

## NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts	GRADE: 5	UNIT #: 4	UNIT NAME: (Theme)
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	Select <b>two or more characters, setting or events in a story or drama</b> and compare and contrast using specific details from the text.	RL.5.3
2	Determine the meaning of words and phrases, <b>including figurative language, such as metaphors and similes</b> that are used in a text.	RL.5.4
3	<b>Analyze multiple accounts</b> of the same event or topic, <b>noting important similarities and differences in the point of view they represent.</b>	RI.5.6
4	Integrate information from <b>several</b> texts on the same topic in order to write or speak about the subject knowledgeably.	RI.5.9
5	Read increasingly complex text <b>at the grades 4-5 text complexity band independently and proficiently.</b>	RI.5.10
6	Read grade-level text with purpose and understanding.	RF.5.4a
7	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.5.4c
8	Link opinion and reasons using <b>clauses</b> when writing.	W.5.1.c
9	Introduce a topic clearly, <b>provide a general observation and focus</b> , and group related information logically. When writing, include formatting (e.g., headings, illustrations, and multimedia) when useful to aiding comprehension.	W.5.2a
10	Use facts, definitions, concrete details, quotations, or other information and examples related to a topic when writing.	W.5.2b
11	Link ideas within <b>and across</b> categories of information using phrases.	W.5.2c
12	Use precise language and domain-specific vocabulary to inform about or explain the	W.5.2d

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	topic.	
13	Provide a concluding statement or section related to the information or explanation presented.	W.5.2e
14	Produce clear and coherent writing, appropriate to task, purpose, and audience.	W 5.4
15	Recall relevant information from experiences or gather relevant information from print and digital sources; <b>summarize or paraphrase information in notes and finished work</b> , and provide a list of sources.	W 5.8
16	Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.5.9
17	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	SL.5.1a
18	<b>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</b>	SL.5.3
19	<b>Include multimedia components (e.g., graphics, sound)</b> and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	SL.5.5
20	<b>Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</b>	L.5.1a
21	<b>Expand, combine, and reduce sentences for style.</b>	L.5.3a
22	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i> ).	L.5.4b
23	Recognize and explain the meaning of common idioms, adages, and proverbs.	L.5.5b

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24	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal <b>contrast, addition, and other logical relationships</b> (e.g., <b>however, although, nevertheless, similarly, moreover, in addition</b> ).	L.5.6
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Code #	Common Core State Standards
RL.5.3	<b>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).</b>
RL.5.4	Determine the meaning of words and phrases as they are used in a text, <b>including figurative language such as metaphors and similes.</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.</b>
RI.5.9	Integrate information from <b>several</b> texts on the same topic in order to write or speak about the subject knowledgeably.
RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, <b>at the high end of the grades 4–5 text complexity band independently and proficiently.</b>
RF.5.4	Read with sufficient accuracy and fluency to support comprehension.  a. Read grade-level text with purpose and understanding.  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  c. Link opinion and reasons using words, phrases, <b>and clauses</b> (e.g., <i>consequently, specifically</i> ).

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W.5.2	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, <b>provide a general observation and focus</b>, and group related information <b>logically</b>; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within <b>and across</b> categories of information using words, phrases, <b>and clauses</b> (e.g., <i>in contrast, especially</i>).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>
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.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; <b>summarize or paraphrase information in notes and finished work</b> , and provide a list of sources.
W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
SL.5.1	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <b>grade 5</b> topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>
SL.5.3	<b>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</b>
SL.5.5	<b>Include multimedia components (e.g., graphics, sound)</b> and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

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L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <b>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</b>
L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <b>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</b>
L.5.4	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibility 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., <i>photograph</i> , <b><i>photosynthesis</i></b> ).
L.5.5	Demonstrate understanding of figurative language, word relations, and nuances in word meanings.  b. Recognize and explain the meaning of common idioms, adages, and proverbs.
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal <b>contrast, addition, and other logical relationships</b> (e.g., <b>however, although, nevertheless, similarly, moreover, in addition</b> ).