

NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts	GRADE: 5	UNIT #: 3	UNIT NAME:
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	Compare and contrast 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 as they are used in a text, including figurative language such as metaphors and similes.	RL.5.4, L.5.5.a
3	Analyze how the graphics or the media in a multimedia 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 text 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 concepts or information 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.a
9	Read grade-level text with purpose and understanding.	RF.5.4.a
10	Read grade-level prose and poetry aloud with appropriate rate, expression, and accuracy.	RF.5.4.b
11	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.5.4.c

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12	Link opinion and reasons using phrases.	W.5.1.c
13	Write a narrative creating an introduction that introduces a narrator and/or character.	W.5.3.a
14	Use narrative techniques , such as dialogue, description, and pacing and develop experiences and events and produce responses of narrator and/or characters to situations.	W.5.3.b
15	Use a variety of transitional phrases to manage the sequence of events.	W.5.3.c
16	Use concrete words and phrases and sensory details to convey experiences and events precisely.	W.5.3.d
17	Create a conclusion that follows from the narrated experiences or events.	W.5.3.e
18	Produce clear and coherent writing, appropriate to task, purpose, and audience.	W.5.4
19	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
20	Apply <i>grade 5</i> Reading standards to literature, by responding to literature through writing that compares and contrasts two or more characters, setting, or events in a story or drama, drawing on specific details in the text [e.g., how characters interact]”).	W.5.9.a
21	Create writing pieces routinely over extended (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).	W.5.10
22	Pose and respond to specific questions by making comments that contribute to a discussion and elaborate on the remarks of others.	SL.5.1.c
23	Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses when writing and speaking.	L.5.1.b
24	Recognize and correct inappropriate shifts in verb tense.	L.5.1.d
25	Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>) when writing speaking.	L.5.1.e

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26	Use a comma to separate an introductory element from the rest of the sentence.	L.5.2. b
27	Construct sentences by combining, expanding, and reducing sentences for meaning and reader/listener interest.	L.5.3.a
28	Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, and poems.	L.5.3.b
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	

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	and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
RF.5.4	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
W.5.1.c	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</p>
W.5.3	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear even sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and

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	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.5.9	Draw evidence from literary or informational texts to support analysis, reflection and research. 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]”).
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. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses d. Recognize and correct inappropriate shifts in verb tense.* e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).
L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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b. Use a comma **to separate an introductory element from the rest of the sentence.**

L.5.3

Use knowledge of language and its conventions when writing, speaking, reading or listening.

a. **Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.**

b. **Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems.**

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.