 5	UNIT #: 2	UNIT NAME:

#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	**Select two or more characters, setting or events in a story or drama and compare and contrast using specific details from the text.**	RL.5.3
2	Determine the meaning of words and phrases, **including figurative language, such as metaphors and similes that are used in a text.**	RL.5.4
3	**Analyze how the graphics or the media in a multi-media presentation help the reader to understand more about the meaning, tone, or beauty of a text.**	RL.5.7
4	Compare and contrast **stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.**	RL.5.9
5	Read increasingly complex texts **at the grades 4–5 text complexity band independently and proficiently.**	RL.5.10
6	**Compare and contrast** the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events and ideas **in two or more texts.**	RI.5.5
7	**Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.**	RI.5.6
8	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.	RF.5.3
9	Create an introduction that states an opinion in which ideas are logically grouped to support the writer's purpose.	W.5.1.a
10	Introduce a topic or text clearly and state an opinion.	W.5.1.a

CONTENT AREA: English Language Arts	GRADE: 5	UNIT #: 2	UNIT NAME:

11	**Provide logically** ordered reasons that are supported by facts and details to support an opinion.	W.5.1.b
12	Link opinion and reasons using words **(e.g., *consequently, specifically*).**	W.5.1.c
13	Write a concluding statement or section related to the opinion presented.	W.5.1.d
14	Introduce a topic clearly when writing informative/explanatory text.	W.5.2.a
15	**Provide a general observation and focus** when writing informational/expository text.	W.5.2.a
16	Develop a topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.	W.5.2.b
17	Link ideas within and **across** categories of information using words (e.g. especially, consequently, furthermore).	W.5.2.c
18	Express ideas using precise language and domain-specific vocabulary to explain topic.	W.5.2.d
19	Provide a concluding statement or section related to the information or explanation presented.	W.5.2.e
20	Use a variety of transitional words to manage the sequence of events.	W. 5.3.c
21	Use concrete words and phrases and sensory details to convey experiences and events precisely.	W. 5.3.d
22	Create a conclusion that follows from the narrated experiences or events.	W. 5.3.e
23	Produce clear and coherent writing, appropriate to task, purpose, and audience.	W.5.4
24	With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, **rewriting, or trying a new approach.**	W 5.5
25	Conduct short research projects **that use several sources** to build knowledge through	W.5.7

	investigation of different aspects of a topic.	
26	Create writing pieces routinely over extended (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	W.5.10
27	Follow agreed-upon rules and assigned roles in one-on-one small and whole group discussions.	SL.5.1.b
28	Summarize a grade 5 written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.5.2
29	Report on a topic or text.	SL 5.4
30	When presenting a report, **sequence ideas logically.**	SL 5.4
31	**Recognize and correct inappropriate shifts in verb tense.**	L.5.1.d
32	Use a comma **to set off the words *yes* and *no* (e.g., *Yes, thank you*).**	L.5.2.c
33	Use a comma **to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*)**	L.5.2.c
34	Use a comma **to indicate direct address (e.g., *Is that you, Steve?*).**	L.5.2.c
35	Use context clues to determine unknown and multiple-meaning words and phrases based on grade 5 reading and content.	L.5.4
36	Acquire and use grade appropriate general academic and domain specific words.	L.5.6
37	Acquire phrases that signal **contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).**	L.5.6
38	When presenting a report, use appropriate facts and relevant, descriptive details to	L.5.6

CONTENT AREA: English Language Arts	GRADE: 5	UNIT #: 2	UNIT NAME:

	support main ideas or themes.	
39	Speak clearly at an understandable pace when presenting a report.	L.5.6

Code #	Common Core State Standards
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).**
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.**
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).**
RL.5.9	Compare and contrast **stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.**
RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, **at the high end of the grades 4–5 text complexity band independently and proficiently.**
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.**
RI.5.6	**Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.**
RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding 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.

NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts	GRADE: 5	UNIT #: 2	UNIT NAME:

W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	
	   a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
	
	   b. Provide **logically ordered** reasons that are supported by facts and details.
	
	   c. Link opinion and reasons using words, phrases, **and clauses (e.g., *consequently, specifically*).**
	
	   d. Provide a concluding statement or section related to the opinion presented.

W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	
	   a. Introduce a topic clearly, **provide a general observation and focus**, and group related information **logically;** include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
	
	   b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
	
	   c. Link ideas within and **across** categories of information using words, phrases, **and clauses (e.g., *in contrast, especially*).**
	
	   d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
	
	   e. Provide a concluding statement or section related to the information or explanation presented.

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.

	d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
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.)
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.**
W.5.7	Conduct short research projects **that use several sources to** build knowledge through investigation of different aspects of a topic.
W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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.
SL 5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL5.4	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.
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.***

CONTENT AREA: English Language Arts	GRADE: 5	UNIT #: 2	UNIT NAME:

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?*).**
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.
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).**