

## NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts	GRADE: 5	UNIT #: 5	UNIT NAME:
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS
1	<b>Refer to a text using direct quotes to explain</b> what the text says explicitly and when drawing inferences from the text.	RL.5.1
2	Analyze how the graphics or the media in a multimedia presentation help the reader to understand the meaning, tone, or beauty of a text.	RL.5.7
3	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, <b>at the high end of the grades 4–5 text complexity band independently and proficiently.</b>	RL.5.10
4	<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
5	Draw on information <b>from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</b>	RI.5.7
6	Integrate information from <b>several</b> texts on the same topic in order to write or speak about the subject knowledgeably.	RI.5.9
7	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>	RI.5.10
8	Read grade-level text with purpose and understanding.	RF.5.4.a
9	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.5.4.c
10	Link ideas within <b>and across</b> categories of information using clauses (e.g., <i>in contrast</i> ,	W.5.2.c

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	<i>especially</i> ).	
11	Produce clear and coherent writing, appropriate to the task, purpose, and audience.	W.5.4
12	With guidance and support from peers and adults, develop and strengthen writing by planning, revising, editing, rewriting, <b>or trying a new approach</b> .	W.5.5
13	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.	W.5.6
14	Demonstrate sufficient command of keyboarding skills to type a minimum of <b>two pages</b> in a single sitting.	W.5.6
15	<b>Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</b>	SL.5.5
16	<b>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</b>	SL.5.6
17	Use <b>verb tense</b> to convey various times, <b>sequences, states, and</b> conditions.	L.5.1.c
18	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.	L.5.4.c
19	Obtain and use correctly grade-appropriate general academic and domain-specific words and phrases, including those that signal <b>contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition)</b> .	L.5.6

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Code #	Common Core State Standards
RL.5.1	<b>Quote accurately from a text when explaining</b> what the text says explicitly and when drawing inferences from the text.
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.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, <b>at the high end of the grades 4–5 text complexity band independently and proficiently.</b>
RI.5.6	<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.5.7	Draw on information <b>from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</b>
RI.5.9	Integrate information from <b>several</b> texts on the same topic in order to write or speak about the subject.
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.5.2.c	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  c. Link ideas within <b>and across</b> categories of information using words, phrases, <b>and clauses (e.g., <i>in contrast, especially</i>)</b> .
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, <b>or trying a new approach.</b>
W.5.6	With some guidance and support from adults, 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 <b>two pages</b> in a single sitting.
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.</b>
SL.5.6	<b>Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</b>
L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  c. Use <b>verb tense</b> to convey various times, <b>sequences, states, and</b> conditions.
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.
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 (e.g., however, although, nevertheless, similarly, moreover, in addition).</b>