

# 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.                                |
| <b>CONTENT AREA / STANDARD</b> | <b>Language Domain - Foundational Skills: Reading Language</b> |   |
| 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.  |
| <b>CONTENT AREA / STANDARD</b> | <b>Language Domain - Foundational Skills: Writing</b>          |   |
| 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.  |
| <b>CONTENT AREA / STANDARD</b> | <b>Reading Domain</b>  |   |
| 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).  |
| <b>CONTENT AREA / STANDARD</b> | <b>Writing Domain</b>  |   |

|                         |                               |   |
|-------------------------|-------------------------------|---|
| 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. |
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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 |

|                   |  |  |
|-------------------|--|--|
| 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            |  | <b>Speaking and Listening: Flexible communication and collaboration</b>  |
| 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            |                  | <b>Fluency</b>   |
| CONTENT STATEMENT | <b>L.RF.5.4.</b> | <b>Read with sufficient accuracy and fluency to support comprehension.</b> |

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

|                               |    |   |
|-------------------------------|----|---|
| 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****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.   |

|                                |                  |  |
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| CONTENT STATEMENT              | D.               | Use concrete words and phrases and sensory details to convey experiences and events precisely.   |
| <b>CONTENT AREA / STANDARD</b> |                  | <b>Writing Domain</b>  |
| <b>STRAND</b>                  | <b>W.WP.5.4</b>  | <b>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>  |
| 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. |
| <b>CONTENT AREA / STANDARD</b> |                  | <b>Writing Domain</b>  |
| <b>STRAND</b>                  | <b>W.WR.5.5.</b> | <b>Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.</b>   |
| <b>STRAND</b>                  | <b>W.RW.5.7.</b> | <b>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.</b>                      |

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

**New Jersey Student Learning Standards**

**Language Arts**

**Grade 5 - Adopted: 2023**

|                                |  |   |
|--------------------------------|--|---|
| <b>CONTENT AREA / STANDARD</b> | <b>Language Domain Anchor Statements</b> |   |
| <b>STRAND</b>                  |  | <b>Language: System and structure, effective use, and vocabulary</b>  |
| 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. |
| <b>CONTENT AREA / STANDARD</b> | <b>Reading Domain Anchor Statements</b>  |   |
| <b>STRAND</b>                  |  | <b>Reading: Text complexity and the growth of comprehension</b>   |

|                                |                  |  |
|--------------------------------|------------------|--|
| 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.  |
| <b>CONTENT AREA / STANDARD</b> |                  | <b>Writing Domain Anchor Statements</b>  |
| <b>STRAND</b>                  |                  | <b>Writing: Text types, responding to reading, and research</b>  |
| 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.                                 |
| <b>CONTENT AREA / STANDARD</b> |                  | <b>Speaking and Listening Anchor Statements</b>  |
| <b>STRAND</b>                  |                  | <b>Speaking and Listening: Flexible communication and collaboration</b>  |
| 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.                                 |
| <b>CONTENT AREA / STANDARD</b> |                  | <b>Language Domain - Foundational Skills: Reading Language</b>   |
| <b>STRAND</b>                  |                  | <b>Fluency</b>   |
| <b>CONTENT STATEMENT</b>       | <b>L.RF.5.4.</b> | <b>Read with sufficient accuracy and fluency to support comprehension.</b>   |
| 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.   |
| <b>CONTENT AREA / STANDARD</b> |                  | <b>Language Domain - Foundational Skills: Writing</b>  |
| <b>STRAND</b>                  |                  | <b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>   |

| 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.  |

**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.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 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. |
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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<br>STATEMENT |  | (SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.   |
| CONTENT<br>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<br>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<br>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<br>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<br>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<br>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       |           | <b>Speaking and Listening Anchor Statements</b>  |
| STRAND                        |           | <b>Speaking and Listening: Flexible communication and collaboration</b>  |
| 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       |           | <b>Language Domain - Foundational Skills: Reading Language</b>   |
| STRAND                        |           | <b>Fluency</b>   |
| CONTENT STATEMENT             | L.RF.5.4. | <b>Read with sufficient accuracy and fluency to support comprehension.</b>   |
| 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       |           | <b>Language Domain - Foundational Skills: Writing</b>  |
| STRAND                        |           | <b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>   |
| CONTENT STATEMENT             | L.WF.5.2. | <b>Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.</b>   |
| 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       |           | <b>Language Domain - Foundational Skills: Writing</b>  |
| STRAND                        |           | <b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>   |
| CONTENT STATEMENT             | L.VL.5.2. | <b>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.</b>                                       |

|  |   |   |
|--|---|---|
| CUMULATIVE<br>PROGRESS<br>INDICATOR    | A.  | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  |
| <b>CONTENT<br/>AREA /<br/>STANDARD</b> | <b>Language Domain - Foundational Skills: Writing</b> |   |
| <b>STRAND</b>                          |   | <b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>  |
| <b>CONTENT<br/>STATEMENT</b>           | <b>L.VI.5.3.</b>                                      | <b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR    | C.  | Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.  |
| <b>CONTENT<br/>AREA /<br/>STANDARD</b> | <b>Reading Domain</b>                                 |   |
| 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<br>.  | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  |
| <b>CONTENT<br/>AREA /<br/>STANDARD</b> | <b>Writing Domain</b>                                 |   |
| <b>STRAND</b>                          | <b>W.IW.5.2.</b>                                      | <b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>   |
| CONTENT<br>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<br>STATEMENT                   | B.  | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  |
| CONTENT<br>STATEMENT                   | C.  | Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).   |
| CONTENT<br>STATEMENT                   | E.  | Provide a conclusion related to the information of explanation presented.   |
| <b>CONTENT<br/>AREA /<br/>STANDARD</b> | <b>Writing Domain</b>                                 |   |
| <b>STRAND</b>                          | <b>W.NW.5.3<br/>.</b>                                 | <b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>  |
| CONTENT<br>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.   |
| <b>CONTENT AREA / STANDARD</b> |                 | <b>Writing Domain</b>  |
| <b>STRAND</b>                  | <b>W.WP.5.4</b> | <b>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>  |
| 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. |
| <b>CONTENT AREA / STANDARD</b> |                 | <b>Writing Domain</b>  |
| <b>STRAND</b>                  | <b>W.WR.5.5</b> | <b>Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.</b>   |
| <b>STRAND</b>                  | <b>W.RW.5.7</b> | <b>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.</b>                      |

### Lesson 05: Unit 3 Retelling Narrative Stories, p. 43-48

## New Jersey Student Learning Standards

### Language Arts

#### Grade 5 - Adopted: 2023

|                                |  |   |
|--------------------------------|--|---|
| <b>CONTENT AREA / STANDARD</b> | <b>Language Domain Anchor Statements</b> |   |
| <b>STRAND</b>                  |  | <b>Language: System and structure, effective use, and vocabulary</b>  |
| 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. |
| <b>CONTENT AREA / STANDARD</b> | <b>Reading Domain Anchor Statements</b>  |   |
| <b>STRAND</b>                  |  | <b>Reading: Text complexity and the growth of comprehension</b>   |

|                                |                  |  |
|--------------------------------|------------------|--|
| 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.  |
| <b>CONTENT AREA / STANDARD</b> |                  | <b>Writing Domain Anchor Statements</b>  |
| <b>STRAND</b>                  |                  | <b>Writing: Text types, responding to reading, and research</b>  |
| 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.                         |
| <b>CONTENT AREA / STANDARD</b> |                  | <b>Speaking and Listening Anchor Statements</b>  |
| <b>STRAND</b>                  |                  | <b>Speaking and Listening: Flexible communication and collaboration</b>  |
| 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.                       |
| <b>CONTENT AREA / STANDARD</b> |                  | <b>Language Domain - Foundational Skills: Reading Language</b>   |
| <b>STRAND</b>                  |                  | <b>Fluency</b>   |
| <b>CONTENT STATEMENT</b>       | <b>L.RF.5.4.</b> | <b>Read with sufficient accuracy and fluency to support comprehension.</b>   |
| 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.   |
| <b>CONTENT AREA / STANDARD</b> |                  | <b>Language Domain - Foundational Skills: Writing</b>  |
| <b>STRAND</b>                  |                  | <b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>   |

|                               |                               |  |
|-------------------------------|-------------------------------|--|
| 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<br>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<br>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<br>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<br>STATEMENT |  | (WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.  |
| CONTENT<br>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<br>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<br>STATEMENT                | L.WF.5.2. | Demonstrate command of the conventions of writing, including those listed under grade four foundational skills. |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | B.        | Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.           |



|  |   |   |
|--|---|---|
| CUMULATIVE<br>PROGRESS<br>INDICATOR    | E.  | Use idiomatic language and choose words for effect; use punctuation for meaning and effect.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR    | H.  | Spell grade appropriate words correctly, consulting references as needed.   |
| <b>CONTENT<br/>AREA /<br/>STANDARD</b> | <b>Language Domain - Foundational Skills: Writing</b> |   |
| <b>STRAND</b>                          |   | <b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>  |
| <b>CONTENT<br/>STATEMENT</b>           | <b>L.VL.5.2.</b>                                      | <b>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.</b>  |
| CUMULATIVE<br>PROGRESS<br>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.   |
| <b>CONTENT<br/>AREA /<br/>STANDARD</b> | <b>Language Domain - Foundational Skills: Writing</b> |   |
| <b>STRAND</b>                          |   | <b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>  |
| <b>CONTENT<br/>STATEMENT</b>           | <b>L.VI.5.3.</b>                                      | <b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR    | C.  | Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.  |
| <b>CONTENT<br/>AREA /<br/>STANDARD</b> | <b>Reading Domain</b>                                 |   |
| <b>STRAND</b>                          | <b>RL.IT.5.3.</b>                                     | <b>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).</b> |
| <b>CONTENT<br/>AREA /<br/>STANDARD</b> | <b>Writing Domain</b>                                 |   |
| <b>STRAND</b>                          | <b>W.IW.5.2.</b>                                      | <b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>   |
| <b>CONTENT<br/>STATEMENT</b>           | 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.  |
| <b>CONTENT<br/>AREA /<br/>STANDARD</b> | <b>Writing Domain</b>                                 |   |
| <b>STRAND</b>                          | <b>W.NW.5.3.</b>                                      | <b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>  |
| <b>CONTENT<br/>STATEMENT</b>           | 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.   |
| <b>CONTENT AREA / STANDARD</b> | <b>Writing Domain</b> |  |
| <b>STRAND</b>                  | <b>W.WP.5.4</b>       | <b>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>  |
| 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. |
| <b>CONTENT AREA / STANDARD</b> | <b>Writing Domain</b> |  |
| <b>STRAND</b>                  | <b>W.RW.5.7.</b>      | <b>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.</b>                      |

### Lesson 07: Unit 3 Retelling Narrative Stories, p. 55-62

## New Jersey Student Learning Standards

### Language Arts

Grade 5 - Adopted: 2023

|                                |  |   |
|--------------------------------|--|---|
| <b>CONTENT AREA / STANDARD</b> | <b>Language Domain Anchor Statements</b> |   |
| <b>STRAND</b>                  |  | <b>Language: System and structure, effective use, and vocabulary</b>  |
| 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. |
| <b>CONTENT AREA / STANDARD</b> | <b>Reading Domain Anchor Statements</b>  |   |

| 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.  |
| <b>CONTENT AREA / STANDARD</b> |  | <b>Writing Domain Anchor Statements</b>  |

| 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.         |
| <b>CONTENT AREA / STANDARD</b> |  | <b>Speaking and Listening Anchor Statements</b>  |

| 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<br>PROGRESS<br>INDICATOR | B.        | Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.           |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | E.        | Use idiomatic language and choose words for effect; use punctuation for meaning and effect.                     |
| CUMULATIVE<br>PROGRESS<br>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<br>PROGRESS<br>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<br>PROGRESS<br>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<br>PROGRESS<br>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.5.6.            | 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).                                 |
| <b>CONTENT AREA / STANDARD</b> | <b>Writing Domain</b> |  |
| 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.                 |
| <b>CONTENT AREA / STANDARD</b> | <b>Writing Domain</b> |  |
| 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.   |
| <b>CONTENT AREA / STANDARD</b> | <b>Writing Domain</b> |  |
| 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. |
| <b>CONTENT AREA / STANDARD</b> | <b>Writing Domain</b> |  |
| 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.                             |

# 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.   |
| CONTENT AREA / STANDARD       |           | Language Domain - Foundational Skills: Writing   |
| STRAND                        |           | Sentence Composition (Grammar, Syntax, and Punctuation)  |

|                                |                       |  |
|--------------------------------|-----------------------|--|
| <b>CONTENT STATEMENT</b>       | <b>L.VI.5.3.</b>      | <b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>   |
| CUMULATIVE PROGRESS INDICATOR  | C.                    | Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.   |
| <b>CONTENT AREA / STANDARD</b> | <b>Reading Domain</b> |  |
| 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).   |
| <b>CONTENT AREA / STANDARD</b> | <b>Writing Domain</b> |  |
| STRAND                         | W.IW.5.2.             | <b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>  |
| 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.   |
| <b>CONTENT AREA / STANDARD</b> | <b>Writing Domain</b> |  |
| STRAND                         | W.NW.5.3.             | <b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>   |
| 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.   |
| <b>CONTENT AREA / STANDARD</b> | <b>Writing Domain</b> |  |
| STRAND                         | W.WP.5.4.             | <b>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>  |
| 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. |
| <b>CONTENT AREA / STANDARD</b> |           | <b>Writing Domain</b>  |
| 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

|                                |  |  |
|--------------------------------|--|--|
| <b>CONTENT AREA / STANDARD</b> |  | <b>Language Domain Anchor Statements</b>   |
| STRAND                         |  | <b>Language: System and structure, effective use, and vocabulary</b>   |
| 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.    |
| <b>CONTENT AREA / STANDARD</b> |  | <b>Reading Domain Anchor Statements</b>  |
| STRAND                         |  | <b>Reading: Text complexity and the growth of comprehension</b>  |
| 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.  |
| <b>CONTENT AREA / STANDARD</b> |  | <b>Writing Domain Anchor Statements</b>  |
| STRAND                         |  | <b>Writing: Text types, responding to reading, and research</b>  |

|                   |  |   |
|-------------------|--|---|
| 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            |  | <b>Speaking and Listening: Flexible communication and collaboration</b>  |
| 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                        |                  | <b>Fluency</b>   |
| CONTENT STATEMENT             | <b>L.RF.5.4.</b> | <b>Read with sufficient accuracy and fluency to support comprehension.</b> |
| 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. |
|-------------------------------|----|--|

**CONTENT AREA / STANDARD**

**Language Domain - Foundational Skills: Writing**

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

|  |   |  |
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| CUMULATIVE<br>PROGRESS<br>INDICATOR    | H.  | Spell grade appropriate words correctly, consulting references as needed.  |
| <b>CONTENT<br/>AREA /<br/>STANDARD</b> | <b>Language Domain - Foundational Skills: Writing</b> |  |
| <b>STRAND</b>                          |   | <b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>   |
| <b>CONTENT<br/>STATEMENT</b>           | <b>L.VL.5.2.</b>                                      | <b>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.</b>   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR    | A.  | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.   |
| <b>CONTENT<br/>AREA /<br/>STANDARD</b> | <b>Language Domain - Foundational Skills: Writing</b> |  |
| <b>STRAND</b>                          |   | <b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>   |
| <b>CONTENT<br/>STATEMENT</b>           | <b>L.VI.5.3.</b>                                      | <b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR    | C.  | Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.   |
| <b>CONTENT<br/>AREA /<br/>STANDARD</b> | <b>Reading Domain</b>                                 |  |
| <b>STRAND</b>                          | <b>RI.CI.5.2.</b>                                     | <b>Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.</b>   |
| <b>STRAND</b>                          | <b>RI.IT.5.3.</b>                                     | <b>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.</b> |
| <b>STRAND</b>                          | <b>RI.AA.5.7</b>                                      | <b>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</b>  |
| <b>CONTENT<br/>AREA /<br/>STANDARD</b> | <b>Writing Domain</b>                                 |  |
| <b>STRAND</b>                          | <b>W.IW.5.2.</b>                                      | <b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>  |
| <b>CONTENT<br/>STATEMENT</b>           | 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.   |
| <b>CONTENT<br/>STATEMENT</b>           | B.  | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.   |
| <b>CONTENT<br/>STATEMENT</b>           | 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.  |
| <b>CONTENT AREA / STANDARD</b> | <b>Writing Domain</b> |  |
| <b>STRAND</b>                  | <b>W.NW.5.3</b>       | <b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>   |
| 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.   |
| <b>CONTENT AREA / STANDARD</b> | <b>Writing Domain</b> |  |
| <b>STRAND</b>                  | <b>W.WP.5.4</b>       | <b>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>  |
| 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.   |
| <b>CONTENT AREA / STANDARD</b> | <b>Writing Domain</b> |  |
| <b>STRAND</b>                  | <b>W.WR.5.5</b>       | <b>Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.</b>   |
| <b>STRAND</b>                  | <b>W.SE.5.6</b>       | <b>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.</b> |
| <b>STRAND</b>                  | <b>W.RW.5.7</b>       | <b>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.</b>  |

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

**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 |
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|                      |   |
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| CONTENT<br>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<br>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**

| STRAND |  | Reading: Text complexity and the growth of comprehension |
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| CONTENT<br>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. |
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| CONTENT<br>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. |
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|----------------------|---|
| CONTENT<br>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<br>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<br>STATEMENT | (WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing. |
|----------------------|---|

|                      |   |
|----------------------|---|
| CONTENT<br>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<br>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       |                  | <b>Language Domain - Foundational Skills: Reading Language</b>   |
| STRAND                        |                  | <b>Fluency</b>   |
| CONTENT STATEMENT             | <b>L.RF.5.4.</b> | <b>Read with sufficient accuracy and fluency to support comprehension.</b>   |
| 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       |                  | <b>Language Domain - Foundational Skills: Writing</b>  |
| STRAND                        |                  | <b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>   |
| CONTENT STATEMENT             | <b>L.WF.5.2.</b> | <b>Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.</b>   |
| 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       |                  | <b>Language Domain - Foundational Skills: Writing</b>  |
| STRAND                        |                  | <b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>   |
| CONTENT STATEMENT             | <b>L.VL.5.2.</b> | <b>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.</b>                                       |
| 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.  |
| <b>CONTENT AREA / STANDARD</b> |                 | <b>Writing Domain</b>   |
| <b>STRAND</b>                  | <b>W.WP.5.4</b> | <b>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>   |
| 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.  |
| <b>CONTENT AREA / STANDARD</b> |                 | <b>Writing Domain</b>   |
| 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

|                                |   |
|--------------------------------|---|
| <b>CONTENT AREA / STANDARD</b> | <b>Language Domain Anchor Statements</b>  |
| <b>STRAND</b>                  | <b>Language: System and structure, effective use, and vocabulary</b>  |
| 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. |
| <b>CONTENT AREA / STANDARD</b> | <b>Reading Domain Anchor Statements</b>   |



| 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.  |
| <b>CONTENT AREA / STANDARD</b> |  | <b>Writing Domain Anchor Statements</b>  |

| 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.  |
| <b>CONTENT AREA / STANDARD</b> |  | <b>Speaking and Listening Anchor Statements</b>   |

| 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<br>PROGRESS<br>INDICATOR | B.        | Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.           |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | E.        | Use idiomatic language and choose words for effect; use punctuation for meaning and effect.                     |
| CUMULATIVE<br>PROGRESS<br>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<br>PROGRESS<br>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<br>PROGRESS<br>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<br>PROGRESS<br>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).   |
| <b>CONTENT AREA / STANDARD</b> | <b>Writing Domain</b> |  |
| <b>STRAND</b>                  | <b>W.IW.5.2.</b>      | <b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>  |
| 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.  |
| <b>CONTENT AREA / STANDARD</b> | <b>Writing Domain</b> |  |
| <b>STRAND</b>                  | <b>W.NW.5.3</b>       | <b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>   |
| 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.   |
| <b>CONTENT AREA / STANDARD</b> | <b>Writing Domain</b> |  |
| <b>STRAND</b>                  | <b>W.WP.5.4</b>       | <b>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>  |
| 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. |
| <b>CONTENT AREA / STANDARD</b> | <b>Writing Domain</b> |  |

|        |           |   |
|--------|-----------|---|
| 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.  |
| <b>CONTENT AREA / STANDARD</b> |                  | <b>Speaking and Listening Anchor Statements</b>   |
| <b>STRAND</b>                  |                  | <b>Speaking and Listening: Flexible communication and collaboration</b>   |
| 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.  |
| <b>CONTENT AREA / STANDARD</b> |                  | <b>Language Domain - Foundational Skills: Reading Language</b>  |
| <b>STRAND</b>                  |                  | <b>Fluency</b>  |
| <b>CONTENT STATEMENT</b>       | <b>L.RF.5.4.</b> | <b>Read with sufficient accuracy and fluency to support comprehension.</b>  |
| 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.  |
| <b>CONTENT AREA / STANDARD</b> |                  | <b>Language Domain - Foundational Skills: Writing</b>   |
| <b>STRAND</b>                  |                  | <b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>  |
| <b>CONTENT STATEMENT</b>       | <b>L.WF.5.2.</b> | <b>Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.</b>  |
| 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.  |

|                               |    |   |
|-------------------------------|----|---|
| 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.  |
| <b>CONTENT AREA / STANDARD</b> | <b>Writing Domain</b> |  |
| <b>STRAND</b>                  | <b>W.NW.5.3</b>       | <b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>   |
| 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.   |
| <b>CONTENT AREA / STANDARD</b> | <b>Writing Domain</b> |  |
| <b>STRAND</b>                  | <b>W.WP.5.4</b>       | <b>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>  |
| 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. |
| <b>CONTENT AREA / STANDARD</b> | <b>Writing Domain</b> |  |
| <b>STRAND</b>                  | <b>W.WR.5.5</b>       | <b>Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.</b>   |
| <b>STRAND</b>                  | <b>W.RW.5.7</b>       | <b>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.</b>                      |

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**

| 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**

**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 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**

| 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<br>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<br>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<br>STATEMENT |  | (WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.   |
| CONTENT<br>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<br>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<br>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<br>STATEMENT                | L.WF.5.2. | Demonstrate command of the conventions of writing, including those listed under grade four foundational skills. |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | B.        | Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.           |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | E.        | Use idiomatic language and choose words for effect; use punctuation for meaning and effect.                     |
| CUMULATIVE<br>PROGRESS<br>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<br>PROGRESS<br>INDICATOR | B.        | Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | E.        | Use idiomatic language and choose words for effect; use punctuation for meaning and effect.   |
| CUMULATIVE<br>PROGRESS<br>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<br>PROGRESS<br>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<br>PROGRESS<br>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.  |
| <b>CONTENT AREA / STANDARD</b> |                 | <b>Writing Domain</b>   |
| <b>STRAND</b>                  | <b>W.WP.5.4</b> | <b>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>   |
| 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.  |
| <b>CONTENT AREA / STANDARD</b> |                 | <b>Writing Domain</b>   |
| 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.  |
| <b>CONTENT AREA / STANDARD</b> |                  | <b>Writing Domain Anchor Statements</b>  |
| <b>STRAND</b>                  |                  | <b>Writing: Text types, responding to reading, and research</b>  |
| 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.                         |
| <b>CONTENT AREA / STANDARD</b> |                  | <b>Speaking and Listening Anchor Statements</b>  |
| <b>STRAND</b>                  |                  | <b>Speaking and Listening: Flexible communication and collaboration</b>  |
| 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.                       |
| <b>CONTENT AREA / STANDARD</b> |                  | <b>Language Domain - Foundational Skills: Reading Language</b>   |
| <b>STRAND</b>                  |                  | <b>Fluency</b>   |
| <b>CONTENT STATEMENT</b>       | <b>L.RF.5.4.</b> | <b>Read with sufficient accuracy and fluency to support comprehension.</b>   |
| 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.   |
| <b>CONTENT AREA / STANDARD</b> |                  | <b>Language Domain - Foundational Skills: Writing</b>  |
| <b>STRAND</b>                  |                  | <b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>   |

|                                |                                      |   |
|--------------------------------|--------------------------------------|---|
| <b>CONTENT STATEMENT</b>       | <b>L.VL.5.2.</b>                     | <b>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.</b>  |
| 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.  |
| <b>CONTENT AREA / STANDARD</b> | <b>Reading Domain</b>                |   |
| 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).  |
| <b>CONTENT AREA / STANDARD</b> | <b>Writing Domain</b>                |   |
| 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.   |
| <b>CONTENT AREA / STANDARD</b> | <b>Speaking and Listening Domain</b> |   |
| 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 17: Unit 6 Summarizing Multiple References, p. 139-144

## New Jersey Student Learning Standards

### Language Arts

Grade 5 - Adopted: 2023

|                                |   |   |
|--------------------------------|---|---|
| <b>CONTENT AREA / STANDARD</b> | <b>Language Domain Anchor Statements</b>  |   |
| 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.           |
| <b>CONTENT AREA / STANDARD</b> |           | <b>Reading Domain Anchor Statements</b>   |
| <b>STRAND</b>                  |           | <b>Reading: Text complexity and the growth of comprehension</b>   |
| 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.   |
| <b>CONTENT AREA / STANDARD</b> |           | <b>Writing Domain Anchor Statements</b>   |
| <b>STRAND</b>                  |           | <b>Writing: Text types, responding to reading, and research</b>   |
| 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.  |
| <b>CONTENT AREA / STANDARD</b> |           | <b>Speaking and Listening Anchor Statements</b>   |
| <b>STRAND</b>                  |           | <b>Speaking and Listening: Flexible communication and collaboration</b>   |
| 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.  |
| <b>CONTENT AREA / STANDARD</b> |           | <b>Language Domain - Foundational Skills: Reading Language</b>  |
| <b>STRAND</b>                  |           | <b>Fluency</b>  |
| CONTENT STATEMENT              | L.RF.5.4. | Read with sufficient accuracy and fluency to support comprehension.   |



|                                     |    |   |
|-------------------------------------|----|---|
| CUMULATIVE<br>PROGRESS<br>INDICATOR | A. | Read grade-level text with purpose and understanding. |
|-------------------------------------|----|---|

|                                     |    |  |
|-------------------------------------|----|--|
| CUMULATIVE<br>PROGRESS<br>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<br>STATEMENT | L.WF.5.2. | Demonstrate command of the conventions of writing, including those listed under grade four foundational skills. |

|                                     |    |   |
|-------------------------------------|----|---|
| CUMULATIVE<br>PROGRESS<br>INDICATOR | B. | Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs. |
|-------------------------------------|----|---|

|                                     |    |   |
|-------------------------------------|----|---|
| CUMULATIVE<br>PROGRESS<br>INDICATOR | E. | Use idiomatic language and choose words for effect; use punctuation for meaning and effect. |
|-------------------------------------|----|---|

|                                     |    |   |
|-------------------------------------|----|---|
| CUMULATIVE<br>PROGRESS<br>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<br>PROGRESS<br>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<br>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<br>PROGRESS<br>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<br>STATEMENT | L.VI.5.3. | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |

|                                     |    |  |
|-------------------------------------|----|--|
| CUMULATIVE<br>PROGRESS<br>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.  |
| <b>CONTENT AREA / STANDARD</b> | <b>Writing Domain</b> |   |
| 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            |  | <b>Language: System and structure, effective use, and vocabulary</b>  |
| 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            |  | <b>Reading: Text complexity and the growth of comprehension</b>  |
| 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.   |
| CONTENT AREA / STANDARD       |           | <b>Writing Domain Anchor Statements</b>   |
| STRAND                        |           | <b>Writing: Text types, responding to reading, and research</b>   |
| 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       |           | <b>Speaking and Listening Anchor Statements</b>   |
| STRAND                        |           | <b>Speaking and Listening: Flexible communication and collaboration</b>   |
| 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       |           | <b>Language Domain - Foundational Skills: Reading Language</b>  |
| STRAND                        |           | <b>Fluency</b>  |
| CONTENT STATEMENT             | L.RF.5.4. | <b>Read with sufficient accuracy and fluency to support comprehension.</b>  |
| 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       |           | <b>Language Domain - Foundational Skills: Writing</b>   |
| STRAND                        |           | <b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>  |
| CONTENT STATEMENT             | L.WF.5.2. | <b>Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.</b>  |

|                                     |    |   |
|-------------------------------------|----|---|
| CUMULATIVE<br>PROGRESS<br>INDICATOR | B. | Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR | E. | Use idiomatic language and choose words for effect; use punctuation for meaning and effect.   |
| CUMULATIVE<br>PROGRESS<br>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<br>PROGRESS<br>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<br>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<br>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<br>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.  |
| <b>CONTENT AREA / STANDARD</b> | <b>Writing Domain</b> |   |
| 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            |  | <b>Language: System and structure, effective use, and vocabulary</b>  |
| 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            |  | <b>Writing: Text types, responding to reading, and research</b>  |
| 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 |  | <b>Speaking and Listening: Flexible communication and collaboration</b> |
|--------|--|---|

|                                |   |   |
|--------------------------------|---|---|
| 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.  |
| <b>CONTENT AREA / STANDARD</b> | <b>Language Domain - Foundational Skills: Writing</b> |   |
| <b>STRAND</b>                  |   | <b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>  |
| <b>CONTENT STATEMENT</b>       | <b>L.WF.5.2.</b>                                      | <b>Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.</b>  |
| 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.   |
| <b>CONTENT AREA / STANDARD</b> | <b>Language Domain - Foundational Skills: Writing</b> |   |
| <b>STRAND</b>                  |   | <b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>  |
| <b>CONTENT STATEMENT</b>       | <b>L.VI.5.3.</b>                                      | <b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>  |
| CUMULATIVE PROGRESS INDICATOR  | C.  | Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.  |
| <b>CONTENT AREA / STANDARD</b> | <b>Writing Domain</b>                                 |   |
| <b>STRAND</b>                  | <b>W.IW.5.2.</b>                                      | <b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>   |
| 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.   |
| <b>CONTENT AREA / STANDARD</b> | <b>Writing Domain</b> |   |
| <b>STRAND</b>                  | <b>W.NW.5.3</b>       | <b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>  |
| 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.  |
| <b>CONTENT AREA / STANDARD</b> | <b>Writing Domain</b> |   |
| <b>STRAND</b>                  | <b>W.WP.5.4</b>       | <b>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>                       |
| CONTENT STATEMENT              | A.                    | Consider audience, purpose, and intent before writing.  |
| CONTENT STATEMENT              | C.                    | Consider writing as a process, including self-evaluation, revision and editing.   |
| <b>CONTENT AREA / STANDARD</b> | <b>Writing Domain</b> |   |
| <b>STRAND</b>                  | <b>W.WR.5.5</b>       | <b>Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.</b>  |
| <b>STRAND</b>                  | <b>W.RW.5.7</b>       | <b>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.</b> |

### 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

(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.  |
| <b>CONTENT AREA / STANDARD</b> |  | <b>Speaking and Listening Anchor Statements</b>   |

| 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.KL.5.1. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

|  |                       |  |
|--|-----------------------|--|
| CUMULATIVE<br>PROGRESS<br>INDICATOR    | B.                    | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  |
| <b>CONTENT<br/>AREA /<br/>STANDARD</b> | <b>Reading Domain</b> |  |
| STRAND                                 | RL.CR.5.<br>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<br>.        | Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.                                   |
| <b>CONTENT<br/>AREA /<br/>STANDARD</b> | <b>Writing Domain</b> |  |
| STRAND                                 | W.AW.5.1<br>.         | Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  |
| CONTENT<br>STATEMENT                   | B.                    | Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.   |
| <b>CONTENT<br/>AREA /<br/>STANDARD</b> | <b>Writing Domain</b> |  |
| STRAND                                 | W.IW.5.2.             | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.   |
| CONTENT<br>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<br>STATEMENT                   | B.                    | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.   |
| CONTENT<br>STATEMENT                   | C.                    | Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).  |
| CONTENT<br>STATEMENT                   | E.                    | Provide a conclusion related to the information of explanation presented.  |
| <b>CONTENT<br/>AREA /<br/>STANDARD</b> | <b>Writing Domain</b> |  |
| STRAND                                 | W.NW.5.3<br>.         | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  |
| CONTENT<br>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<br>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       | (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.  |
| <b>CONTENT AREA / STANDARD</b> | <b>Speaking and Listening Anchor Statements</b>       |   |
| <b>STRAND</b>                  |   | <b>Speaking and Listening: Flexible communication and collaboration</b>   |
| 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.  |
| <b>CONTENT AREA / STANDARD</b> | <b>Language Domain - Foundational Skills: Writing</b> |   |
| <b>STRAND</b>                  |   | <b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>  |
| <b>CONTENT STATEMENT</b>       | <b>L.WF.5.2.</b>                                      | <b>Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.</b>  |
| 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.   |
| <b>CONTENT AREA / STANDARD</b> | <b>Language Domain - Foundational Skills: Writing</b> |   |
| <b>STRAND</b>                  |   | <b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>  |
| <b>CONTENT STATEMENT</b>       | <b>L.KL.5.1.</b>                                      | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>   |
| CUMULATIVE PROGRESS INDICATOR  | B.  | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.   |
| <b>CONTENT AREA / STANDARD</b> | <b>Language Domain - Foundational Skills: Writing</b> |   |
| <b>STRAND</b>                  |   | <b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>  |

|                                |                       |  |
|--------------------------------|-----------------------|--|
| <b>CONTENT STATEMENT</b>       | <b>L.VI.5.3.</b>      | <b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>   |
| CUMULATIVE PROGRESS INDICATOR  | C.                    | Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.   |
| <b>CONTENT AREA / STANDARD</b> | <b>Writing Domain</b> |  |
| <b>STRAND</b>                  | <b>W.IW.5.2.</b>      | <b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>  |
| 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.  |
| <b>CONTENT AREA / STANDARD</b> | <b>Writing Domain</b> |  |
| <b>STRAND</b>                  | <b>W.NW.5.3.</b>      | <b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>   |
| 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.   |
| <b>CONTENT AREA / STANDARD</b> | <b>Writing Domain</b> |  |
| <b>STRAND</b>                  | <b>W.WP.5.4.</b>      | <b>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>                            |
| CONTENT STATEMENT              | A.                    | Consider audience, purpose, and intent before writing.   |
| CONTENT STATEMENT              | C.                    | Consider writing as a process, including self-evaluation, revision and editing.  |
| <b>CONTENT AREA / STANDARD</b> | <b>Writing Domain</b> |  |



|        |           |  |
|--------|-----------|--|
| 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 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 |  | <b>Language: System and structure, effective use, and vocabulary</b> |
|--------|--|--|

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 |  | <b>Writing: Text types, responding to reading, and research</b> |
|--------|--|---|

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 |  | <b>Speaking and Listening: Flexible communication and collaboration</b> |
|--------|--|---|

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.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 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.  |
| CONTENT AREA / STANDARD       |                  | <b>Speaking and Listening Anchor Statements</b>   |
| STRAND                        |                  | <b>Speaking and Listening: Flexible communication and collaboration</b>   |
| 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       |                  | <b>Language Domain - Foundational Skills: Reading Language</b>  |
| STRAND                        |                  | <b>Fluency</b>  |
| CONTENT STATEMENT             | <b>L.RF.5.4.</b> | <b>Read with sufficient accuracy and fluency to support comprehension.</b>  |
| 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       |                  | <b>Language Domain - Foundational Skills: Writing</b>   |
| STRAND                        |                  | <b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>  |
| CONTENT STATEMENT             | <b>L.WF.5.2.</b> | <b>Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.</b>  |
| 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       |                  | <b>Language Domain - Foundational Skills: Writing</b>   |

|                   |           |  |
|-------------------|-----------|--|
| 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 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 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               |  | <b>Language: System and structure, effective use, and vocabulary</b>  |
| CONTENT<br>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               |  | <b>Writing: Text types, responding to reading, and research</b>   |
| CONTENT<br>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<br>STATEMENT |  | (WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.   |
| CONTENT<br>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<br>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 |  | <b>Speaking and Listening: Flexible communication and collaboration</b> |
|--------|--|---|

|                               |            |   |
|-------------------------------|------------|---|
| 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.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.   |
| <b>CONTENT AREA / STANDARD</b> | <b>Writing Domain</b> |  |
| <b>STRAND</b>                  | <b>W.IW.5.2.</b>      | <b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>  |
| 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.  |
| <b>CONTENT AREA / STANDARD</b> | <b>Writing Domain</b> |  |
| <b>STRAND</b>                  | <b>W.NW.5.3 .</b>     | <b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>   |
| 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.   |
| <b>CONTENT AREA / STANDARD</b> | <b>Writing Domain</b> |  |
| <b>STRAND</b>                  | <b>W.WP.5.4 .</b>     | <b>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b>  |
| 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. |
| <b>CONTENT AREA / STANDARD</b> | <b>Writing Domain</b> |  |

|        |           |   |
|--------|-----------|---|
| 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<br>STATEMENT |  | (SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.   |
| CONTENT<br>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<br>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<br>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<br>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<br>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.  |
| <b>CONTENT AREA / STANDARD</b> | <b>Speaking and Listening Anchor Statements</b>                |   |
| <b>STRAND</b>                  |  | <b>Speaking and Listening: Flexible communication and collaboration</b>   |
| 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.  |
| <b>CONTENT AREA / STANDARD</b> | <b>Language Domain - Foundational Skills: Reading Language</b> |   |
| <b>STRAND</b>                  |  | <b>Fluency</b>  |
| <b>CONTENT STATEMENT</b>       | <b>L.RF.5.4.</b>   | <b>Read with sufficient accuracy and fluency to support comprehension.</b>  |
| 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.  |
| <b>CONTENT AREA / STANDARD</b> | <b>Language Domain - Foundational Skills: Writing</b>          |   |
| <b>STRAND</b>                  |  | <b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>  |
| <b>CONTENT STATEMENT</b>       | <b>L.WF.5.2.</b>   | <b>Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.</b>  |
| 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<br>PROGRESS<br>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<br>PROGRESS<br>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.    |
| <b>CONTENT AREA / STANDARD</b> |           | <b>Reading Domain Anchor Statements</b>  |
| <b>STRAND</b>                  |           | <b>Reading: Text complexity and the growth of comprehension</b>  |
| 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.  |
| <b>CONTENT AREA / STANDARD</b> |           | <b>Writing Domain Anchor Statements</b>  |
| <b>STRAND</b>                  |           | <b>Writing: Text types, responding to reading, and research</b>  |
| 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.                                 |
| <b>CONTENT AREA / STANDARD</b> |           | <b>Speaking and Listening Anchor Statements</b>  |
| <b>STRAND</b>                  |           | <b>Speaking and Listening: Flexible communication and collaboration</b>  |
| 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.                                 |
| <b>CONTENT AREA / STANDARD</b> |           | <b>Language Domain - Foundational Skills: Reading Language</b>   |
| <b>STRAND</b>                  |           | <b>Fluency</b>   |
| CONTENT STATEMENT              | L.RF.5.4. | Read with sufficient accuracy and fluency to support comprehension.  |

|                                     |    |   |
|-------------------------------------|----|---|
| CUMULATIVE<br>PROGRESS<br>INDICATOR | A. | Read grade-level text with purpose and understanding. |
|-------------------------------------|----|---|

|                                     |    |  |
|-------------------------------------|----|--|
| CUMULATIVE<br>PROGRESS<br>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<br>STATEMENT | L.WF.5.2. | Demonstrate command of the conventions of writing, including those listed under grade four foundational skills. |

|                                     |    |   |
|-------------------------------------|----|---|
| CUMULATIVE<br>PROGRESS<br>INDICATOR | B. | Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs. |
|-------------------------------------|----|---|

|                                     |    |   |
|-------------------------------------|----|---|
| CUMULATIVE<br>PROGRESS<br>INDICATOR | E. | Use idiomatic language and choose words for effect; use punctuation for meaning and effect. |
|-------------------------------------|----|---|

|                                     |    |   |
|-------------------------------------|----|---|
| CUMULATIVE<br>PROGRESS<br>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<br>PROGRESS<br>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<br>STATEMENT | L.KL.5.1. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

|                                     |    |   |
|-------------------------------------|----|---|
| CUMULATIVE<br>PROGRESS<br>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<br>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<br>PROGRESS<br>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.                                  |
| 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.    |
| <b>CONTENT AREA / STANDARD</b> |           | <b>Reading Domain Anchor Statements</b>  |
| <b>STRAND</b>                  |           | <b>Reading: Text complexity and the growth of comprehension</b>  |
| 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.  |
| <b>CONTENT AREA / STANDARD</b> |           | <b>Writing Domain Anchor Statements</b>  |
| <b>STRAND</b>                  |           | <b>Writing: Text types, responding to reading, and research</b>  |
| 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.                                 |
| <b>CONTENT AREA / STANDARD</b> |           | <b>Speaking and Listening Anchor Statements</b>  |
| <b>STRAND</b>                  |           | <b>Speaking and Listening: Flexible communication and collaboration</b>  |
| 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.                                 |
| <b>CONTENT AREA / STANDARD</b> |           | <b>Language Domain - Foundational Skills: Reading Language</b>   |
| <b>STRAND</b>                  |           | <b>Fluency</b>   |
| CONTENT STATEMENT              | L.RF.5.4. | Read with sufficient accuracy and fluency to support comprehension.  |

|                                     |    |   |
|-------------------------------------|----|---|
| CUMULATIVE<br>PROGRESS<br>INDICATOR | A. | Read grade-level text with purpose and understanding. |
|-------------------------------------|----|---|

|                                     |    |  |
|-------------------------------------|----|--|
| CUMULATIVE<br>PROGRESS<br>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<br>STATEMENT | L.WF.5.2. | Demonstrate command of the conventions of writing, including those listed under grade four foundational skills. |

|                                     |    |   |
|-------------------------------------|----|---|
| CUMULATIVE<br>PROGRESS<br>INDICATOR | B. | Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs. |
|-------------------------------------|----|---|

|                                     |    |   |
|-------------------------------------|----|---|
| CUMULATIVE<br>PROGRESS<br>INDICATOR | E. | Use idiomatic language and choose words for effect; use punctuation for meaning and effect. |
|-------------------------------------|----|---|

|                                     |    |   |
|-------------------------------------|----|---|
| CUMULATIVE<br>PROGRESS<br>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<br>PROGRESS<br>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<br>STATEMENT | L.KL.5.1. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |

|                                     |    |   |
|-------------------------------------|----|---|
| CUMULATIVE<br>PROGRESS<br>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<br>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<br>PROGRESS<br>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. | <b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>  |
| 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. | <b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b> |
| 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. | <b>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b> |
| CONTENT STATEMENT | A.        | Consider audience, purpose, and intent before writing.  |
| 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. |
| CONTENT AREA / STANDARD |           | <b>Writing Domain</b>  |
| 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 |  | <b>Language Domain Anchor Statements</b>   |
| STRAND                  |  | <b>Language: System and structure, effective use, and vocabulary</b>   |
| 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 |  | <b>Reading Domain Anchor Statements</b>  |
| STRAND                  |  | <b>Reading: Text complexity and the growth of comprehension</b>  |
| 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 |  | <b>Writing Domain Anchor Statements</b>  |
| STRAND                  |  | <b>Writing: Text types, responding to reading, and research</b>  |



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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.  |
| <b>CONTENT AREA / STANDARD</b> |                  | <b>Speaking and Listening Anchor Statements</b>   |
| <b>STRAND</b>                  |                  | <b>Speaking and Listening: Flexible communication and collaboration</b>   |
| 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.  |
| <b>CONTENT AREA / STANDARD</b> |                  | <b>Language Domain - Foundational Skills: Reading Language</b>  |
| <b>STRAND</b>                  |                  | <b>Fluency</b>  |
| <b>CONTENT STATEMENT</b>       | <b>L.RF.5.4.</b> | <b>Read with sufficient accuracy and fluency to support comprehension.</b>  |
| 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.  |
| <b>CONTENT AREA / STANDARD</b> |                  | <b>Language Domain - Foundational Skills: Writing</b>   |
| <b>STRAND</b>                  |                  | <b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>  |
| <b>CONTENT STATEMENT</b>       | <b>L.WF.5.2.</b> | <b>Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.</b>  |
| 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?). |

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|--|---|---|
| CUMULATIVE<br>PROGRESS<br>INDICATOR    | H.  | Spell grade appropriate words correctly, consulting references as needed.   |
| <b>CONTENT<br/>AREA /<br/>STANDARD</b> | <b>Language Domain - Foundational Skills: Writing</b> |   |
| <b>STRAND</b>                          |   | <b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>  |
| <b>CONTENT<br/>STATEMENT</b>           | <b>L.KL.5.1.</b>                                      | <b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>   |
| CUMULATIVE<br>PROGRESS<br>INDICATOR    | B.  | Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.   |
| <b>CONTENT<br/>AREA /<br/>STANDARD</b> | <b>Language Domain - Foundational Skills: Writing</b> |   |
| <b>STRAND</b>                          |   | <b>Sentence Composition (Grammar, Syntax, and Punctuation)</b>  |
| <b>CONTENT<br/>STATEMENT</b>           | <b>L.VL.5.2.</b>                                      | <b>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.</b>  |
| CUMULATIVE<br>PROGRESS<br>INDICATOR    | A.  | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  |
| <b>CONTENT<br/>AREA /<br/>STANDARD</b> | <b>Reading Domain</b>                                 |   |
| 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.                             |