

NJDOE MODEL CURRICULUM

CONTENT AREA: English Language Arts	GRADE: 5	UNIT #: 1	UNIT NAME:
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#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	Refer to a text using direct quotes to explain what the text says explicitly and when drawing inferences from the text.	RL.5.1; RI 5.1
2	Identify a theme of a story, drama, or poem.	RL.5.2
3	Discuss how characters respond to challenges or how the speaker in a poem reflects upon a topic.	RL.5.2
4	Summarize the text.	RL.5.2
5	Justify how the parts of a text contribute to the overall meaning of a work regarding the order of chapters, scenes or stanzas.	RL.5.5
6	Describe the point of view of the speaker or narrator.	RL.5.6
7	Speculate how point of view influences the description of the events in a text.	RL.5.6
8	Read and comprehend literature independently including stories, dramas, and poetry in grades 4-5 text complexity band.	RL.5.10

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9	Explain how an author uses evidence to support specific points.	RI.5.8
10	Identify what evidence supports each point.	RI.5.8
11	Demonstrate the ability to decode unknown grade-level words by applying letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read multi-syllabic words in grade 5 text and out of context.	RF.5.3.a
12	Use accuracy, appropriate rate, and expression when reading grade-level prose and poetry.	RF.5.4.b
13	Apply context clues and self-correction strategies when recognizing and understanding grade 5 level words, rereading as necessary.	RF.5.4.c
14	Write a narrative creating an introduction that introduces a narrator and/or character.	W.5.3.a
15	Apply 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
16	Create a clear and coherent writing piece paying specific attention to task, purpose, and audience.	W.5.4
17	Produce writing within long (time for research, reflection, and revision) and short time	W.5.10

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	frames (a single sitting or a day or two) in response to fiction and informational text for a range of discipline-specific tasks, purposes, and audiences.	
18	Participate in a variety of collaborative discussions and construct questions to demonstrate understanding of topic.	SL.5.1.a
19	Locate key words and phrases using print and digital dictionaries, glossaries and thesauruses, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	L.5.4.c
20	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	L.5.5.c

Code #	Common Core State Standards
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic ; summarize the text.

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RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.5.6	Describe how a narrator’s or speaker’s point of view influences how events are described.
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.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s) .
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.
RF.5.4	Read with sufficient accuracy and fluency to support comprehension. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression.

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c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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.

b. Use **narrative techniques**, such as dialogue, description, **and pacing**, to develop experiences and events or show the responses of characters to situations.

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.

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

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partners on **grade 5** topics and texts, building on others' ideas and expressing their own clearly.

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.

b. Follow agreed-upon rules for discussions and carry out assigned roles.

c. Pose and respond to specific questions by making comments that contribute to the discussion and **elaborate on** the remarks of others.

d. Review the key ideas expressed and **draw conclusions in light of information and knowledge gained from the discussions.**

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.5.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

c. **Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.**