

Main Criteria: Frontiers in Writing

Secondary Criteria: New Jersey Student Learning Standards

Subject: Language Arts

Grade: 5

Frontiers in Writing

Lesson 01: Unit 1 Note Making and Outlines, p. 11-18

New Jersey Student Learning Standards

Language Arts

Grade 5 - Adopted: 2023

CONTENT AREA / STANDARD

Language Domain Anchor Statements

STRAND

Language: System and structure, effective use, and vocabulary

CONTENT STATEMENT

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT AREA / STANDARD

Reading Domain Anchor Statements

STRAND

Reading: Text complexity and the growth of comprehension

CONTENT STATEMENT

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CONTENT STATEMENT

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CONTENT STATEMENT

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD

Writing Domain Anchor Statements

STRAND

Writing: Text types, responding to reading, and research

CONTENT STATEMENT

(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT AREA / STANDARD

Speaking and Listening Anchor Statements

STRAND

Speaking and Listening: Flexible communication and collaboration

CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT STATEMENT	(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
CONTENT STATEMENT	(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CONTENT AREA / STANDARD **Language Domain - Foundational Skills: Reading Language**

STRAND		Fluency
CONTENT STATEMENT	L.RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
CUMULATIVE PROGRESS INDICATOR	A.	Read grade-level text with purpose and understanding.
CUMULATIVE PROGRESS INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT AREA / STANDARD **Language Domain - Foundational Skills: Writing**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.5.2.	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

CUMULATIVE PROGRESS INDICATOR	A.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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CONTENT AREA / STANDARD **Reading Domain**

STRAND	RI.CI.5.2.	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
STRAND	RI.IT.5.3.	Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
STRAND	RI.AA.5.7	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

CONTENT AREA / STANDARD **Writing Domain**

STRAND	W.NW.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
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CONTENT AREA / STANDARD

Speaking and Listening Domain

STRAND	SL.PI.5.4.	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.
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Lesson 02: Unit 2 Writing from Notes, p. 19-28

New Jersey Student Learning Standards

Language Arts

Grade 5 - Adopted: 2023

CONTENT AREA / STANDARD

Language Domain Anchor Statements

STRAND	Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT AREA / STANDARD

Reading Domain Anchor Statements

STRAND	Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT	(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT	(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD

Writing Domain Anchor Statements

STRAND	Writing: Text types, responding to reading, and research
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CONTENT STATEMENT	(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.				
CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.				
CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.				
CONTENT AREA / STANDARD	Speaking and Listening Anchor Statements				
STRAND	Speaking and Listening: Flexible communication and collaboration				
CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.				
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Reading Language				
STRAND	Fluency				
CONTENT STATEMENT	L.RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.			
CUMULATIVE PROGRESS INDICATOR	A.	Read grade-level text with purpose and understanding.			
CUMULATIVE PROGRESS INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing				
STRAND	Sentence Composition (Grammar, Syntax, and Punctuation)				
CONTENT STATEMENT	L.WF.5.2.	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.			
CUMULATIVE PROGRESS INDICATOR	B.	Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.			
CUMULATIVE PROGRESS INDICATOR	E.	Use idiomatic language and choose words for effect; use punctuating for meaning and effect.			
CUMULATIVE PROGRESS INDICATOR	H.	Spell grade appropriate words correctly, consulting references as needed.			

CONTENT AREA / STANDARD**Language Domain - Foundational Skills: Writing**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.5.2.	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

CUMULATIVE PROGRESS INDICATOR	A.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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CONTENT AREA / STANDARD**Reading Domain**

STRAND	RI.CI.5.2.	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
STRAND	RI.IT.5.3.	Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
STRAND	RI.AA.5.7	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

CONTENT AREA / STANDARD**Writing Domain**

STRAND	W.IW.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CONTENT STATEMENT	A.	Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CONTENT STATEMENT	C.	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
CONTENT STATEMENT	E.	Provide a conclusion related to the information of explanation presented.

CONTENT AREA / STANDARD**Writing Domain**

STRAND	W.NW.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
CONTENT STATEMENT	C.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

CONTENT STATEMENT	D.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CONTENT AREA / STANDARD		
STRAND	W.WP.5.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	A.	Consider audience, purpose, and intent before writing.
CONTENT STATEMENT	C.	Consider writing as a process, including self-evaluation, revision and editing.
CONTENT STATEMENT	D.	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
CONTENT AREA / STANDARD		
STRAND	W.WR.5.5.	Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
STRAND	W.RW.5.7.	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Lesson 03: Unit 2 Writing from Notes, p. 29-34

New Jersey Student Learning Standards

Language Arts

Grade 5 - Adopted: 2023

CONTENT AREA / STANDARD	Language Domain Anchor Statements
STRAND	Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / STANDARD	
STRAND	Reading Domain Anchor Statements
STRAND	Reading: Text complexity and the growth of comprehension

CONTENT STATEMENT	(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
CONTENT STATEMENT	(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
CONTENT AREA / STANDARD	Writing Domain Anchor Statements	
STRAND	Writing: Text types, responding to reading, and research	
CONTENT STATEMENT	(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.	
CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.	
CONTENT AREA / STANDARD	Speaking and Listening Anchor Statements	
STRAND	Speaking and Listening: Flexible communication and collaboration	
CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Reading Language	
STRAND	Fluency	
CONTENT STATEMENT	L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.	
CUMULATIVE PROGRESS INDICATOR	A.	Read grade-level text with purpose and understanding.
CUMULATIVE PROGRESS INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing	
STRAND	Sentence Composition (Grammar, Syntax, and Punctuation)	

CONTENT STATEMENT	L.WF.5.2.	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
CUMULATIVE PROGRESS INDICATOR	B.	Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
CUMULATIVE PROGRESS INDICATOR	E.	Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
CUMULATIVE PROGRESS INDICATOR	H.	Spell grade appropriate words correctly, consulting references as needed.

CONTENT AREA / STANDARD **Language Domain - Foundational Skills: Writing**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.5.2.	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

CUMULATIVE PROGRESS INDICATOR	A.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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CONTENT AREA / STANDARD **Language Domain - Foundational Skills: Writing**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.5.3.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CUMULATIVE PROGRESS INDICATOR	C.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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CONTENT AREA / STANDARD **Reading Domain**

STRAND	RI.CI.5.2.	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
STRAND	RI.IT.5.3.	Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
STRAND	RI.MF.5.6	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.
STRAND	RI.AA.5.7	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

CONTENT AREA / STANDARD**Writing Domain**

STRAND	W.IW.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CONTENT STATEMENT	A.	Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CONTENT STATEMENT	C.	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
CONTENT STATEMENT	E.	Provide a conclusion related to the information or explanation presented.

CONTENT AREA / STANDARD**Writing Domain**

STRAND	W.NW.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
CONTENT STATEMENT	C.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
CONTENT STATEMENT	D.	Use concrete words and phrases and sensory details to convey experiences and events precisely.

CONTENT AREA / STANDARD**Writing Domain**

STRAND	W.WP.5.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	A.	Consider audience, purpose, and intent before writing.
CONTENT STATEMENT	C.	Consider writing as a process, including self-evaluation, revision and editing.
CONTENT STATEMENT	D.	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.

CONTENT AREA / STANDARD**Writing Domain**

STRAND	W.WR.5.	Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
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STRAND	W.RW.5.	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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Lesson 04: Unit 2 Writing from Notes, p. 35-42

New Jersey Student Learning Standards

Language Arts

Grade 5 - Adopted: 2023

CONTENT AREA / STANDARD

Language Domain Anchor Statements

STRAND

Language: System and structure, effective use, and vocabulary

CONTENT STATEMENT

(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

CONTENT STATEMENT

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT AREA / STANDARD

Reading Domain Anchor Statements

STRAND

Reading: Text complexity and the growth of comprehension

CONTENT STATEMENT

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CONTENT STATEMENT

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CONTENT STATEMENT

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD

Writing Domain Anchor Statements

STRAND

Writing: Text types, responding to reading, and research

CONTENT STATEMENT

(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STATEMENT

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.
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CONTENT AREA / STANDARD	Speaking and Listening Anchor Statements
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STRAND	Speaking and Listening: Flexible communication and collaboration
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CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Reading Language
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STRAND	Fluency
CONTENT STATEMENT	L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

CUMULATIVE PROGRESS INDICATOR	A.	Read grade-level text with purpose and understanding.
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CUMULATIVE PROGRESS INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing
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STRAND	Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

CUMULATIVE PROGRESS INDICATOR	B.	Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
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CUMULATIVE PROGRESS INDICATOR	E.	Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
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CUMULATIVE PROGRESS INDICATOR	H.	Spell grade appropriate words correctly, consulting references as needed.
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CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing
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STRAND	Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

CUMULATIVE PROGRESS INDICATOR	A.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.5.3.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	C.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
CONTENT AREA / STANDARD	Reading Domain	
STRAND	RI.CI.5.2.	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
STRAND	RI.IT.5.3.	Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
STRAND	RI.AA.5.7	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.IW.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CONTENT STATEMENT	A.	Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CONTENT STATEMENT	C.	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
CONTENT STATEMENT	E.	Provide a conclusion related to the information of explanation presented.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.NW.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

CONTENT STATEMENT	C.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
CONTENT STATEMENT	D.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WP.5.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	A.	Consider audience, purpose, and intent before writing.
CONTENT STATEMENT	C.	Consider writing as a process, including self-evaluation, revision and editing.
CONTENT STATEMENT	D.	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WR.5.5.	Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
STRAND	W.RW.5.7.	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Lesson 05: Unit 3 Retelling Narrative Stories, p. 43-48		
New Jersey Student Learning Standards		
Language Arts		
Grade 5 - Adopted: 2023		
CONTENT AREA / STANDARD	Language Domain Anchor Statements	
STRAND	Language: System and structure, effective use, and vocabulary	
CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
CONTENT AREA / STANDARD	Reading Domain Anchor Statements	
STRAND	Reading: Text complexity and the growth of comprehension	

CONTENT STATEMENT	(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
CONTENT STATEMENT	(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
CONTENT AREA / STANDARD	Writing Domain Anchor Statements	
STRAND	Writing: Text types, responding to reading, and research	
CONTENT STATEMENT	(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
CONTENT AREA / STANDARD	Speaking and Listening Anchor Statements	
STRAND	Speaking and Listening: Flexible communication and collaboration	
CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
CONTENT STATEMENT	(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	
CONTENT STATEMENT	(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Reading Language	
STRAND	Fluency	
CONTENT STATEMENT	L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.	
CUMULATIVE PROGRESS INDICATOR	A.	Read grade-level text with purpose and understanding.
CUMULATIVE PROGRESS INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing	
STRAND	Sentence Composition (Grammar, Syntax, and Punctuation)	

CONTENT STATEMENT	L.VL.5.2.	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	A.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT AREA / STANDARD	Reading Domain	
STRAND	RL.CI.5.2.	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
STRAND	RL.IT.5.3.	Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
STRAND	RL.MF.5.6.	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).
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.NW.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PE.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.
CONTENT STATEMENT	D.	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.II.5.2.	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
STRAND	SL.ES.5.3.	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
STRAND	SL.PI.5.4.	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.

New Jersey Student Learning Standards

Language Arts

Grade 5 - Adopted: 2023

CONTENT AREA / STANDARD

Language Domain Anchor Statements

STRAND

Language: System and structure, effective use, and vocabulary

CONTENT STATEMENT

(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

CONTENT AREA / STANDARD

Writing Domain Anchor Statements

STRAND

Writing: Text types, responding to reading, and research

CONTENT STATEMENT

(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STATEMENT

(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CONTENT STATEMENT

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT STATEMENT

(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.

CONTENT AREA / STANDARD

Speaking and Listening Anchor Statements

STRAND

Speaking and Listening: Flexible communication and collaboration

CONTENT STATEMENT

(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing

STRAND

Sentence Composition (Grammar, Syntax, and Punctuation)

CONTENT STATEMENT

L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

CUMULATIVE PROGRESS INDICATOR

B.

Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.

CUMULATIVE PROGRESS INDICATOR	E.	Use idiomatic language and choose words for effect; use punctuating for meaning and effect.
CUMULATIVE PROGRESS INDICATOR	H.	Spell grade appropriate words correctly, consulting references as needed.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.5.2.	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	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.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.5.3.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	C.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
CONTENT AREA / STANDARD	Reading Domain	
STRAND	RL.IT.5.3.	Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.IW.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CONTENT STATEMENT	A.	Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.NW.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CONTENT STATEMENT	A.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
CONTENT STATEMENT	C.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
CONTENT STATEMENT	D.	Use concrete words and phrases and sensory details to convey experiences and events precisely.

CONTENT AREA / STANDARD **Writing Domain**

STRAND	W.WP.5.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	A.	Consider audience, purpose, and intent before writing.
CONTENT STATEMENT	C.	Consider writing as a process, including self-evaluation, revision and editing.
CONTENT STATEMENT	D.	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.

CONTENT AREA / STANDARD **Writing Domain**

STRAND	W.RW.5.7.	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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Lesson 07: Unit 3 Retelling Narrative Stories, p. 55-62

New Jersey Student Learning Standards

Language Arts

Grade 5 - Adopted: 2023

CONTENT AREA / STANDARD **Language Domain Anchor Statements**

STRAND	Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT AREA / STANDARD **Reading Domain Anchor Statements**

STRAND	Reading: Text complexity and the growth of comprehension	
CONTENT STATEMENT	(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
CONTENT STATEMENT	(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
CONTENT AREA / STANDARD	Writing Domain Anchor Statements	
STRAND	Writing: Text types, responding to reading, and research	
CONTENT STATEMENT	(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
CONTENT STATEMENT	(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	
CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.	
CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.	
CONTENT AREA / STANDARD	Speaking and Listening Anchor Statements	
STRAND	Speaking and Listening: Flexible communication and collaboration	
CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Reading Language	
STRAND	Fluency	
CONTENT STATEMENT	L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.	
CUMULATIVE PROGRESS INDICATOR	A.	Read grade-level text with purpose and understanding.
CUMULATIVE PROGRESS INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT AREA / STANDARD**Language Domain - Foundational Skills: Writing**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.5.2.	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
CUMULATIVE PROGRESS INDICATOR	B.	Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
CUMULATIVE PROGRESS INDICATOR	E.	Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
CUMULATIVE PROGRESS INDICATOR	H.	Spell grade appropriate words correctly, consulting references as needed.

CONTENT AREA / STANDARD**Language Domain - Foundational Skills: Writing**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.5.2.	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	A.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CUMULATIVE PROGRESS INDICATOR	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.

CONTENT AREA / STANDARD**Language Domain - Foundational Skills: Writing**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.5.3.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	C.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

CONTENT AREA / STANDARD**Reading Domain**

STRAND	RL.CI.5.2.	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
STRAND	RL.IT.5.3.	Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).

STRAND	RL.MF.5.	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).
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CONTENT AREA / STANDARD	Writing Domain
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STRAND	W.IW.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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CONTENT STATEMENT	A.	Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
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CONTENT AREA / STANDARD	Writing Domain
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STRAND	W.NW.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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CONTENT STATEMENT	A.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
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CONTENT STATEMENT	C.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
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CONTENT STATEMENT	D.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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CONTENT AREA / STANDARD	Writing Domain
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STRAND	W.WP.5.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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CONTENT STATEMENT	A.	Consider audience, purpose, and intent before writing.
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CONTENT STATEMENT	C.	Consider writing as a process, including self-evaluation, revision and editing.
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CONTENT STATEMENT	D.	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
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CONTENT AREA / STANDARD	Writing Domain
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STRAND	W.RW.5.	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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New Jersey Student Learning Standards

Language Arts

Grade 5 - Adopted: 2023

CONTENT AREA / STANDARD

Language Domain Anchor Statements

STRAND

Language: System and structure, effective use, and vocabulary

CONTENT STATEMENT

(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

CONTENT STATEMENT

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT AREA / STANDARD

Reading Domain Anchor Statements

STRAND

Reading: Text complexity and the growth of comprehension

CONTENT STATEMENT

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CONTENT STATEMENT

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CONTENT STATEMENT

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD

Writing Domain Anchor Statements

STRAND

Writing: Text types, responding to reading, and research

CONTENT STATEMENT

(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STATEMENT

(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CONTENT STATEMENT

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT STATEMENT

(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.

CONTENT AREA / STANDARD

Speaking and Listening Anchor Statements

STRAND		Speaking and Listening: Flexible communication and collaboration
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CONTENT STATEMENT (PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Reading Language	
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STRAND		Fluency
CONTENT STATEMENT	L.RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

CUMULATIVE PROGRESS INDICATOR	A.	Read grade-level text with purpose and understanding.
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CUMULATIVE PROGRESS INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing	
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STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.5.2.	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

CUMULATIVE PROGRESS INDICATOR	B.	Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
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CUMULATIVE PROGRESS INDICATOR	E.	Use idiomatic language and choose words for effect; use punctuating for meaning and effect.
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CUMULATIVE PROGRESS INDICATOR	H.	Spell grade appropriate words correctly, consulting references as needed.
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CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing	
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STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.5.2.	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

CUMULATIVE PROGRESS INDICATOR	A.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing	
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STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
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CONTENT STATEMENT	L.VI.5.3.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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CUMULATIVE PROGRESS INDICATOR	C.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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CONTENT AREA / STANDARD	Reading Domain	
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STRAND	RL.CI.5.2.	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
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STRAND	RL.IT.5.3.	Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
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STRAND	RL.MF.5.6.	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).
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CONTENT AREA / STANDARD	Writing Domain	
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STRAND	W.IW.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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CONTENT STATEMENT	A.	Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
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CONTENT AREA / STANDARD	Writing Domain	
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STRAND	W.NW.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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CONTENT STATEMENT	A.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
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CONTENT STATEMENT	C.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
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CONTENT STATEMENT	D.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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CONTENT AREA / STANDARD	Writing Domain	
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STRAND	W.WP.5.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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CONTENT STATEMENT	A.	Consider audience, purpose, and intent before writing.
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CONTENT STATEMENT	C.	Consider writing as a process, including self-evaluation, revision and editing.
CONTENT STATEMENT	D.	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.RW.5.7.	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Lesson 09: Unit 4 Summarizing a Reference, p. 73-80

New Jersey Student Learning Standards

Language Arts

Grade 5 - Adopted: 2023

CONTENT AREA / STANDARD	Language Domain Anchor Statements	
STRAND	Language: System and structure, effective use, and vocabulary	
CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.	
CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
CONTENT AREA / STANDARD	Reading Domain Anchor Statements	
STRAND	Reading: Text complexity and the growth of comprehension	
CONTENT STATEMENT	(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
CONTENT STATEMENT	(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
CONTENT AREA / STANDARD	Writing Domain Anchor Statements	
STRAND	Writing: Text types, responding to reading, and research	

CONTENT STATEMENT	(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT	(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.

CONTENT AREA / STANDARD

STRAND	Speaking and Listening Anchor Statements
CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT AREA / STANDARD

STRAND	Language Domain - Foundational Skills: Reading Language
CONTENT STATEMENT	L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
CUMULATIVE PROGRESS INDICATOR	A. Read grade-level text with purpose and understanding.
CUMULATIVE PROGRESS INDICATOR	C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT AREA / STANDARD

STRAND	Language Domain - Foundational Skills: Writing
CONTENT STATEMENT	Sentence Composition (Grammar, Syntax, and Punctuation)
CUMULATIVE PROGRESS INDICATOR	L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
CUMULATIVE PROGRESS INDICATOR	B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
CUMULATIVE PROGRESS INDICATOR	E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.

CUMULATIVE PROGRESS INDICATOR	H.	Spell grade appropriate words correctly, consulting references as needed.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.5.2.	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	A.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.5.3.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	C.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
CONTENT AREA / STANDARD	Reading Domain	
STRAND	RI.CI.5.2.	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
STRAND	RI.IT.5.3.	Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
STRAND	RI.AA.5.7	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.IW.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CONTENT STATEMENT	A.	Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CONTENT STATEMENT	C.	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).

CONTENT STATEMENT	E.	Provide a conclusion related to the information or explanation presented.
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CONTENT AREA / STANDARD	Writing Domain
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STRAND	W.NW.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
CONTENT STATEMENT	C.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
CONTENT STATEMENT	D.	Use concrete words and phrases and sensory details to convey experiences and events precisely.

CONTENT AREA / STANDARD	Writing Domain
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STRAND	W.WP.5.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	A.	Consider audience, purpose, and intent before writing.
CONTENT STATEMENT	C.	Consider writing as a process, including self-evaluation, revision and editing.
CONTENT STATEMENT	D.	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.

CONTENT AREA / STANDARD	Writing Domain
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STRAND	W.WR.5.5.	Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
STRAND	W.SE.5.6	Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
STRAND	W.RW.5.7.	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Lesson 10: Unit 4 Summarizing a Reference, p. 81-88

New Jersey Student Learning Standards

Language Arts

CONTENT AREA / STANDARD		Language Domain Anchor Statements
STRAND	Language: System and structure, effective use, and vocabulary	
CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.	
CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
CONTENT AREA / STANDARD	Reading Domain Anchor Statements	
STRAND	Reading: Text complexity and the growth of comprehension	
CONTENT STATEMENT	(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
CONTENT STATEMENT	(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
CONTENT AREA / STANDARD	Writing Domain Anchor Statements	
STRAND	Writing: Text types, responding to reading, and research	
CONTENT STATEMENT	(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.	
CONTENT STATEMENT	(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.	
CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.	
CONTENT AREA / STANDARD	Speaking and Listening Anchor Statements	
STRAND	Speaking and Listening: Flexible communication and collaboration	

CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Reading Language
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STRAND		Fluency
CONTENT STATEMENT	L.RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

CUMULATIVE PROGRESS INDICATOR	A.	Read grade-level text with purpose and understanding.
CUMULATIVE PROGRESS INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing
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STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.5.2.	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

CUMULATIVE PROGRESS INDICATOR	B.	Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
CUMULATIVE PROGRESS INDICATOR	E.	Use idiomatic language and choose words for effect; use punctuating for meaning and effect.
CUMULATIVE PROGRESS INDICATOR	H.	Spell grade appropriate words correctly, consulting references as needed.

CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing
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STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.5.2.	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

CUMULATIVE PROGRESS INDICATOR	A.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CUMULATIVE PROGRESS INDICATOR	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.

CONTENT AREA / STANDARD			Language Domain - Foundational Skills: Writing
STRAND			Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT			L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	C.		Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
CONTENT AREA / STANDARD			Reading Domain
STRAND	RI.CI.5.2.		Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
STRAND	RI.IT.5.3.		Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
STRAND	RI.AA.5.7		Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CONTENT AREA / STANDARD			Writing Domain
STRAND	W.IW.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
CONTENT STATEMENT	A.	Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.	
CONTENT STATEMENT	B.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	
CONTENT STATEMENT	C.	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).	
CONTENT STATEMENT	E.	Provide a conclusion related to the information of explanation presented.	
CONTENT AREA / STANDARD			Writing Domain
STRAND	W.NW.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	
CONTENT STATEMENT	C.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	

CONTENT STATEMENT	D.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CONTENT AREA / STANDARD Writing Domain		
STRAND	W.WP.5.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	A.	Consider audience, purpose, and intent before writing.
CONTENT STATEMENT	C.	Consider writing as a process, including self-evaluation, revision and editing.
CONTENT STATEMENT	D.	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
CONTENT AREA / STANDARD Writing Domain		
STRAND	W.WR.5.5.	Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
STRAND	W.SE.5.6	Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
STRAND	W.RW.5.7.	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Lesson 11: Unit 4 Summarizing a Reference, p. 89-98

New Jersey Student Learning Standards

Language Arts

Grade 5 - Adopted: 2023

CONTENT AREA / STANDARD	Language Domain Anchor Statements
STRAND	Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / STANDARD Reading Domain Anchor Statements	

STRAND			Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT			(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT			(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT			(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD			Writing Domain Anchor Statements
STRAND			Writing: Text types, responding to reading, and research
CONTENT STATEMENT			(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT			(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT			(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT			(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.
CONTENT AREA / STANDARD			Speaking and Listening Anchor Statements
STRAND			Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT			(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA / STANDARD			Language Domain - Foundational Skills: Reading Language
STRAND			Fluency
CONTENT STATEMENT			L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
CUMULATIVE PROGRESS INDICATOR			A. Read grade-level text with purpose and understanding.
CUMULATIVE PROGRESS INDICATOR			C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT AREA / STANDARD**Language Domain - Foundational Skills: Writing**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.5.2.	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
CUMULATIVE PROGRESS INDICATOR	B.	Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
CUMULATIVE PROGRESS INDICATOR	E.	Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
CUMULATIVE PROGRESS INDICATOR	H.	Spell grade appropriate words correctly, consulting references as needed.

CONTENT AREA / STANDARD**Language Domain - Foundational Skills: Writing**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.5.2.	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	A.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CUMULATIVE PROGRESS INDICATOR	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.

CONTENT AREA / STANDARD**Language Domain - Foundational Skills: Writing**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.5.3.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	C.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

CONTENT AREA / STANDARD**Reading Domain**

STRAND	RI.CI.5.2.	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
STRAND	RI.IT.5.3.	Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.

STRAND	RI.AA.5.7	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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CONTENT AREA / STANDARD	Writing Domain
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STRAND	W.IW.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CONTENT STATEMENT	A.	Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CONTENT STATEMENT	C.	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
CONTENT STATEMENT	E.	Provide a conclusion related to the information of explanation presented.

CONTENT AREA / STANDARD	Writing Domain
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STRAND	W.NW.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
CONTENT STATEMENT	C.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
CONTENT STATEMENT	D.	Use concrete words and phrases and sensory details to convey experiences and events precisely.

CONTENT AREA / STANDARD	Writing Domain
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STRAND	W.WP.5.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	A.	Consider audience, purpose, and intent before writing.
CONTENT STATEMENT	C.	Consider writing as a process, including self-evaluation, revision and editing.
CONTENT STATEMENT	D.	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.

CONTENT AREA / STANDARD	Writing Domain
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STRAND	W.WR.5. 5.	Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
STRAND	W.SE.5.6	Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
STRAND	W.RW.5. 7.	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Lesson 12: Unit 4 Summarizing a Reference, p. 99-110

New Jersey Student Learning Standards

Language Arts

Grade 5 - Adopted: 2023

**CONTENT
AREA /
STANDARD**

Language Domain Anchor Statements

STRAND

Language: System and structure, effective use, and vocabulary

**CONTENT
STATEMENT**

(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

**CONTENT
STATEMENT**

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CONTENT
AREA /
STANDARD**

Reading Domain Anchor Statements

STRAND

Reading: Text complexity and the growth of comprehension

**CONTENT
STATEMENT**

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**CONTENT
STATEMENT**

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**CONTENT
STATEMENT**

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT
AREA /
STANDARD**

Writing Domain Anchor Statements

STRAND

Writing: Text types, responding to reading, and research

**CONTENT
STATEMENT**

(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.				
CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.				
CONTENT AREA / STANDARD	Speaking and Listening Anchor Statements				
STRAND	Speaking and Listening: Flexible communication and collaboration				
CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.				
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Reading Language				
STRAND	Fluency				
CONTENT STATEMENT	L.RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.			
CUMULATIVE PROGRESS INDICATOR	A.	Read grade-level text with purpose and understanding.			
CUMULATIVE PROGRESS INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing				
STRAND	Sentence Composition (Grammar, Syntax, and Punctuation)				
CONTENT STATEMENT	L.WF.5.2.	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.			
CUMULATIVE PROGRESS INDICATOR	B.	Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.			
CUMULATIVE PROGRESS INDICATOR	E.	Use idiomatic language and choose words for effect; use punctuation for meaning and effect.			
CUMULATIVE PROGRESS INDICATOR	G.	Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?).			
CUMULATIVE PROGRESS INDICATOR	H.	Spell grade appropriate words correctly, consulting references as needed.			

CONTENT AREA / STANDARD**Language Domain - Foundational Skills: Writing**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.5.2.	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

CUMULATIVE PROGRESS INDICATOR	A.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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CUMULATIVE PROGRESS INDICATOR	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.
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CONTENT AREA / STANDARD**Language Domain - Foundational Skills: Writing**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.5.3.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CUMULATIVE PROGRESS INDICATOR	C.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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CONTENT AREA / STANDARD**Reading Domain**

STRAND	RI.CI.5.2.	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
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STRAND	RI.IT.5.3.	Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
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STRAND	RI.AA.5.7	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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CONTENT AREA / STANDARD**Writing Domain**

STRAND	W.IW.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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CONTENT STATEMENT	A.	Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
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CONTENT STATEMENT	B.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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CONTENT STATEMENT	C.	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
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CONTENT STATEMENT	E.	Provide a conclusion related to the information of explanation presented.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.NW.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
CONTENT STATEMENT	C.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
CONTENT STATEMENT	D.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WP.5.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	A.	Consider audience, purpose, and intent before writing.
CONTENT STATEMENT	C.	Consider writing as a process, including self-evaluation, revision and editing.
CONTENT STATEMENT	D.	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WR.5.5.	Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
STRAND	W.RW.5.7.	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Lesson 13: Unit 5 Writing from Pictures, p. 111-116

New Jersey Student Learning Standards

Language Arts

Grade 5 - Adopted: 2023

CONTENT AREA / STANDARD	Writing Domain Anchor Statements
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STRAND	Writing: Text types, responding to reading, and research
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CONTENT STATEMENT	(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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CONTENT AREA / STANDARD	Speaking and Listening Anchor Statements
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STRAND	Speaking and Listening: Flexible communication and collaboration
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CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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CONTENT STATEMENT	(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
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CONTENT STATEMENT	(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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CONTENT AREA / STANDARD	Writing Domain
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STRAND	W.NW.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
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CONTENT AREA / STANDARD	Speaking and Listening Domain
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STRAND	SL.PI.5.4.	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.
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Lesson 14: Unit 5 Writing from Pictures, p.117-122

New Jersey Student Learning Standards

Language Arts

Grade 5 - Adopted: 2023

CONTENT AREA / STANDARD	Language Domain Anchor Statements
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STRAND	Language: System and structure, effective use, and vocabulary
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CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
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CONTENT AREA / STANDARD**Writing Domain Anchor Statements**

STRAND	Writing: Text types, responding to reading, and research
CONTENT STATEMENT	(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT	(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT	(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.

CONTENT AREA / STANDARD**Speaking and Listening Anchor Statements**

STRAND	Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT AREA / STANDARD**Language Domain - Foundational Skills: Writing**

STRAND	Sentence Composition (Grammar, Syntax, and Punctuation)	
CONTENT STATEMENT	L.WF.5.2.	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
CUMULATIVE PROGRESS INDICATOR	B.	Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
CUMULATIVE PROGRESS INDICATOR	E.	Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
CUMULATIVE PROGRESS INDICATOR	H.	Spell grade appropriate words correctly, consulting references as needed.

CONTENT AREA / STANDARD**Language Domain - Foundational Skills: Writing**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.5.3.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	C.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.IW.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CONTENT STATEMENT	A.	Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.NW.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CONTENT STATEMENT	A.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
CONTENT STATEMENT	C.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
CONTENT STATEMENT	D.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WP.5.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	A.	Consider audience, purpose, and intent before writing.
CONTENT STATEMENT	C.	Consider writing as a process, including self-evaluation, revision and editing.
CONTENT STATEMENT	D.	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
CONTENT AREA / STANDARD	Writing Domain	

STRAND	W.SE.5.6	Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
STRAND	W.RW.5.7.	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Lesson 15: Unit 5 Writing from Pictures, p.123-130

New Jersey Student Learning Standards

Language Arts

Grade 5 - Adopted: 2023

CONTENT AREA / STANDARD	Language Domain Anchor Statements
STRAND	Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
CONTENT AREA / STANDARD	Writing Domain Anchor Statements
STRAND	Writing: Text types, responding to reading, and research
CONTENT STATEMENT	(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT	(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT	(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.
CONTENT AREA / STANDARD	Speaking and Listening Anchor Statements
STRAND	Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT AREA / STANDARD**Language Domain - Foundational Skills: Writing**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.5.2.	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
CUMULATIVE PROGRESS INDICATOR	B.	Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
CUMULATIVE PROGRESS INDICATOR	E.	Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
CUMULATIVE PROGRESS INDICATOR	G.	Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?).
CUMULATIVE PROGRESS INDICATOR	H.	Spell grade appropriate words correctly, consulting references as needed.

CONTENT AREA / STANDARD**Language Domain - Foundational Skills: Writing**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.5.3.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	C.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

CONTENT AREA / STANDARD**Writing Domain**

STRAND	W.IW.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CONTENT STATEMENT	A.	Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.

CONTENT AREA / STANDARD**Writing Domain**

STRAND	W.NW.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CONTENT STATEMENT	A.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

CONTENT STATEMENT	C.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
CONTENT STATEMENT	D.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WP.5.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	A.	Consider audience, purpose, and intent before writing.
CONTENT STATEMENT	C.	Consider writing as a process, including self-evaluation, revision and editing.
CONTENT STATEMENT	D.	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.SE.5.6	Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
STRAND	W.RW.5.7.	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Lesson 16: Unit 6 Summarizing Multiple References, p. 131-138

New Jersey Student Learning Standards

Language Arts

Grade 5 - Adopted: 2023

CONTENT AREA / STANDARD	Language Domain Anchor Statements
STRAND	Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / STANDARD	Reading Domain Anchor Statements
STRAND	Reading: Text complexity and the growth of comprehension

CONTENT STATEMENT	(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT	(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD	Writing Domain Anchor Statements	
STRAND	Writing: Text types, responding to reading, and research	
CONTENT STATEMENT	(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
CONTENT AREA / STANDARD		
STRAND	Speaking and Listening Anchor Statements	
CONTENT STATEMENT	Speaking and Listening: Flexible communication and collaboration	
CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
CONTENT STATEMENT	(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	
CONTENT STATEMENT	(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Reading Language	
STRAND	Fluency	
CONTENT STATEMENT	L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.	
CUMULATIVE PROGRESS INDICATOR	A.	Read grade-level text with purpose and understanding.
CUMULATIVE PROGRESS INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing	
STRAND	Sentence Composition (Grammar, Syntax, and Punctuation)	

CONTENT STATEMENT	L.VL.5.2.	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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CUMULATIVE PROGRESS INDICATOR	A.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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CONTENT AREA / STANDARD	Reading Domain	
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STRAND	RI.CI.5.2.	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
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STRAND	RI.IT.5.3.	Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
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STRAND	RI.AA.5.7	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.NW.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
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CONTENT AREA / STANDARD	Speaking and Listening Domain	
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STRAND	SL.PI.5.4.	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.
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Lesson 17: Unit 6 Summarizing Multiple References, p. 139-144

New Jersey Student Learning Standards

Language Arts

Grade 5 - Adopted: 2023

CONTENT AREA / STANDARD	Language Domain Anchor Statements
STRAND	Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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CONTENT AREA / STANDARD	Reading Domain Anchor Statements
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STRAND	Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT	(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT	(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD	Writing Domain Anchor Statements
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STRAND	Writing: Text types, responding to reading, and research
CONTENT STATEMENT	(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT	(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.

CONTENT AREA / STANDARD	Speaking and Listening Anchor Statements
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STRAND	Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Reading Language
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STRAND	Fluency
CONTENT STATEMENT	L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

CUMULATIVE PROGRESS INDICATOR	A.	Read grade-level text with purpose and understanding.
CUMULATIVE PROGRESS INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.5.2.	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
CUMULATIVE PROGRESS INDICATOR	B.	Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
CUMULATIVE PROGRESS INDICATOR	E.	Use idiomatic language and choose words for effect; use punctuating for meaning and effect.
CUMULATIVE PROGRESS INDICATOR	G.	Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?).
CUMULATIVE PROGRESS INDICATOR	H.	Spell grade appropriate words correctly, consulting references as needed.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.5.2.	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	A.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.5.3.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	C.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

CONTENT AREA / STANDARD			Reading Domain
STRAND	RI.CI.5.2.	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.	
STRAND	RI.IT.5.3.	Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.	
STRAND	RI.AA.5.7	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	
CONTENT AREA / STANDARD			Writing Domain
STRAND	W.IW.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
CONTENT STATEMENT	A.	Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.	
CONTENT STATEMENT	B.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	
CONTENT STATEMENT	C.	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).	
CONTENT STATEMENT	E.	Provide a conclusion related to the information of explanation presented.	
CONTENT AREA / STANDARD			Writing Domain
STRAND	W.NW.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	
CONTENT STATEMENT	C.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	
CONTENT STATEMENT	D.	Use concrete words and phrases and sensory details to convey experiences and events precisely.	
CONTENT AREA / STANDARD			Writing Domain
STRAND	W.WP.5.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
CONTENT STATEMENT	A.	Consider audience, purpose, and intent before writing.	

CONTENT STATEMENT	C.	Consider writing as a process, including self-evaluation, revision and editing.
CONTENT STATEMENT	D.	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WR.5. 5.	Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
STRAND	W.SE.5.6	Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
STRAND	W.RW.5.7.	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Lesson 18: Unit 6 Summarizing Multiple References, p. 145-158

New Jersey Student Learning Standards

Language Arts

Grade 5 - Adopted: 2023

CONTENT AREA / STANDARD	Language Domain Anchor Statements
STRAND	Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / STANDARD	Reading Domain Anchor Statements
STRAND	Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT	(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT	(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	Writing Domain Anchor Statements

STRAND	Writing: Text types, responding to reading, and research	
CONTENT STATEMENT	(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
CONTENT AREA / STANDARD	Speaking and Listening Anchor Statements	
STRAND	Speaking and Listening: Flexible communication and collaboration	
CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
CONTENT STATEMENT	(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	
CONTENT STATEMENT	(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Reading Language	
STRAND	Fluency	
CONTENT STATEMENT	L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.	
CUMULATIVE PROGRESS INDICATOR	A.	Read grade-level text with purpose and understanding.
CUMULATIVE PROGRESS INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing	
STRAND	Sentence Composition (Grammar, Syntax, and Punctuation)	
CONTENT STATEMENT	L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	
CUMULATIVE PROGRESS INDICATOR	A.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT AREA / STANDARD	Reading Domain	
STRAND	RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.	

STRAND	RI.IT.5.3.	Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
STRAND	RI.AA.5.7	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.NW.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
CONTENT AREA / STANDARD	Speaking and Listening Domain	
STRAND	SL.PI.5.4.	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.

Lesson 19: Unit 6 Summarizing Multiple References, p. 159-164

New Jersey Student Learning Standards		
Language Arts		
Grade 5 - Adopted: 2023		
CONTENT AREA / STANDARD	Language Domain Anchor Statements	
STRAND	Language: System and structure, effective use, and vocabulary	
CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.	
CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
CONTENT AREA / STANDARD	Reading Domain Anchor Statements	
STRAND	Reading: Text complexity and the growth of comprehension	
CONTENT STATEMENT	(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
CONTENT STATEMENT	(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	

CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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CONTENT AREA / STANDARD

Writing Domain Anchor Statements

STRAND	Writing: Text types, responding to reading, and research
CONTENT STATEMENT	(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT	(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.

CONTENT AREA / STANDARD

Speaking and Listening Anchor Statements

STRAND	Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Reading Language

STRAND		Fluency
CONTENT STATEMENT	L.RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
CUMULATIVE PROGRESS INDICATOR	A.	Read grade-level text with purpose and understanding.

CUMULATIVE PROGRESS INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.5.2.	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

CUMULATIVE PROGRESS INDICATOR	B.	Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
CUMULATIVE PROGRESS INDICATOR	E.	Use idiomatic language and choose words for effect; use punctuating for meaning and effect.
CUMULATIVE PROGRESS INDICATOR	G.	Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?).
CUMULATIVE PROGRESS INDICATOR	H.	Spell grade appropriate words correctly, consulting references as needed.

CONTENT AREA / STANDARD **Language Domain - Foundational Skills: Writing**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.5.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE PROGRESS INDICATOR	B.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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CONTENT AREA / STANDARD **Language Domain - Foundational Skills: Writing**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.5.2.	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

CUMULATIVE PROGRESS INDICATOR	A.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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CUMULATIVE PROGRESS INDICATOR	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.
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CONTENT AREA / STANDARD **Language Domain - Foundational Skills: Writing**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.5.3.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CUMULATIVE PROGRESS INDICATOR	C.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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CONTENT AREA / STANDARD			Reading Domain
STRAND	RI.CI.5.2.	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.	
STRAND	RI.IT.5.3.	Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.	
STRAND	RI.AA.5.7	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	
CONTENT AREA / STANDARD			Writing Domain
STRAND	W.IW.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
CONTENT STATEMENT	A.	Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.	
CONTENT STATEMENT	B.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	
CONTENT STATEMENT	C.	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).	
CONTENT STATEMENT	E.	Provide a conclusion related to the information of explanation presented.	
CONTENT AREA / STANDARD			Writing Domain
STRAND	W.NW.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	
CONTENT STATEMENT	C.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	
CONTENT STATEMENT	D.	Use concrete words and phrases and sensory details to convey experiences and events precisely.	
CONTENT AREA / STANDARD			Writing Domain
STRAND	W.WP.5.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
CONTENT STATEMENT	A.	Consider audience, purpose, and intent before writing.	

CONTENT STATEMENT	C.	Consider writing as a process, including self-evaluation, revision and editing.
CONTENT STATEMENT	D.	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WR.5.5.	Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
STRAND	W.SE.5.6.	Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
STRAND	W.RW.5.7.	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Lesson 20: Unit 7 Inventive Writing, p. 165-172

New Jersey Student Learning Standards

Language Arts

Grade 5 - Adopted: 2023

CONTENT AREA / STANDARD	Language Domain Anchor Statements	
STRAND	Language: System and structure, effective use, and vocabulary	
CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.	
CONTENT AREA / STANDARD	Writing Domain Anchor Statements	
STRAND	Writing: Text types, responding to reading, and research	
CONTENT STATEMENT	(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.	
CONTENT AREA / STANDARD	Speaking and Listening Anchor Statements	
STRAND	Speaking and Listening: Flexible communication and collaboration	

CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing
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STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.5.2.	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
CUMULATIVE PROGRESS INDICATOR	B.	Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
CUMULATIVE PROGRESS INDICATOR	E.	Use idiomatic language and choose words for effect; use punctuating for meaning and effect.
CUMULATIVE PROGRESS INDICATOR	G.	Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?).
CUMULATIVE PROGRESS INDICATOR	H.	Spell grade appropriate words correctly, consulting references as needed.

CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing
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STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VI.5.3.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	C.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

CONTENT AREA / STANDARD	Writing Domain
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STRAND	W.IW.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CONTENT STATEMENT	A.	Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CONTENT STATEMENT	C.	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).

CONTENT STATEMENT	E.	Provide a conclusion related to the information or explanation presented.
CONTENT AREA / STANDARD		
STRAND	W.NW.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CONTENT STATEMENT	C.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
CONTENT STATEMENT	D.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CONTENT AREA / STANDARD		
STRAND	W.WP.5.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	A.	Consider audience, purpose, and intent before writing.
CONTENT STATEMENT	C.	Consider writing as a process, including self-evaluation, revision and editing.
CONTENT AREA / STANDARD		
STRAND	W.WR.5.5.	Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
STRAND	W.RW.5.7.	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Lesson 21: Unit 7 Inventive Writing, p. 173-180

New Jersey Student Learning Standards

Language Arts

Grade 5 - Adopted: 2023

CONTENT AREA / STANDARD	Language Domain Anchor Statements
STRAND	Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT	
CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
CONTENT AREA / STANDARD	Writing Domain Anchor Statements

STRAND	Writing: Text types, responding to reading, and research
CONTENT STATEMENT	(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT	(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.

CONTENT AREA / STANDARD

STRAND	Speaking and Listening Anchor Statements
CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing

STRAND	Sentence Composition (Grammar, Syntax, and Punctuation)	
CONTENT STATEMENT	L.WF.5.2.	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
CUMULATIVE PROGRESS INDICATOR	B.	Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
CUMULATIVE PROGRESS INDICATOR	E.	Use idiomatic language and choose words for effect; use punctuation for meaning and effect.
CUMULATIVE PROGRESS INDICATOR	G.	Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?).
CUMULATIVE PROGRESS INDICATOR	H.	Spell grade appropriate words correctly, consulting references as needed.

CONTENT AREA / STANDARD

STRAND	Sentence Composition (Grammar, Syntax, and Punctuation)	
CONTENT STATEMENT	L.KL.5.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE PROGRESS INDICATOR	B.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CONTENT AREA / STANDARD	Reading Domain	
STRAND	RL.CR.5. 1.	Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
STRAND	RI.CR.5.1	Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.AW.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
CONTENT STATEMENT	B.	Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.IW.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CONTENT STATEMENT	A.	Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CONTENT STATEMENT	C.	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
CONTENT STATEMENT	E.	Provide a conclusion related to the information of explanation presented.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.NW.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
CONTENT STATEMENT	C.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

CONTENT STATEMENT	D.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CONTENT AREA / STANDARD Writing Domain		
STRAND	W.WP.5.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	A.	Consider audience, purpose, and intent before writing.
CONTENT STATEMENT	C.	Consider writing as a process, including self-evaluation, revision and editing.
CONTENT STATEMENT	D.	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
CONTENT AREA / STANDARD Writing Domain		
STRAND	W.WR.5.5.	Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
STRAND	W.SE.5.6	Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
STRAND	W.RW.5.7.	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Lesson 22: Unit 7 Inventive Writing, p. 181-188

New Jersey Student Learning Standards

Language Arts

Grade 5 - Adopted: 2023

CONTENT AREA / STANDARD	Language Domain Anchor Statements
STRAND	Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT	
CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
CONTENT AREA / STANDARD Writing Domain Anchor Statements	
STRAND	Writing: Text types, responding to reading, and research

CONTENT STATEMENT	(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.	
CONTENT AREA / STANDARD	Speaking and Listening Anchor Statements	
STRAND	Speaking and Listening: Flexible communication and collaboration	
CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing	
STRAND	Sentence Composition (Grammar, Syntax, and Punctuation)	
CONTENT STATEMENT	L.WF.5.2.	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
CUMULATIVE PROGRESS INDICATOR	B.	Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
CUMULATIVE PROGRESS INDICATOR	E.	Use idiomatic language and choose words for effect; use punctuating for meaning and effect.
CUMULATIVE PROGRESS INDICATOR	G.	Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?).
CUMULATIVE PROGRESS INDICATOR	H.	Spell grade appropriate words correctly, consulting references as needed.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing	
STRAND	Sentence Composition (Grammar, Syntax, and Punctuation)	
CONTENT STATEMENT	L.KL.5.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	B.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing	
STRAND	Sentence Composition (Grammar, Syntax, and Punctuation)	

CONTENT STATEMENT	L.VI.5.3.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CUMULATIVE PROGRESS INDICATOR	C.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.IW.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CONTENT STATEMENT	A.	Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CONTENT STATEMENT	C.	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
CONTENT STATEMENT	E.	Provide a conclusion related to the information of explanation presented.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.NW.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
CONTENT STATEMENT	C.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
CONTENT STATEMENT	D.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WP.5.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	A.	Consider audience, purpose, and intent before writing.
CONTENT STATEMENT	C.	Consider writing as a process, including self-evaluation, revision and editing.
CONTENT AREA / STANDARD	Writing Domain	

STRAND	W.WR.5.	Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
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STRAND	W.RW.5.	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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Lesson 23: Unit 7 Inventive Writing, p. 189-196

New Jersey Student Learning Standards

Language Arts

Grade 5 - Adopted: 2023

CONTENT AREA / STANDARD	Language Domain Anchor Statements
STRAND	Language: System and structure, effective use, and vocabulary
CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
CONTENT AREA / STANDARD	Writing Domain Anchor Statements
STRAND	Writing: Text types, responding to reading, and research
CONTENT STATEMENT	(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT	(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.
CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.
CONTENT AREA / STANDARD	Speaking and Listening Anchor Statements
STRAND	Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.5.2.	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
CUMULATIVE PROGRESS INDICATOR	B.	Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
CUMULATIVE PROGRESS INDICATOR	E.	Use idiomatic language and choose words for effect; use punctuating for meaning and effect.
CUMULATIVE PROGRESS INDICATOR	G.	Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?).
CUMULATIVE PROGRESS INDICATOR	H.	Spell grade appropriate words correctly, consulting references as needed.

CONTENT AREA / STANDARD **Language Domain - Foundational Skills: Writing**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.5.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	B.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT AREA / STANDARD **Reading Domain**

STRAND	RL.CR.5.	
	1.	Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
STRAND	RI.CR.5.1	Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

CONTENT AREA / STANDARD **Writing Domain**

STRAND	W.AW.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
CONTENT STATEMENT	B.	Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.

CONTENT AREA / STANDARD **Writing Domain**

STRAND	W.IW.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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CONTENT STATEMENT	A.	Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CONTENT STATEMENT	C.	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
CONTENT STATEMENT	E.	Provide a conclusion related to the information or explanation presented.

CONTENT AREA / STANDARD		Writing Domain
STRAND	W.NW.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
CONTENT STATEMENT	C.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
CONTENT STATEMENT	D.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CONTENT AREA / STANDARD		Writing Domain
STRAND	W.WP.5.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	A.	Consider audience, purpose, and intent before writing.
CONTENT STATEMENT	C.	Consider writing as a process, including self-evaluation, revision and editing.
CONTENT STATEMENT	D.	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
CONTENT AREA / STANDARD		Writing Domain
STRAND	W.WR.5.5.	Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
STRAND	W.SE.5.6	Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.

STRAND	W.RW.5.	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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Lesson 24: Unit 8 Formal Essay Models, p. 197-206

New Jersey Student Learning Standards

Language Arts

Grade 5 - Adopted: 2023

CONTENT AREA / STANDARD

Language Domain Anchor Statements

STRAND

Language: System and structure, effective use, and vocabulary

CONTENT STATEMENT

(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

CONTENT STATEMENT

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT AREA / STANDARD

Reading Domain Anchor Statements

STRAND

Reading: Text complexity and the growth of comprehension

CONTENT STATEMENT

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CONTENT STATEMENT

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CONTENT STATEMENT

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD

Writing Domain Anchor Statements

STRAND

Writing: Text types, responding to reading, and research

CONTENT STATEMENT

(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STATEMENT

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT STATEMENT

(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.
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CONTENT AREA / STANDARD	Speaking and Listening Anchor Statements
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STRAND	Speaking and Listening: Flexible communication and collaboration
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CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Reading Language
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STRAND	Fluency
CONTENT STATEMENT	L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

CUMULATIVE PROGRESS INDICATOR	A.	Read grade-level text with purpose and understanding.
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CUMULATIVE PROGRESS INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing
STRAND	Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

CUMULATIVE PROGRESS INDICATOR	B.	Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
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CUMULATIVE PROGRESS INDICATOR	E.	Use idiomatic language and choose words for effect; use punctuating for meaning and effect.
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CUMULATIVE PROGRESS INDICATOR	G.	Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?).
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CUMULATIVE PROGRESS INDICATOR	H.	Spell grade appropriate words correctly, consulting references as needed.
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CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing
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STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.5.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	B.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.5.2.	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	A.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT AREA / STANDARD	Reading Domain	
STRAND	RL.CR.5.1.	Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
STRAND	RI.CR.5.1.	Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
STRAND	RI.CI.5.2.	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
STRAND	RI.IT.5.3.	Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
STRAND	RI.AA.5.7	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.AW.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
CONTENT STATEMENT	B.	Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.IW.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CONTENT STATEMENT	A.	Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CONTENT STATEMENT	C.	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
CONTENT STATEMENT	E.	Provide a conclusion related to the information or explanation presented.

CONTENT AREA / STANDARD		Writing Domain
STRAND	W.NW.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
CONTENT STATEMENT	C.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
CONTENT STATEMENT	D.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CONTENT AREA / STANDARD		Writing Domain
STRAND	W.WP.5.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	A.	Consider audience, purpose, and intent before writing.
CONTENT STATEMENT	C.	Consider writing as a process, including self-evaluation, revision and editing.
CONTENT STATEMENT	D.	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
CONTENT AREA / STANDARD		Writing Domain
STRAND	W.WR.5.5.	Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
STRAND	W.SE.5.6	Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.

STRAND	W.RW.5.7.	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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Lesson 25: Unit 8 Formal Essay Models, p. 207-216

New Jersey Student Learning Standards

Language Arts

Grade 5 - Adopted: 2023

CONTENT AREA / STANDARD

Writing Domain Anchor Statements

STRAND

Writing: Text types, responding to reading, and research

CONTENT STATEMENT

(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STATEMENT

(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

CONTENT STATEMENT

(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

CONTENT STATEMENT

(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.

CONTENT AREA / STANDARD

Speaking and Listening Anchor Statements

STRAND

Speaking and Listening: Flexible communication and collaboration

CONTENT STATEMENT

(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing

STRAND

Sentence Composition (Grammar, Syntax, and Punctuation)

CONTENT STATEMENT

L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

CUMULATIVE PROGRESS INDICATOR

B.

Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.

CONTENT AREA / STANDARD

Language Domain - Foundational Skills: Writing

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.5.2.	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	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.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.IW.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CONTENT STATEMENT	A.	Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CONTENT STATEMENT	C.	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
CONTENT STATEMENT	E.	Provide a conclusion related to the information of explanation presented.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.NW.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CONTENT STATEMENT	C.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
CONTENT STATEMENT	D.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WP.5.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	A.	Consider audience, purpose, and intent before writing.
CONTENT STATEMENT	C.	Consider writing as a process, including self-evaluation, revision and editing.
CONTENT STATEMENT	D.	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.

CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WR.5.5.	Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
STRAND	W.SE.5.6	Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
STRAND	W.RW.5.7.	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Lesson 26: Unit 8 Formal Essay Models, p. 217-222

New Jersey Student Learning Standards

Language Arts

Grade 5 - Adopted: 2023

CONTENT AREA / STANDARD	Language Domain Anchor Statements	
STRAND	Language: System and structure, effective use, and vocabulary	
CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.	
CONTENT AREA / STANDARD	Writing Domain Anchor Statements	
STRAND	Writing: Text types, responding to reading, and research	
CONTENT STATEMENT	(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	
CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.	
CONTENT STATEMENT	(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.	
CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.	
CONTENT AREA / STANDARD	Speaking and Listening Anchor Statements	
STRAND	Speaking and Listening: Flexible communication and collaboration	

CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing
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STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.5.2.	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.
CUMULATIVE PROGRESS INDICATOR	B.	Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
CUMULATIVE PROGRESS INDICATOR	E.	Use idiomatic language and choose words for effect; use punctuating for meaning and effect.
CUMULATIVE PROGRESS INDICATOR	G.	Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?).
CUMULATIVE PROGRESS INDICATOR	H.	Spell grade appropriate words correctly, consulting references as needed.

CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing
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STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.5.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	B.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT AREA / STANDARD	Reading Domain
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STRAND	RL.CR.5.1.	Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
STRAND	RI.CR.5.1.	Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

CONTENT AREA / STANDARD	Writing Domain
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STRAND	W.AW.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
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CONTENT STATEMENT	B.	Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.IW.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CONTENT STATEMENT	A.	Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CONTENT STATEMENT	C.	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
CONTENT STATEMENT	E.	Provide a conclusion related to the information of explanation presented.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.NW.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
CONTENT STATEMENT	C.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
CONTENT STATEMENT	D.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WP.5.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	A.	Consider audience, purpose, and intent before writing.
CONTENT STATEMENT	C.	Consider writing as a process, including self-evaluation, revision and editing.
CONTENT STATEMENT	D.	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
CONTENT AREA / STANDARD	Writing Domain	

STRAND	W.WR.5.5.	Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
STRAND	W.SE.5.6	Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.
STRAND	W.RW.5.7.	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Lesson 27: Unit 9 Formal Critique, p. 223-232

New Jersey Student Learning Standards

Language Arts

Grade 5 - Adopted: 2023

CONTENT AREA / STANDARD

Language Domain Anchor Statements

STRAND

Language: System and structure, effective use, and vocabulary

CONTENT STATEMENT

(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

CONTENT STATEMENT

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

CONTENT AREA / STANDARD

Reading Domain Anchor Statements

STRAND

Reading: Text complexity and the growth of comprehension

CONTENT STATEMENT

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CONTENT STATEMENT

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CONTENT STATEMENT

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD

Writing Domain Anchor Statements

STRAND

Writing: Text types, responding to reading, and research

CONTENT STATEMENT

(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.				
CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.				
CONTENT AREA / STANDARD	Speaking and Listening Anchor Statements				
STRAND	Speaking and Listening: Flexible communication and collaboration				
CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.				
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Reading Language				
STRAND	Fluency				
CONTENT STATEMENT	L.RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.			
CUMULATIVE PROGRESS INDICATOR	A.	Read grade-level text with purpose and understanding.			
CUMULATIVE PROGRESS INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing				
STRAND	Sentence Composition (Grammar, Syntax, and Punctuation)				
CONTENT STATEMENT	L.WF.5.2.	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.			
CUMULATIVE PROGRESS INDICATOR	B.	Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.			
CUMULATIVE PROGRESS INDICATOR	E.	Use idiomatic language and choose words for effect; use punctuation for meaning and effect.			
CUMULATIVE PROGRESS INDICATOR	G.	Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?).			
CUMULATIVE PROGRESS INDICATOR	H.	Spell grade appropriate words correctly, consulting references as needed.			

CONTENT AREA / STANDARD**Language Domain - Foundational Skills: Writing**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.5.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE PROGRESS INDICATOR

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

CONTENT AREA / STANDARD**Language Domain - Foundational Skills: Writing**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.5.2.	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

CUMULATIVE PROGRESS INDICATOR

A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

CONTENT AREA / STANDARD**Reading Domain**

STRAND	RL.CI.5.2.	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
STRAND	RL.IT.5.3.	Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).

STRAND

RL.MF.5.6. 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).

CONTENT AREA / STANDARD**Writing Domain**

STRAND	W.IW.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CONTENT STATEMENT	A.	Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CONTENT STATEMENT	C.	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
CONTENT STATEMENT	E.	Provide a conclusion related to the information of explanation presented.

CONTENT AREA / STANDARD		Writing Domain
STRAND	W.NW.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
CONTENT STATEMENT	C.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
CONTENT STATEMENT	D.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CONTENT AREA / STANDARD		Writing Domain
STRAND	W.WP.5.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	A.	Consider audience, purpose, and intent before writing.
CONTENT STATEMENT	C.	Consider writing as a process, including self-evaluation, revision and editing.
CONTENT STATEMENT	D.	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
CONTENT AREA / STANDARD		Writing Domain
STRAND	W.WR.5.5.	Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
STRAND	W.RW.5.7.	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Lesson 28: Unit 9 Formal Critique, p. 233-240

New Jersey Student Learning Standards

Language Arts

Grade 5 - Adopted: 2023

CONTENT AREA / STANDARD		Language Domain Anchor Statements
STRAND		Language: System and structure, effective use, and vocabulary

CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / STANDARD	Reading Domain Anchor Statements
STRAND	Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT	(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT	(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	Writing Domain Anchor Statements
STRAND	Writing: Text types, responding to reading, and research
CONTENT STATEMENT	(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.
CONTENT AREA / STANDARD	Speaking and Listening Anchor Statements
STRAND	Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Reading Language
STRAND	Fluency
CONTENT STATEMENT	L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

CUMULATIVE PROGRESS INDICATOR	A.	Read grade-level text with purpose and understanding.
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CUMULATIVE PROGRESS INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT AREA / STANDARD **Language Domain - Foundational Skills: Writing**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.5.2.	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

CUMULATIVE PROGRESS INDICATOR	B.	Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
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CUMULATIVE PROGRESS INDICATOR	E.	Use idiomatic language and choose words for effect; use punctuating for meaning and effect.
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CUMULATIVE PROGRESS INDICATOR	G.	Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?).
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CUMULATIVE PROGRESS INDICATOR	H.	Spell grade appropriate words correctly, consulting references as needed.
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CONTENT AREA / STANDARD **Language Domain - Foundational Skills: Writing**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.5.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE PROGRESS INDICATOR	B.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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CONTENT AREA / STANDARD **Language Domain - Foundational Skills: Writing**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.5.2.	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

CUMULATIVE PROGRESS INDICATOR	A.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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CONTENT AREA / STANDARD		Reading Domain
STRAND	RL.CR.5.1.	Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
STRAND	RI.CR.5.1	Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
STRAND	RI.CI.5.2.	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
STRAND	RL.IT.5.3.	Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
STRAND	RI.IT.5.3.	Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
STRAND	RL.MF.5.6.	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).
STRAND	RI.AA.5.7	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CONTENT AREA / STANDARD		Writing Domain
STRAND	W.AW.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
CONTENT STATEMENT	B.	Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
CONTENT AREA / STANDARD		Writing Domain
STRAND	W.IW.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CONTENT STATEMENT	A.	Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
CONTENT STATEMENT	B.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CONTENT STATEMENT	C.	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
CONTENT STATEMENT	E.	Provide a conclusion related to the information of explanation presented.

CONTENT AREA / STANDARD		Writing Domain	
STRAND	W.NW.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
CONTENT STATEMENT	B.	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	
CONTENT STATEMENT	C.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	
CONTENT STATEMENT	D.	Use concrete words and phrases and sensory details to convey experiences and events precisely.	
CONTENT AREA / STANDARD		Writing Domain	
STRAND	W.WP.5.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
CONTENT STATEMENT	A.	Consider audience, purpose, and intent before writing.	
CONTENT STATEMENT	C.	Consider writing as a process, including self-evaluation, revision and editing.	
CONTENT STATEMENT	D.	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.	
CONTENT AREA / STANDARD		Writing Domain	
STRAND	W.WR.5.5.	Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.	
STRAND	W.RW.5.7.	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	

Lesson 29: Unit 9 Formal Critique, p. 241-248

New Jersey Student Learning Standards

Language Arts

Grade 5 - Adopted: 2023

CONTENT AREA / STANDARD	Language Domain Anchor Statements
STRAND	Language: System and structure, effective use, and vocabulary

CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.
CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CONTENT AREA / STANDARD	Reading Domain Anchor Statements
STRAND	Reading: Text complexity and the growth of comprehension
CONTENT STATEMENT	(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CONTENT STATEMENT	(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	Writing Domain Anchor Statements
STRAND	Writing: Text types, responding to reading, and research
CONTENT STATEMENT	(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.
CONTENT AREA / STANDARD	Speaking and Listening Anchor Statements
STRAND	Speaking and Listening: Flexible communication and collaboration
CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Reading Language
STRAND	Fluency
CONTENT STATEMENT	L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

CUMULATIVE PROGRESS INDICATOR	A.	Read grade-level text with purpose and understanding.
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CUMULATIVE PROGRESS INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT AREA / STANDARD **Language Domain - Foundational Skills: Writing**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.WF.5.2.	Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

CUMULATIVE PROGRESS INDICATOR	B.	Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
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CUMULATIVE PROGRESS INDICATOR	E.	Use idiomatic language and choose words for effect; use punctuating for meaning and effect.
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CUMULATIVE PROGRESS INDICATOR	G.	Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?).
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CUMULATIVE PROGRESS INDICATOR	H.	Spell grade appropriate words correctly, consulting references as needed.
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CONTENT AREA / STANDARD **Language Domain - Foundational Skills: Writing**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.5.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE PROGRESS INDICATOR	B.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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CONTENT AREA / STANDARD **Language Domain - Foundational Skills: Writing**

STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.5.2.	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

CUMULATIVE PROGRESS INDICATOR	A.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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CONTENT AREA / STANDARD			Reading Domain
STRAND	RL.CI.5.2.	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.	
STRAND	RL.IT.5.3.	Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).	
STRAND	RL.MF.5.6.	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).	
CONTENT AREA / STANDARD			Writing Domain
STRAND	W.IW.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	
CONTENT STATEMENT	A.	Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.	
CONTENT STATEMENT	B.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	
CONTENT STATEMENT	C.	Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).	
CONTENT STATEMENT	E.	Provide a conclusion related to the information of explanation presented.	
CONTENT AREA / STANDARD			Writing Domain
STRAND	W.NW.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	
CONTENT STATEMENT	C.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	
CONTENT STATEMENT	D.	Use concrete words and phrases and sensory details to convey experiences and events precisely.	
CONTENT AREA / STANDARD			Writing Domain
STRAND	W.WP.5.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
CONTENT STATEMENT	A.	Consider audience, purpose, and intent before writing.	
CONTENT STATEMENT	C.	Consider writing as a process, including self-evaluation, revision and editing.	

CONTENT STATEMENT	D.	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WR.5. 5.	Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
STRAND	W.RW.5. 7.	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Lesson 30: Unit 9 Formal Critique, p. 249-261

New Jersey Student Learning Standards

Language Arts

Grade 5 - Adopted: 2023

CONTENT AREA / STANDARD	Language Domain Anchor Statements	
STRAND	Language: System and structure, effective use, and vocabulary	
CONTENT STATEMENT	(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.	
CONTENT STATEMENT	(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	
CONTENT AREA / STANDARD	Reading Domain Anchor Statements	
STRAND	Reading: Text complexity and the growth of comprehension	
CONTENT STATEMENT	(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
CONTENT STATEMENT	(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
CONTENT STATEMENT	(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
CONTENT AREA / STANDARD	Writing Domain Anchor Statements	
STRAND	Writing: Text types, responding to reading, and research	

CONTENT STATEMENT	(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT STATEMENT	(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.
CONTENT STATEMENT	(RW) Range of Writing: By the end of grade 12, 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 tasks, purposes, and audiences.

CONTENT AREA / STANDARD

STRAND	Speaking and Listening Anchor Statements
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CONTENT STATEMENT	(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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CONTENT AREA / STANDARD

STRAND	Language Domain - Foundational Skills: Reading Language
CONTENT STATEMENT	L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

CUMULATIVE PROGRESS INDICATOR	A.	Read grade-level text with purpose and understanding.
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CUMULATIVE PROGRESS INDICATOR	C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT AREA / STANDARD

STRAND	Language Domain - Foundational Skills: Writing
CONTENT STATEMENT	L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

CUMULATIVE PROGRESS INDICATOR	B.	Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
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CUMULATIVE PROGRESS INDICATOR	E.	Use idiomatic language and choose words for effect; use punctuating for meaning and effect.
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CUMULATIVE PROGRESS INDICATOR	G.	Use a comma to separate an introductory element from the rest of the sentence; 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, Emma?).
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CUMULATIVE PROGRESS INDICATOR	H.	Spell grade appropriate words correctly, consulting references as needed.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.KL.5.1.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	B.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CONTENT AREA / STANDARD	Language Domain - Foundational Skills: Writing	
STRAND		Sentence Composition (Grammar, Syntax, and Punctuation)
CONTENT STATEMENT	L.VL.5.2.	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	A.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CONTENT AREA / STANDARD	Reading Domain	
STRAND	RL.CR.5. 1.	Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
STRAND	RI.CR.5.1	Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
STRAND	RI.CI.5.2.	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
STRAND	RL.IT.5.3.	Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
STRAND	RI.IT.5.3.	Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
STRAND	RL.MF.5. 6.	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).
STRAND	RI.AA.5.7	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

CONTENT AREA / STANDARD**Writing Domain**

STRAND	W.AW.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
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CONTENT STATEMENT

B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.

CONTENT AREA / STANDARD**Writing Domain**

STRAND	W.IW.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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CONTENT STATEMENT

A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.

CONTENT STATEMENT

B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CONTENT STATEMENT

C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).

CONTENT STATEMENT

E. Provide a conclusion related to the information of explanation presented.

CONTENT AREA / STANDARD**Writing Domain**

STRAND	W.NW.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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CONTENT STATEMENT

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

CONTENT STATEMENT

C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

CONTENT STATEMENT

D. Use concrete words and phrases and sensory details to convey experiences and events precisely.

CONTENT AREA / STANDARD**Writing Domain**

STRAND	W.WP.5.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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CONTENT STATEMENT

A. Consider audience, purpose, and intent before writing.

CONTENT STATEMENT

C. Consider writing as a process, including self-evaluation, revision and editing.

CONTENT STATEMENT	D.	With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
CONTENT AREA / STANDARD	Writing Domain	
STRAND	W.WR.5. 5.	Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.
STRAND	W.RW.5. 7.	Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.