

Main Criteria: Structure and Style for Students
Secondary Criteria: New Jersey Student Learning Standards
Subject: Language Arts
Grade: 5

Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-18

New Jersey Student Learning Standards

Language Arts

Grade 5 - Adopted: 2016

CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading R.**

STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading R.**

STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading R.**

STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing W.**

STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	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 **NJSLSA. Anchor Standards: Writing W.**

STRAND		Production and Distribution of Writing
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CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	NJSLSA. SL1.	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	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	NJSLSA. SL4.	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 STATEMENT	NJSLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Knowledge of Language

CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.L Anchor Standards: Language	
STRAND	Vocabulary Acquisition and Use	
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RI.5. Progress Indicators for Reading Informational Text	
STRAND	Key Ideas and Details	
CONTENT STATEMENT	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT AREA / STANDARD	NJ.RI.5. Progress Indicators for Reading Informational Text	
STRAND	Craft and Structure	
CONTENT STATEMENT	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CONTENT AREA / STANDARD	NJ.RI.5. Progress Indicators for Reading Informational Text	
STRAND	Integration of Knowledge and Ideas	
CONTENT STATEMENT	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CONTENT AREA / STANDARD	NJ.RF.5. Progress Indicators for Reading Foundation Skills	
STRAND	Fluency	
CONTENT STATEMENT	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
CUMULATIVE PROGRESS INDICATOR	RF.5.4.A.	Read grade-level text with purpose and understanding.
CUMULATIVE PROGRESS INDICATOR	RF.5.4.C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

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

CUMULATIVE PROGRESS INDICATOR W.5.2.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 aiding comprehension.

CUMULATIVE PROGRESS INDICATOR W.5.2.B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CUMULATIVE PROGRESS INDICATOR W.5.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Production and Distribution of Writing
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CONTENT STATEMENT W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CONTENT STATEMENT W.5.5. 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 AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Research to Build and Present Knowledge
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CONTENT STATEMENT W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Research to Build and Present Knowledge
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CONTENT STATEMENT W.5.9. **Draw evidence from literary or informational texts to support analysis, reflection, and research.**

CUMULATIVE PROGRESS INDICATOR W.5.9.B. Apply grade 5 Reading standards to informational texts (e.g., “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 **NJ.W.5. Progress Indicators for Writing**

STRAND		Range of Writing
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CONTENT STATEMENT	W.5.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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CONTENT AREA / STANDARD **NJ.SL.5. Progress Indicators for Speaking and Listening**

STRAND		Comprehension and Collaboration
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CONTENT STATEMENT	SL.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.
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CUMULATIVE PROGRESS INDICATOR	SL.5.1.A.	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
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CUMULATIVE PROGRESS INDICATOR	SL.5.1.B.	Follow agreed-upon rules for discussions and carry out assigned roles.
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CUMULATIVE PROGRESS INDICATOR	SL.5.1.C.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
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CONTENT AREA / STANDARD **NJ.SL.5. Progress Indicators for Speaking and Listening**

STRAND		Comprehension and Collaboration
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CONTENT STATEMENT	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
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CONTENT AREA / STANDARD **NJ.SL.5. Progress Indicators for Speaking and Listening**

STRAND		Presentation of Knowledge and Ideas
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CONTENT STATEMENT	SL.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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CONTENT STATEMENT	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
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CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Vocabulary Acquisition and Use
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CONTENT STATEMENT	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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CUMULATIVE PROGRESS INDICATOR	L.5.4.A.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Vocabulary Acquisition and Use
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CONTENT STATEMENT	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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UNIT 2: WRITING FROM NOTES Week 2 Page 19-30

**New Jersey Student Learning Standards
Language Arts
Grade 5 - Adopted: 2016**

CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading
R.**

STRAND		Key Ideas and Details
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CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading
R.**

STRAND		Craft and Structure
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CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading
R.**

STRAND		Range of Reading and Level of Text Complexity
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CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing
W.**

STRAND		Text Types and Purposes
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CONTENT STATEMENT	NJSLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing
W.**

STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing

STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA. SL.	Anchor Standards: Speaking and Listening

STRAND		Comprehension and Collaboration
CONTENT STATEMENT	NJSLSA. SL1.	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	NJSLSA. SL.	Anchor Standards: Speaking and Listening

STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	NJSLSA. SL4.	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 STATEMENT	NJSLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language

STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language

STRAND		Knowledge of Language
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CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.L Anchor Standards: Language	
STRAND	Vocabulary Acquisition and Use	
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RI.5. Progress Indicators for Reading Informational Text	
STRAND	Key Ideas and Details	
CONTENT STATEMENT	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT AREA / STANDARD	NJ.RI.5. Progress Indicators for Reading Informational Text	
STRAND	Craft and Structure	
CONTENT STATEMENT	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CONTENT AREA / STANDARD	NJ.RI.5. Progress Indicators for Reading Informational Text	
STRAND	Integration of Knowledge and Ideas	
CONTENT STATEMENT	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CONTENT AREA / STANDARD	NJ.RF.5. Progress Indicators for Reading Foundation Skills	
STRAND	Fluency	
CONTENT STATEMENT	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
CUMULATIVE PROGRESS INDICATOR	RF.5.4.A.	Read grade-level text with purpose and understanding.
CUMULATIVE PROGRESS INDICATOR	RF.5.4.C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Text Types and Purposes
CONTENT STATEMENT	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CUMULATIVE PROGRESS INDICATOR	W.5.2.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 aiding comprehension.
CUMULATIVE PROGRESS INDICATOR	W.5.2.B.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CUMULATIVE PROGRESS INDICATOR	W.5.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.5.5.	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	W.5.6.	With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CUMULATIVE PROGRESS INDICATOR	W.5.9.B.	Apply grade 5 Reading standards to informational texts (e.g., “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 **NJ.W.5. Progress Indicators for Writing**

STRAND		Range of Writing
CONTENT STATEMENT	W.5.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT AREA / STANDARD **NJ.SL.5. Progress Indicators for Speaking and Listening**

STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.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.
CUMULATIVE PROGRESS INDICATOR	SL.5.1.A.	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
CUMULATIVE PROGRESS INDICATOR	SL.5.1.B.	Follow agreed-upon rules for discussions and carry out assigned roles.
CUMULATIVE PROGRESS INDICATOR	SL.5.1.C.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CONTENT AREA / STANDARD **NJ.SL.5. Progress Indicators for Speaking and Listening**

STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

CONTENT AREA / STANDARD **NJ.SL.5. Progress Indicators for Speaking and Listening**

STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	SL.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.
CONTENT STATEMENT	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.5.1.D.	Recognize and correct inappropriate shifts in verb tense.

CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Conventions of Standard English
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CONTENT STATEMENT	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CUMULATIVE PROGRESS INDICATOR L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.

CONTENT AREA / STANDARD NJ.L.5. Progress Indicators for Language

STRAND		Knowledge of Language
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CONTENT STATEMENT	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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CUMULATIVE PROGRESS INDICATOR L.5.3.A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT AREA / STANDARD NJ.L.5. Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
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CONTENT STATEMENT	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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CUMULATIVE PROGRESS INDICATOR L.5.4.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 NJ.L.5. Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
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CONTENT STATEMENT L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

UNIT 2: WRITING FROM NOTES Week 3 Page 31-36

**New Jersey Student Learning Standards
Language Arts
Grade 5 - Adopted: 2016**

CONTENT AREA / STANDARD NJLSA. Anchor Standards: Reading R.

STRAND		Key Ideas and Details
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CONTENT STATEMENT NJLSA. R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CONTENT STATEMENT NJLSA. R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading**
R.

STRAND **Craft and Structure**

CONTENT STATEMENT NJSLSA. R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STATEMENT NJSLSA. R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading**
R.

STRAND **Range of Reading and Level of Text Complexity**

CONTENT STATEMENT NJSLSA. R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing**
W.

STRAND **Text Types and Purposes**

CONTENT STATEMENT NJSLSA. W2. 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 **NJSLSA. Anchor Standards: Writing**
W.

STRAND **Production and Distribution of Writing**

CONTENT STATEMENT NJSLSA. W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONTENT STATEMENT NJSLSA. W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STATEMENT NJSLSA. W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing**
W.

STRAND **Range of Writing**

CONTENT STATEMENT NJSLSA. W10. 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 **NJSLSA. Anchor Standards: Speaking and Listening**
SL.

STRAND **Comprehension and Collaboration**

CONTENT STATEMENT	NJSLSA. SL1.	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	NJSLSA. Anchor Standards: Speaking and Listening SL.	
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	NJSLSA. SL4.	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 STATEMENT	NJSLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT AREA / STANDARD	NJSLSA.L Anchor Standards: Language .	
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.L Anchor Standards: Language .	
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.L Anchor Standards: Language .	
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RI.5. Progress Indicators for Reading Informational Text	
STRAND		Key Ideas and Details
CONTENT STATEMENT	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CONTENT AREA / STANDARD **NJ.RI.5. Progress Indicators for Reading Informational Text**

STRAND		Craft and Structure
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CONTENT STATEMENT	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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CONTENT AREA / STANDARD **NJ.RI.5. Progress Indicators for Reading Informational Text**

STRAND		Integration of Knowledge and Ideas
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CONTENT STATEMENT	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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CONTENT AREA / STANDARD **NJ.RF.5. Progress Indicators for Reading Foundation Skills**

STRAND		Fluency
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CONTENT STATEMENT	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
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CUMULATIVE PROGRESS INDICATOR	RF.5.4.A.	Read grade-level text with purpose and understanding.
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CUMULATIVE PROGRESS INDICATOR	RF.5.4.C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Text Types and Purposes
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CONTENT STATEMENT	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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CUMULATIVE PROGRESS INDICATOR	W.5.2.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 aiding comprehension.
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CUMULATIVE PROGRESS INDICATOR	W.5.2.B.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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CUMULATIVE PROGRESS INDICATOR	W.5.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Production and Distribution of Writing
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CONTENT STATEMENT	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.5.5.	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	W.5.6.	With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT AREA / STANDARD	NJ.W.5.	Progress Indicators for Writing

STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CUMULATIVE PROGRESS INDICATOR	W.5.9.B.	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
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CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Range of Writing
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CONTENT STATEMENT	W.5.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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CONTENT AREA / STANDARD **NJ.SL.5. Progress Indicators for Speaking and Listening**

STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.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.

CUMULATIVE PROGRESS INDICATOR	SL.5.1.A.	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
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CUMULATIVE PROGRESS INDICATOR	SL.5.1.B.	Follow agreed-upon rules for discussions and carry out assigned roles.
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CUMULATIVE PROGRESS INDICATOR	SL.5.1.C.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
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CONTENT AREA / STANDARD **NJ.SL.5. Progress Indicators for Speaking and Listening**

STRAND		Comprehension and Collaboration
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CONTENT STATEMENT	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
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CONTENT AREA / STANDARD **NJ.SL.5. Progress Indicators for Speaking and Listening**

STRAND		Presentation of Knowledge and Ideas
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CONTENT STATEMENT	SL.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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CONTENT STATEMENT	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
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CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Conventions of Standard English
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CONTENT STATEMENT	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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CUMULATIVE PROGRESS INDICATOR	L.5.1.D.	Recognize and correct inappropriate shifts in verb tense.
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CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Conventions of Standard English
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CONTENT STATEMENT	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CUMULATIVE PROGRESS INDICATOR	L.5.2.E.	Spell grade-appropriate words correctly, consulting references as needed.
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CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Knowledge of Language
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CONTENT STATEMENT	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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CUMULATIVE PROGRESS INDICATOR	L.5.3.A.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Vocabulary Acquisition and Use
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CONTENT STATEMENT	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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CUMULATIVE PROGRESS INDICATOR	L.5.4.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	NJ.L.5.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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New Jersey Student Learning Standards
Language Arts
Grade 5 - Adopted: 2016

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT STATEMENT	NJSLSA. R6.	Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
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STRAND		Text Types and Purposes
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CONTENT STATEMENT	NJSLSA. W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
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STRAND		Production and Distribution of Writing
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CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
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STRAND		Research to Build and Present Knowledge
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CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
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STRAND		Range of Writing
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CONTENT STATEMENT	NJSLSA. W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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CONTENT AREA / STANDARD	NJSLSA. SL.	Anchor Standards: Speaking and Listening
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STRAND		Comprehension and Collaboration
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CONTENT STATEMENT	NJSLSA. SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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CONTENT AREA / STANDARD	NJSLSA. SL.	Anchor Standards: Speaking and Listening
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STRAND		Presentation of Knowledge and Ideas
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CONTENT STATEMENT	NJSLSA. SL4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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CONTENT STATEMENT	NJSLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
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CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language**

STRAND **Conventions of Standard English**

CONTENT STATEMENT NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT STATEMENT NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language**

STRAND **Knowledge of Language**

CONTENT STATEMENT NJSLSA.L3. Apply knowledge of language 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 **NJSLSA.L Anchor Standards: Language**

STRAND **Vocabulary Acquisition and Use**

CONTENT STATEMENT NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STATEMENT NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT AREA / STANDARD **NJ.RL.5. Progress Indicators for Reading Literature**

STRAND **Key Ideas and Details**

CONTENT STATEMENT RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

CONTENT AREA / STANDARD **NJ.RL.5. Progress Indicators for Reading Literature**

STRAND **Craft and Structure**

CONTENT STATEMENT RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

CONTENT STATEMENT RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.

CONTENT AREA / STANDARD **NJ.RL.5. Progress Indicators for Reading Literature**

STRAND **Range of Reading and Complexity of Text**

CONTENT STATEMENT	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
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CONTENT AREA / STANDARD

NJ.RF.5. Progress Indicators for Reading Foundation Skills

STRAND		Fluency
CONTENT STATEMENT	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

CUMULATIVE PROGRESS INDICATOR	RF.5.4.A.	Read grade-level text with purpose and understanding.
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CUMULATIVE PROGRESS INDICATOR	RF.5.4.C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT AREA / STANDARD

NJ.W.5. Progress Indicators for Writing

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

CUMULATIVE PROGRESS INDICATOR	W.5.3.A.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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CUMULATIVE PROGRESS INDICATOR	W.5.3.D.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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CUMULATIVE PROGRESS INDICATOR	W.5.3.E.	Provide a conclusion that follows from the narrated experiences or events.
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CONTENT AREA / STANDARD

NJ.W.5. Progress Indicators for Writing

STRAND		Production and Distribution of Writing
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CONTENT STATEMENT	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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CONTENT STATEMENT	W.5.5.	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	W.5.6.	With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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CONTENT AREA / STANDARD

NJ.W.5. Progress Indicators for Writing

STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CUMULATIVE
PROGRESS
INDICATOR

W.5.9.A. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

**CONTENT
AREA /
STANDARD**

NJ.W.5. Progress Indicators for Writing

STRAND		Range of Writing
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CONTENT
STATEMENT

W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT
AREA /
STANDARD**

NJ.SL.5. Progress Indicators for Speaking and Listening

STRAND		Comprehension and Collaboration
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CONTENT STATEMENT	SL.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.
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CUMULATIVE
PROGRESS
INDICATOR

SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

CUMULATIVE
PROGRESS
INDICATOR

SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.

CUMULATIVE
PROGRESS
INDICATOR

SL.5.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**CONTENT
AREA /
STANDARD**

NJ.SL.5. Progress Indicators for Speaking and Listening

STRAND		Comprehension and Collaboration
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CONTENT
STATEMENT

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

**CONTENT
AREA /
STANDARD**

NJ.SL.5. Progress Indicators for Speaking and Listening

STRAND		Presentation of Knowledge and Ideas
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CONTENT
STATEMENT

SL.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.

CONTENT
STATEMENT

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CUMULATIVE PROGRESS INDICATOR L.5.1.D. Recognize and correct inappropriate shifts in verb tense.

CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CUMULATIVE PROGRESS INDICATOR L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.

CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Knowledge of Language
CONTENT STATEMENT	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE PROGRESS INDICATOR L.5.3.A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CUMULATIVE PROGRESS INDICATOR L.5.3.B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

CUMULATIVE PROGRESS INDICATOR L.5.4.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 **NJ.L.5. Progress Indicators for Language**

STRAND		Vocabulary Acquisition and Use
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CONTENT STATEMENT	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52

New Jersey Student Learning Standards
Language Arts
Grade 5 - Adopted: 2016

CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading R.**

STRAND **Key Ideas and Details**

CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading R.**

STRAND **Craft and Structure**

CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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CONTENT STATEMENT	NJSLSA. R6.	Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading R.**

STRAND **Range of Reading and Level of Text Complexity**

CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing W.**

STRAND **Text Types and Purposes**

CONTENT STATEMENT	NJSLSA. W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing W.**

STRAND **Production and Distribution of Writing**

CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	NJSLSA. SL1.	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	NJSLSA.L	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.L	Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use

CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RL.5. Progress Indicators for Reading Literature	
STRAND		Key Ideas and Details
CONTENT STATEMENT	RL.5.2.	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
CONTENT AREA / STANDARD	NJ.RL.5. Progress Indicators for Reading Literature	
STRAND		Craft and Structure
CONTENT STATEMENT	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
CONTENT STATEMENT	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.
CONTENT AREA / STANDARD	NJ.RL.5. Progress Indicators for Reading Literature	
STRAND		Range of Reading and Complexity of Text
CONTENT STATEMENT	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
CONTENT AREA / STANDARD	NJ.RF.5. Progress Indicators for Reading Foundation Skills	
STRAND		Fluency
CONTENT STATEMENT	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
CUMULATIVE PROGRESS INDICATOR	RF.5.4.A.	Read grade-level text with purpose and understanding.
CUMULATIVE PROGRESS INDICATOR	RF.5.4.C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT AREA / STANDARD	NJ.W.5. Progress Indicators for Writing	
STRAND		Text Types and Purposes

CONTENT STATEMENT	W.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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CUMULATIVE PROGRESS INDICATOR	W.5.3.A.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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CUMULATIVE PROGRESS INDICATOR	W.5.3.D.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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CUMULATIVE PROGRESS INDICATOR	W.5.3.E.	Provide a conclusion that follows from the narrated experiences or events.
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CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND **Production and Distribution of Writing**

CONTENT STATEMENT	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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CONTENT STATEMENT	W.5.5.	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	W.5.6.	With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND **Research to Build and Present Knowledge**

CONTENT STATEMENT	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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CUMULATIVE PROGRESS INDICATOR	W.5.9.A.	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
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CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND **Range of Writing**

CONTENT STATEMENT	W.5.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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CONTENT AREA / STANDARD **NJ.SL.5. Progress Indicators for Speaking and Listening**

STRAND **Comprehension and Collaboration**

CONTENT STATEMENT	SL.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.
CUMULATIVE PROGRESS INDICATOR	SL.5.1.A.	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
CUMULATIVE PROGRESS INDICATOR	SL.5.1.B.	Follow agreed-upon rules for discussions and carry out assigned roles.
CUMULATIVE PROGRESS INDICATOR	SL.5.1.C.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CONTENT AREA / STANDARD	NJ.SL.5.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
CONTENT AREA / STANDARD	NJ.L.5.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.5.1.D.	Recognize and correct inappropriate shifts in verb tense.
CONTENT AREA / STANDARD	NJ.L.5.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.5.2.E.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT AREA / STANDARD	NJ.L.5.	Progress Indicators for Language
STRAND		Knowledge of Language
CONTENT STATEMENT	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	L.5.3.A.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CUMULATIVE PROGRESS INDICATOR	L.5.3.B.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
CONTENT AREA / STANDARD	NJ.L.5.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

CUMULATIVE PROGRESS INDICATOR	L.5.4.A.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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CUMULATIVE PROGRESS INDICATOR	L.5.4.C.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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CONTENT AREA / STANDARD	NJ.L.5.	Progress Indicators for Language
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STRAND		Vocabulary Acquisition and Use
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CONTENT STATEMENT	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 53-60

**New Jersey Student Learning Standards
Language Arts
Grade 5 - Adopted: 2016**

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
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STRAND		Key Ideas and Details
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CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
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STRAND		Craft and Structure
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CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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CONTENT STATEMENT	NJLSA. R6.	Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas
CONTENT AREA / STANDARD	NJLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJLSA. W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT AREA / STANDARD	NJLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT AREA / STANDARD	NJLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJLSA. W10.	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	NJLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Comprehension and Collaboration

CONTENT STATEMENT	NJSLSA. SL1.	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	NJSLSA.L Anchor Standards: Language	
STRAND	Conventions of Standard English	
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.L Anchor Standards: Language	
STRAND	Knowledge of Language	
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.L Anchor Standards: Language	
STRAND	Vocabulary Acquisition and Use	
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RL.5. Progress Indicators for Reading Literature	
STRAND	Key Ideas and Details	
CONTENT STATEMENT	RL.5.2.	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
CONTENT AREA / STANDARD	NJ.RL.5. Progress Indicators for Reading Literature	
STRAND	Craft and Structure	
CONTENT STATEMENT	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
CONTENT STATEMENT	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.
CONTENT AREA / STANDARD	NJ.RL.5. Progress Indicators for Reading Literature	
STRAND	Range of Reading and Complexity of Text	

CONTENT STATEMENT	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
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CONTENT AREA / STANDARD **NJ.RF.5. Progress Indicators for Reading Foundation Skills**

STRAND		Fluency
CONTENT STATEMENT	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

CUMULATIVE PROGRESS INDICATOR	RF.5.4.A.	Read grade-level text with purpose and understanding.
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CUMULATIVE PROGRESS INDICATOR	RF.5.4.C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

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

CUMULATIVE PROGRESS INDICATOR	W.5.3.A.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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CUMULATIVE PROGRESS INDICATOR	W.5.3.D.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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CUMULATIVE PROGRESS INDICATOR	W.5.3.E.	Provide a conclusion that follows from the narrated experiences or events.
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CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Production and Distribution of Writing
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CONTENT STATEMENT	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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CONTENT STATEMENT	W.5.5.	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	W.5.6.	With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CUMULATIVE
PROGRESS
INDICATOR

W.5.9.A. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

**CONTENT
AREA /
STANDARD**

NJ.W.5. Progress Indicators for Writing

STRAND		Range of Writing
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CONTENT
STATEMENT

W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**CONTENT
AREA /
STANDARD**

NJ.SL.5. Progress Indicators for Speaking and Listening

STRAND		Comprehension and Collaboration
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**CONTENT
STATEMENT**

SL.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.

CUMULATIVE
PROGRESS
INDICATOR

SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

CUMULATIVE
PROGRESS
INDICATOR

SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.

CUMULATIVE
PROGRESS
INDICATOR

SL.5.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**CONTENT
AREA /
STANDARD**

NJ.SL.5. Progress Indicators for Speaking and Listening

STRAND		Comprehension and Collaboration
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CONTENT
STATEMENT

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

**CONTENT
AREA /
STANDARD**

NJ.L.5. Progress Indicators for Language

STRAND		Conventions of Standard English
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**CONTENT
STATEMENT**

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CUMULATIVE
PROGRESS
INDICATOR

L.5.1.D. Recognize and correct inappropriate shifts in verb tense.

CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CUMULATIVE PROGRESS INDICATOR L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.

CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Knowledge of Language
CONTENT STATEMENT	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE PROGRESS INDICATOR L.5.3.A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CUMULATIVE PROGRESS INDICATOR L.5.3.B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

CUMULATIVE PROGRESS INDICATOR L.5.4.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 **NJ.L.5. Progress Indicators for Language**

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

CONTENT AREA / STANDARD **NJLSA. Anchor Standards: Reading R.**

STRAND		Key Ideas and Details
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CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	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	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge

CONTENT STATEMENT	NJLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT AREA / STANDARD	NJLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJLSA. W10.	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	NJLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	NJLSA. SL1.	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	NJLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
CONTENT STATEMENT	NJLSA. SL4.	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 STATEMENT	NJLSA. SL6.	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
CONTENT AREA / STANDARD	NJLSA.L	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJLSA. L1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT STATEMENT	NJLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJLSA.L	Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJLSA. L3.	Apply knowledge of language 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	NJLSA.L	Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use

CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RI.5. Progress Indicators for Reading Informational Text	
STRAND		Key Ideas and Details
CONTENT STATEMENT	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT AREA / STANDARD	NJ.RI.5. Progress Indicators for Reading Informational Text	
STRAND		Craft and Structure
CONTENT STATEMENT	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CONTENT AREA / STANDARD	NJ.RI.5. Progress Indicators for Reading Informational Text	
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CONTENT AREA / STANDARD	NJ.RF.5. Progress Indicators for Reading Foundation Skills	
STRAND		Fluency
CONTENT STATEMENT	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
CUMULATIVE PROGRESS INDICATOR	RF.5.4.A.	Read grade-level text with purpose and understanding.
CUMULATIVE PROGRESS INDICATOR	RF.5.4.C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT AREA / STANDARD	NJ.W.5. Progress Indicators for Writing	
STRAND		Text Types and Purposes
CONTENT STATEMENT	W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CUMULATIVE PROGRESS INDICATOR	W.5.1.A.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
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CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

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

CUMULATIVE PROGRESS INDICATOR	W.5.2.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 aiding comprehension.
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CUMULATIVE PROGRESS INDICATOR	W.5.2.B.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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CUMULATIVE PROGRESS INDICATOR	W.5.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Production and Distribution of Writing
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CONTENT STATEMENT	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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CONTENT STATEMENT	W.5.5.	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	W.5.6.	With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Research to Build and Present Knowledge
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CONTENT STATEMENT	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
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CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CUMULATIVE PROGRESS INDICATOR	W.5.9.B.	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
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CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Range of Writing
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CONTENT STATEMENT	W.5.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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CONTENT AREA / STANDARD **NJ.SL.5. Progress Indicators for Speaking and Listening**

STRAND		Comprehension and Collaboration
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CONTENT STATEMENT	SL.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.
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CUMULATIVE PROGRESS INDICATOR	SL.5.1.A.	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
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CUMULATIVE PROGRESS INDICATOR	SL.5.1.B.	Follow agreed-upon rules for discussions and carry out assigned roles.
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CUMULATIVE PROGRESS INDICATOR	SL.5.1.C.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
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CONTENT AREA / STANDARD **NJ.SL.5. Progress Indicators for Speaking and Listening**

STRAND		Comprehension and Collaboration
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CONTENT STATEMENT	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
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CONTENT AREA / STANDARD **NJ.SL.5. Progress Indicators for Speaking and Listening**

STRAND		Presentation of Knowledge and Ideas
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CONTENT STATEMENT	SL.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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CONTENT STATEMENT	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
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CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CUMULATIVE PROGRESS INDICATOR L.5.1.D. Recognize and correct inappropriate shifts in verb tense.

CONTENT AREA / STANDARD NJ.L.5. **Progress Indicators for Language**

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CUMULATIVE PROGRESS INDICATOR L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.

CONTENT AREA / STANDARD NJ.L.5. **Progress Indicators for Language**

STRAND		Knowledge of Language
CONTENT STATEMENT	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE PROGRESS INDICATOR L.5.3.A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT AREA / STANDARD NJ.L.5. **Progress Indicators for Language**

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

CUMULATIVE PROGRESS INDICATOR L.5.4.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 NJ.L.5. **Progress Indicators for Language**

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading R.**

STRAND **Key Ideas and Details**

CONTENT STATEMENT NJSLSA. R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CONTENT STATEMENT NJSLSA. R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading R.**

STRAND **Craft and Structure**

CONTENT STATEMENT NJSLSA. R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STATEMENT NJSLSA. R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading R.**

STRAND **Range of Reading and Level of Text Complexity**

CONTENT STATEMENT NJSLSA. R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing W.**

STRAND **Text Types and Purposes**

CONTENT STATEMENT NJSLSA. W2. 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 **NJSLSA. Anchor Standards: Writing W.**

STRAND **Production and Distribution of Writing**

CONTENT STATEMENT NJSLSA. W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONTENT STATEMENT NJSLSA. W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STATEMENT NJSLSA. W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing W.**

STRAND	Research to Build and Present Knowledge
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CONTENT STATEMENT NJSLSA. W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing W.**

STRAND	Range of Writing
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CONTENT STATEMENT NJSLSA. W10. 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 **NJSLSA.L Anchor Standards: Language .**

STRAND	Conventions of Standard English
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CONTENT STATEMENT NJSLSA. L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language .**

STRAND	Knowledge of Language
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CONTENT STATEMENT NJSLSA. L3. Apply knowledge of language 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 **NJSLSA.L Anchor Standards: Language .**

STRAND	Vocabulary Acquisition and Use
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CONTENT STATEMENT NJSLSA. L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CONTENT STATEMENT NJSLSA. L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT AREA / STANDARD **NJ.RI.5. Progress Indicators for Reading Informational Text**

STRAND	Key Ideas and Details
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CONTENT STATEMENT RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CONTENT AREA / STANDARD **NJ.RI.5. Progress Indicators for Reading Informational Text**

STRAND		Craft and Structure
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CONTENT STATEMENT RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

CONTENT AREA / STANDARD NJ.RI.5. **Progress Indicators for Reading Informational Text**

STRAND		Integration of Knowledge and Ideas
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CONTENT STATEMENT RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

CONTENT AREA / STANDARD NJ.RF.5. **Progress Indicators for Reading Foundation Skills**

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

CUMULATIVE PROGRESS INDICATOR RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT AREA / STANDARD NJ.W.5. **Progress Indicators for Writing**

STRAND		Text Types and Purposes
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CONTENT STATEMENT	W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
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CUMULATIVE PROGRESS INDICATOR W.5.1.A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

CONTENT AREA / STANDARD NJ.W.5. **Progress Indicators for Writing**

STRAND		Text Types and Purposes
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CONTENT STATEMENT	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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CUMULATIVE PROGRESS INDICATOR W.5.2.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 aiding comprehension.

CUMULATIVE PROGRESS INDICATOR W.5.2.B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CUMULATIVE PROGRESS INDICATOR	W.5.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Production and Distribution of Writing
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CONTENT STATEMENT	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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CONTENT STATEMENT	W.5.5.	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	W.5.6.	With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Research to Build and Present Knowledge
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CONTENT STATEMENT	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
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CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Research to Build and Present Knowledge
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CONTENT STATEMENT	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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CUMULATIVE PROGRESS INDICATOR	W.5.9.B.	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
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CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Range of Writing
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CONTENT STATEMENT	W.5.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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CONTENT AREA / STANDARD **NJ.SL.5. Progress Indicators for Speaking and Listening**

STRAND		Comprehension and Collaboration
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CONTENT STATEMENT	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
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CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CUMULATIVE PROGRESS INDICATOR L.5.1.D. Recognize and correct inappropriate shifts in verb tense.

CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CUMULATIVE PROGRESS INDICATOR L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.

CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Knowledge of Language
CONTENT STATEMENT	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE PROGRESS INDICATOR L.5.3.A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

CUMULATIVE PROGRESS INDICATOR L.5.4.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 **NJ.L.5. Progress Indicators for Language**

STRAND		Vocabulary Acquisition and Use
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CONTENT STATEMENT L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Language Arts
Grade 5 - Adopted: 2016

CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading R.**

STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading R.**

STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading R.**

STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing W.**

STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	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 **NJSLSA. Anchor Standards: Writing W.**

STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing W.**

STRAND		Research to Build and Present Knowledge
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CONTENT STATEMENT NJSLSA. W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing W.**

STRAND		Range of Writing
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CONTENT STATEMENT NJSLSA. W10. 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 **NJSLSA. Anchor Standards: Speaking and Listening SL.**

STRAND		Comprehension and Collaboration
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CONTENT STATEMENT NJSLSA. SL1. 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 **NJSLSA. Anchor Standards: Speaking and Listening SL.**

STRAND		Presentation of Knowledge and Ideas
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CONTENT STATEMENT NJSLSA. SL4. 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 STATEMENT NJSLSA. SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language .**

STRAND		Conventions of Standard English
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CONTENT STATEMENT NJSLSA. L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT STATEMENT NJSLSA. L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language .**

STRAND		Knowledge of Language
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CONTENT STATEMENT NJSLSA. L3. Apply knowledge of language 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 **NJSLSA.L Anchor Standards: Language**

STRAND		Vocabulary Acquisition and Use
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CONTENT STATEMENT	NJSLSA.L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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CONTENT STATEMENT	NJSLSA.L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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CONTENT AREA / STANDARD **NJ.RI.5. Progress Indicators for Reading Informational Text**

STRAND		Key Ideas and Details
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CONTENT STATEMENT	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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CONTENT AREA / STANDARD **NJ.RI.5. Progress Indicators for Reading Informational Text**

STRAND		Craft and Structure
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CONTENT STATEMENT	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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CONTENT AREA / STANDARD **NJ.RI.5. Progress Indicators for Reading Informational Text**

STRAND		Integration of Knowledge and Ideas
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CONTENT STATEMENT	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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CONTENT AREA / STANDARD **NJ.RF.5. Progress Indicators for Reading Foundation Skills**

STRAND		Fluency
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CONTENT STATEMENT	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
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CUMULATIVE PROGRESS INDICATOR	RF.5.4.A.	Read grade-level text with purpose and understanding.
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CUMULATIVE PROGRESS INDICATOR	RF.5.4.C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

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

CUMULATIVE
PROGRESS
INDICATOR

W.5.1.A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

**CONTENT
AREA /
STANDARD**

NJ.W.5. Progress Indicators for Writing

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

CUMULATIVE
PROGRESS
INDICATOR

W.5.2.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 aiding comprehension.

CUMULATIVE
PROGRESS
INDICATOR

W.5.2.B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CUMULATIVE
PROGRESS
INDICATOR

W.5.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

**CONTENT
AREA /
STANDARD**

NJ.W.5. Progress Indicators for Writing

STRAND		Production and Distribution of Writing
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CONTENT
STATEMENT

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CONTENT
STATEMENT

W.5.5. 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

W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

**CONTENT
AREA /
STANDARD**

NJ.W.5. Progress Indicators for Writing

STRAND		Research to Build and Present Knowledge
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CONTENT
STATEMENT

W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**CONTENT
AREA /
STANDARD**

NJ.W.5. Progress Indicators for Writing

STRAND		Research to Build and Present Knowledge
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CONTENT STATEMENT	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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CUMULATIVE
PROGRESS
INDICATOR

W.5.9.B. Apply grade 5 Reading standards to informational texts (e.g., “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

NJ.W.5. Progress Indicators for Writing

STRAND		Range of Writing
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CONTENT
STATEMENT

W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT AREA / STANDARD

NJ.SL.5. Progress Indicators for Speaking and Listening

STRAND		Comprehension and Collaboration
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CONTENT
STATEMENT

SL.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.

CUMULATIVE
PROGRESS
INDICATOR

SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

CUMULATIVE
PROGRESS
INDICATOR

SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.

CUMULATIVE
PROGRESS
INDICATOR

SL.5.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CONTENT AREA / STANDARD

NJ.SL.5. Progress Indicators for Speaking and Listening

STRAND		Comprehension and Collaboration
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CONTENT
STATEMENT

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

CONTENT AREA / STANDARD

NJ.SL.5. Progress Indicators for Speaking and Listening

STRAND		Presentation of Knowledge and Ideas
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CONTENT
STATEMENT

SL.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.

CONTENT
STATEMENT

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CUMULATIVE PROGRESS INDICATOR L.5.1.D. Recognize and correct inappropriate shifts in verb tense.

CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CUMULATIVE PROGRESS INDICATOR L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.

CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Knowledge of Language
CONTENT STATEMENT	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE PROGRESS INDICATOR L.5.3.A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

CUMULATIVE PROGRESS INDICATOR L.5.4.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 **NJ.L.5. Progress Indicators for Language**

STRAND		Vocabulary Acquisition and Use
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CONTENT STATEMENT L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading R.**

STRAND		Key Ideas and Details
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CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading R.**

STRAND		Craft and Structure
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CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading R.**

STRAND		Range of Reading and Level of Text Complexity
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CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing W.**

STRAND		Text Types and Purposes
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CONTENT STATEMENT	NJSLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing W.**

STRAND		Production and Distribution of Writing
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CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing W.**

STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA.L Anchor Standards: Language	
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.L Anchor Standards: Language	
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.L Anchor Standards: Language	
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RI.5. Progress Indicators for Reading Informational Text	
STRAND		Key Ideas and Details
CONTENT STATEMENT	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT AREA / STANDARD	NJ.RI.5. Progress Indicators for Reading Informational Text	
STRAND		Craft and Structure
CONTENT STATEMENT	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CONTENT AREA / STANDARD	NJ.RI.5. Progress Indicators for Reading Informational Text	
STRAND		Integration of Knowledge and Ideas

CONTENT STATEMENT	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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CONTENT AREA / STANDARD **NJ.RF.5. Progress Indicators for Reading Foundation Skills**

STRAND		Fluency
CONTENT STATEMENT	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

CUMULATIVE PROGRESS INDICATOR	RF.5.4.A.	Read grade-level text with purpose and understanding.
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CUMULATIVE PROGRESS INDICATOR	RF.5.4.C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

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

CUMULATIVE PROGRESS INDICATOR	W.5.1.A.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
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CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

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

CUMULATIVE PROGRESS INDICATOR	W.5.2.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 aiding comprehension.
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CUMULATIVE PROGRESS INDICATOR	W.5.2.B.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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CUMULATIVE PROGRESS INDICATOR	W.5.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Production and Distribution of Writing
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CONTENT STATEMENT	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.5.5.	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	W.5.6.	With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CUMULATIVE PROGRESS INDICATOR W.5.9.B. Apply grade 5 Reading standards to informational texts (e.g., “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 **NJ.W.5. Progress Indicators for Writing**

STRAND		Range of Writing
CONTENT STATEMENT	W.5.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT AREA / STANDARD **NJ.SL.5. Progress Indicators for Speaking and Listening**

STRAND		Comprehension and Collaboration
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CONTENT STATEMENT SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CUMULATIVE PROGRESS INDICATOR L.5.1.C. Use verb tense to convey various times, sequences, states, and conditions.

CUMULATIVE PROGRESS INDICATOR L.5.1.D. Recognize and correct inappropriate shifts in verb tense.

CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CUMULATIVE PROGRESS INDICATOR L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.

CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Knowledge of Language
CONTENT STATEMENT	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE PROGRESS INDICATOR L.5.3.A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

CUMULATIVE PROGRESS INDICATOR L.5.4.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 **NJ.L.5. Progress Indicators for Language**

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading R.**

STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CONTENT STATEMENT	NJLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT AREA / STANDARD	NJLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJLSA. W2.	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	NJLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJLSA. W10.	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	NJLSA.L	Anchor Standards: Language
STRAND		Conventions of Standard English

CONTENT STATEMENT	NJLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJLSA.L Anchor Standards: Language	
STRAND		Knowledge of Language
CONTENT STATEMENT	NJLSA. L3.	Apply knowledge of language 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	NJLSA.L Anchor Standards: Language	
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RI.5. Progress Indicators for Reading Informational Text	
STRAND		Key Ideas and Details
CONTENT STATEMENT	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT AREA / STANDARD	NJ.RI.5. Progress Indicators for Reading Informational Text	
STRAND		Craft and Structure
CONTENT STATEMENT	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CONTENT AREA / STANDARD	NJ.RI.5. Progress Indicators for Reading Informational Text	
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CONTENT AREA / STANDARD	NJ.RF.5. Progress Indicators for Reading Foundation Skills	
STRAND		Fluency
CONTENT STATEMENT	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

CUMULATIVE PROGRESS INDICATOR	RF.5.4.A.	Read grade-level text with purpose and understanding.
CUMULATIVE PROGRESS INDICATOR	RF.5.4.C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT AREA / STANDARD	NJ.W.5.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
CUMULATIVE PROGRESS INDICATOR	W.5.1.A.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
CONTENT AREA / STANDARD	NJ.W.5.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CUMULATIVE PROGRESS INDICATOR	W.5.2.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 aiding comprehension.
CUMULATIVE PROGRESS INDICATOR	W.5.2.B.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CUMULATIVE PROGRESS INDICATOR	W.5.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT AREA / STANDARD	NJ.W.5.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.5.5.	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	W.5.6.	With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CUMULATIVE PROGRESS INDICATOR W.5.9.B. Apply grade 5 Reading standards to informational texts (e.g., “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 **NJ.W.5. Progress Indicators for Writing**

STRAND		Range of Writing
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CONTENT STATEMENT W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT AREA / STANDARD **NJ.SL.5. Progress Indicators for Speaking and Listening**

STRAND		Comprehension and Collaboration
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CONTENT STATEMENT SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Conventions of Standard English
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CONTENT STATEMENT	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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CUMULATIVE PROGRESS INDICATOR L.5.1.C. Use verb tense to convey various times, sequences, states, and conditions.

CUMULATIVE PROGRESS INDICATOR L.5.1.D. Recognize and correct inappropriate shifts in verb tense.

CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Conventions of Standard English
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CONTENT STATEMENT	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CUMULATIVE PROGRESS INDICATOR L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.

CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Knowledge of Language
CONTENT STATEMENT	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE PROGRESS INDICATOR L.5.3.A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

CUMULATIVE PROGRESS INDICATOR L.5.4.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 **NJ.L.5. Progress Indicators for Language**

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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**New Jersey Student Learning Standards
Language Arts
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading R.**

STRAND		Key Ideas and Details
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CONTENT STATEMENT NJSLSA. R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CONTENT STATEMENT NJSLSA. R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading R.**

STRAND		Craft and Structure
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CONTENT STATEMENT NJSLSA. R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading R.**

STRAND **Range of Reading and Level of Text Complexity**

CONTENT STATEMENT NJSLSA. R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing W.**

STRAND **Text Types and Purposes**

CONTENT STATEMENT NJSLSA. W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing W.**

STRAND **Production and Distribution of Writing**

CONTENT STATEMENT NJSLSA. W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONTENT STATEMENT NJSLSA. W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STATEMENT NJSLSA. W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing W.**

STRAND **Range of Writing**

CONTENT STATEMENT NJSLSA. W10. 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 **NJSLSA.L Anchor Standards: Language .**

STRAND **Conventions of Standard English**

CONTENT STATEMENT NJSLSA. L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language .**

STRAND **Knowledge of Language**

CONTENT STATEMENT NJSLSA. L3. Apply knowledge of language 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 **NJSLSA.L Anchor Standards: Language**

STRAND	Vocabulary Acquisition and Use
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CONTENT STATEMENT	NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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CONTENT STATEMENT	NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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CONTENT AREA / STANDARD **NJ.RL.5. Progress Indicators for Reading Literature**

STRAND	Range of Reading and Complexity of Text
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CONTENT STATEMENT	RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
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CONTENT AREA / STANDARD **NJ.RF.5. Progress Indicators for Reading Foundation Skills**

STRAND	Fluency
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CONTENT STATEMENT	RF.5.4. Read with sufficient accuracy and fluency to support comprehension.
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CUMULATIVE PROGRESS INDICATOR	RF.5.4.A. Read grade-level text with purpose and understanding.
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CUMULATIVE PROGRESS INDICATOR	RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND	Text Types and Purposes
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CONTENT STATEMENT	W.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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CUMULATIVE PROGRESS INDICATOR	W.5.3.A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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CUMULATIVE PROGRESS INDICATOR	W.5.3.D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
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CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND	Production and Distribution of Writing
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CONTENT STATEMENT	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.5.5.	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	W.5.6.	With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT AREA / STANDARD	NJ.W.5.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CUMULATIVE PROGRESS INDICATOR	W.5.9.A.	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
CONTENT AREA / STANDARD	NJ.W.5.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	W.5.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT AREA / STANDARD	NJ.SL.5.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
CONTENT AREA / STANDARD	NJ.L.5.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.5.1.A.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
CUMULATIVE PROGRESS INDICATOR	L.5.1.C.	Use verb tense to convey various times, sequences, states, and conditions.

CUMULATIVE PROGRESS INDICATOR	L.5.1.D.	Recognize and correct inappropriate shifts in verb tense.
CONTENT AREA / STANDARD	NJ.L.5.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.5.2.E.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT AREA / STANDARD	NJ.L.5.	Progress Indicators for Language
STRAND		Knowledge of Language
CONTENT STATEMENT	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	L.5.3.A.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CONTENT AREA / STANDARD	NJ.L.5.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	L.5.4.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	NJ.L.5.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 111-122		
New Jersey Student Learning Standards Language Arts Grade 5 - Adopted: 2016		
CONTENT AREA / STANDARD	NJLSA. R.	Anchor Standards: Reading
STRAND		Key Ideas and Details

CONTENT STATEMENT	NJLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT AREA / STANDARD	NJLSA. R.	Anchor Standards: Reading
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	NJLSA. R9.	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CONTENT AREA / STANDARD	NJLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJLSA. W2.	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	NJLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W7.	Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA.L	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.L	Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RI.5.	Progress Indicators for Reading Informational Text
STRAND		Key Ideas and Details

CONTENT STATEMENT	RI.5.1.	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
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CONTENT STATEMENT	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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CONTENT AREA / STANDARD **NJ.RI.5. Progress Indicators for Reading Informational Text**

STRAND		Craft and Structure
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CONTENT STATEMENT	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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CONTENT STATEMENT	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
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CONTENT STATEMENT	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
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CONTENT AREA / STANDARD **NJ.RI.5. Progress Indicators for Reading Informational Text**

STRAND		Integration of Knowledge and Ideas
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CONTENT STATEMENT	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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CONTENT AREA / STANDARD **NJ.RF.5. Progress Indicators for Reading Foundation Skills**

STRAND		Fluency
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CONTENT STATEMENT	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
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CUMULATIVE PROGRESS INDICATOR	RF.5.4.A.	Read grade-level text with purpose and understanding.
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CUMULATIVE PROGRESS INDICATOR	RF.5.4.C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Text Types and Purposes
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CONTENT STATEMENT	W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
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CUMULATIVE PROGRESS INDICATOR	W.5.1.A.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
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**CONTENT
AREA /
STANDARD****NJ.W.5. Progress Indicators for Writing**

STRAND		Text Types and Purposes
CONTENT STATEMENT	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CUMULATIVE PROGRESS INDICATOR	W.5.2.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 aiding comprehension.
CUMULATIVE PROGRESS INDICATOR	W.5.2.B.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CUMULATIVE PROGRESS INDICATOR	W.5.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

**CONTENT
AREA /
STANDARD****NJ.W.5. Progress Indicators for Writing**

STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.5.5.	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	W.5.6.	With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

**CONTENT
AREA /
STANDARD****NJ.W.5. Progress Indicators for Writing**

STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
CONTENT STATEMENT	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**CONTENT
AREA /
STANDARD****NJ.W.5. Progress Indicators for Writing**

STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CUMULATIVE PROGRESS INDICATOR	W.5.9.B.	Apply grade 5 Reading standards to informational texts (e.g., “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	NJ.W.5.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	W.5.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT AREA / STANDARD	NJ.SL.5.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
CONTENT AREA / STANDARD	NJ.L.5.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.5.1.A.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
CUMULATIVE PROGRESS INDICATOR	L.5.1.D.	Recognize and correct inappropriate shifts in verb tense.
CONTENT AREA / STANDARD	NJ.L.5.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.5.2.E.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT AREA / STANDARD	NJ.L.5.	Progress Indicators for Language
STRAND		Knowledge of Language
CONTENT STATEMENT	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE PROGRESS INDICATOR	L.5.3.A.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CONTENT AREA / STANDARD	NJ.L.5.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

CUMULATIVE PROGRESS INDICATOR	L.5.4.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	NJ.L.5.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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**New Jersey Student Learning Standards
Language Arts
Grade 5 - Adopted: 2016**

CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Integration of Knowledge and Ideas

CONTENT STATEMENT	NJSLSA. R9.	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	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	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W7.	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	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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 **NJSLSA.L Anchor Standards: Language**

STRAND	Conventions of Standard English
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CONTENT STATEMENT	NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language**

STRAND	Knowledge of Language
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CONTENT STATEMENT	NJSLSA.L3. Apply knowledge of language 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 **NJSLSA.L Anchor Standards: Language**

STRAND	Vocabulary Acquisition and Use
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CONTENT STATEMENT	NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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CONTENT STATEMENT	NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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CONTENT AREA / STANDARD **NJ.RI.5. Progress Indicators for Reading Informational Text**

STRAND	Key Ideas and Details
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CONTENT STATEMENT	RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
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CONTENT STATEMENT	RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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CONTENT AREA / STANDARD **NJ.RI.5. Progress Indicators for Reading Informational Text**

STRAND	Craft and Structure
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CONTENT STATEMENT	RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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CONTENT STATEMENT	RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
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CONTENT STATEMENT	RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
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CONTENT AREA / STANDARD **NJ.RI.5. Progress Indicators for Reading Informational Text**

STRAND		Integration of Knowledge and Ideas
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CONTENT STATEMENT RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

CONTENT AREA / STANDARD **NJ.RF.5. Progress Indicators for Reading Foundation Skills**

STRAND		Fluency
CONTENT STATEMENT	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

CUMULATIVE PROGRESS INDICATOR RF.5.4.A. Read grade-level text with purpose and understanding.

CUMULATIVE PROGRESS INDICATOR RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

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

CUMULATIVE PROGRESS INDICATOR W.5.1.A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

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

CUMULATIVE PROGRESS INDICATOR W.5.2.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 aiding comprehension.

CUMULATIVE PROGRESS INDICATOR W.5.2.B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CUMULATIVE PROGRESS INDICATOR W.5.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND **Production and Distribution of Writing**

CONTENT STATEMENT W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CONTENT STATEMENT W.5.5. 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 W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND **Research to Build and Present Knowledge**

CONTENT STATEMENT W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

CONTENT STATEMENT W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND **Research to Build and Present Knowledge**

CONTENT STATEMENT **W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.**

CUMULATIVE PROGRESS INDICATOR W.5.9.B. Apply grade 5 Reading standards to informational texts (e.g., “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 **NJ.W.5. Progress Indicators for Writing**

STRAND **Range of Writing**

CONTENT STATEMENT W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CONTENT AREA / STANDARD **NJ.SL.5. Progress Indicators for Speaking and Listening**

STRAND **Comprehension and Collaboration**

CONTENT STATEMENT SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CUMULATIVE PROGRESS INDICATOR	L.5.1.A.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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CUMULATIVE PROGRESS INDICATOR	L.5.1.D.	Recognize and correct inappropriate shifts in verb tense.
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CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CUMULATIVE PROGRESS INDICATOR	L.5.2.E.	Spell grade-appropriate words correctly, consulting references as needed.
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CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Knowledge of Language
CONTENT STATEMENT	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE PROGRESS INDICATOR	L.5.3.A.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

CUMULATIVE PROGRESS INDICATOR	L.5.4.A.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Vocabulary Acquisition and Use
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CONTENT STATEMENT	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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New Jersey Student Learning Standards

Language Arts

Grade 5 - Adopted: 2016

CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading R.**

STRAND		Key Ideas and Details
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CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading R.**

STRAND		Craft and Structure
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CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading R.**

STRAND		Integration of Knowledge and Ideas
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CONTENT STATEMENT	NJSLSA. R9.	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading R.**

STRAND		Range of Reading and Level of Text Complexity
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CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing W.**

STRAND		Text Types and Purposes
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CONTENT STATEMENT	NJSLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing W.**

STRAND **Production and Distribution of Writing**

CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing W.**

STRAND **Research to Build and Present Knowledge**

CONTENT STATEMENT	NJSLSA. W7.	Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing W.**

STRAND **Range of Writing**

CONTENT STATEMENT	NJSLSA. W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language**

STRAND **Conventions of Standard English**

CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language**

STRAND **Knowledge of Language**

CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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 **NJSLSA.L Anchor Standards: Language**

STRAND **Vocabulary Acquisition and Use**

CONTENT STATEMENT	NJSLSA.L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA.L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT AREA / STANDARD **NJ.RI.5. Progress Indicators for Reading Informational Text**

STRAND **Key Ideas and Details**

CONTENT STATEMENT	RI.5.1.	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STATEMENT	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CONTENT AREA / STANDARD **NJ.RI.5. Progress Indicators for Reading Informational Text**

STRAND **Craft and Structure**

CONTENT STATEMENT	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CONTENT STATEMENT	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
CONTENT STATEMENT	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CONTENT AREA / STANDARD **NJ.RI.5. Progress Indicators for Reading Informational Text**

STRAND **Integration of Knowledge and Ideas**

CONTENT STATEMENT	RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
CONTENT STATEMENT	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

CONTENT AREA / STANDARD **NJ.RF.5. Progress Indicators for Reading Foundation Skills**

STRAND **Fluency**

CONTENT STATEMENT	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
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CUMULATIVE PROGRESS INDICATOR	RF.5.4.A.	Read grade-level text with purpose and understanding.
CUMULATIVE PROGRESS INDICATOR	RF.5.4.C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CONTENT AREA / STANDARD	NJ.W.5.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
CUMULATIVE PROGRESS INDICATOR	W.5.1.A.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
CONTENT AREA / STANDARD	NJ.W.5.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CUMULATIVE PROGRESS INDICATOR	W.5.2.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 aiding comprehension.
CUMULATIVE PROGRESS INDICATOR	W.5.2.B.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CUMULATIVE PROGRESS INDICATOR	W.5.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT AREA / STANDARD	NJ.W.5.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.5.5.	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	W.5.6.	With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Research to Build and Present Knowledge
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CONTENT STATEMENT	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
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CONTENT STATEMENT	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
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CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Research to Build and Present Knowledge
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CONTENT STATEMENT	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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CUMULATIVE PROGRESS INDICATOR	W.5.9.B.	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
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CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Range of Writing
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CONTENT STATEMENT	W.5.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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CONTENT AREA / STANDARD **NJ.SL.5. Progress Indicators for Speaking and Listening**

STRAND		Comprehension and Collaboration
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CONTENT STATEMENT	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
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CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Conventions of Standard English
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CONTENT STATEMENT	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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CUMULATIVE PROGRESS INDICATOR	L.5.1.A.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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CUMULATIVE PROGRESS INDICATOR	L.5.1.D.	Recognize and correct inappropriate shifts in verb tense.
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CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CUMULATIVE PROGRESS INDICATOR L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.

CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Knowledge of Language
CONTENT STATEMENT	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE PROGRESS INDICATOR L.5.3.A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

CUMULATIVE PROGRESS INDICATOR L.5.4.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 **NJ.L.5. Progress Indicators for Language**

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing W.**

STRAND		Text Types and Purposes
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CONTENT STATEMENT NJSLSA. W2. 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 **NJSLSA. Anchor Standards: Writing W.**

STRAND		Production and Distribution of Writing
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CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing W.**

STRAND		Research to Build and Present Knowledge
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CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing W.**

STRAND		Range of Writing
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CONTENT STATEMENT	NJSLSA. W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language**

STRAND		Conventions of Standard English
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CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language**

STRAND		Vocabulary Acquisition and Use
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CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Text Types and Purposes
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CONTENT STATEMENT	W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
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CUMULATIVE PROGRESS INDICATOR	W.5.1.A.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
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CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

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

CUMULATIVE PROGRESS INDICATOR	W.5.2.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 aiding comprehension.
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CUMULATIVE PROGRESS INDICATOR	W.5.2.B.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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CUMULATIVE PROGRESS INDICATOR	W.5.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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CUMULATIVE PROGRESS INDICATOR	W.5.2.E.	Provide a conclusion related to the information of explanation presented.
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CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Production and Distribution of Writing
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CONTENT STATEMENT	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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CONTENT STATEMENT	W.5.5.	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	W.5.6.	With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Research to Build and Present Knowledge
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CONTENT STATEMENT	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
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CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Range of Writing
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CONTENT STATEMENT	W.5.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT AREA / STANDARD	NJ.SL.5.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
CONTENT AREA / STANDARD	NJ.L.5.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CUMULATIVE PROGRESS INDICATOR	L.5.1.A.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
CUMULATIVE PROGRESS INDICATOR	L.5.1.D.	Recognize and correct inappropriate shifts in verb tense.
CONTENT AREA / STANDARD	NJ.L.5.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.5.2.E.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT AREA / STANDARD	NJ.L.5.	Progress Indicators for Language
STRAND		Knowledge of Language
CONTENT STATEMENT	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	L.5.3.A.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing W.**

STRAND **Text Types and Purposes**

CONTENT STATEMENT NJSLSA. W2. 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 **NJSLSA. Anchor Standards: Writing W.**

STRAND **Production and Distribution of Writing**

CONTENT STATEMENT NJSLSA. W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONTENT STATEMENT NJSLSA. W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STATEMENT NJSLSA. W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing W.**

STRAND **Research to Build and Present Knowledge**

CONTENT STATEMENT NJSLSA. W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing W.**

STRAND **Range of Writing**

CONTENT STATEMENT NJSLSA. W10. 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 **NJSLSA.L Anchor Standards: Language .**

STRAND **Conventions of Standard English**

CONTENT STATEMENT NJSLSA. L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language .**

STRAND **Vocabulary Acquisition and Use**

CONTENT STATEMENT NJSLSA. L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

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

CUMULATIVE PROGRESS INDICATOR W.5.1.A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

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

CUMULATIVE PROGRESS INDICATOR W.5.2.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 aiding comprehension.

CUMULATIVE PROGRESS INDICATOR W.5.2.B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CUMULATIVE PROGRESS INDICATOR W.5.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

CUMULATIVE PROGRESS INDICATOR W.5.2.E. Provide a conclusion related to the information of explanation presented.

CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Production and Distribution of Writing
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CONTENT STATEMENT W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CONTENT STATEMENT W.5.5. 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 W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Research to Build and Present Knowledge
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CONTENT STATEMENT	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
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CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Range of Writing
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CONTENT STATEMENT	W.5.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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CONTENT AREA / STANDARD **NJ.SL.5. Progress Indicators for Speaking and Listening**

STRAND		Comprehension and Collaboration
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CONTENT STATEMENT	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
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CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Conventions of Standard English
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CONTENT STATEMENT	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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CUMULATIVE PROGRESS INDICATOR	L.5.1.A.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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CUMULATIVE PROGRESS INDICATOR	L.5.1.D.	Recognize and correct inappropriate shifts in verb tense.
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CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Conventions of Standard English
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CONTENT STATEMENT	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CUMULATIVE PROGRESS INDICATOR	L.5.2.E.	Spell grade-appropriate words correctly, consulting references as needed.
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CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Knowledge of Language
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CONTENT STATEMENT	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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CUMULATIVE PROGRESS INDICATOR L.5.3.A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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New Jersey Student Learning Standards
Language Arts
Grade 5 - Adopted: 2016

CONTENT AREA / STANDARD NJLSA. Anchor Standards: Writing W.

STRAND Text Types and Purposes

CONTENT STATEMENT NJLSA. W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CONTENT AREA / STANDARD NJLSA. Anchor Standards: Writing W.

STRAND Production and Distribution of Writing

CONTENT STATEMENT NJLSA. W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CONTENT STATEMENT NJLSA. W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STATEMENT NJLSA. W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT AREA / STANDARD NJLSA. Anchor Standards: Writing W.

STRAND Range of Writing

CONTENT STATEMENT NJLSA. W10. 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 NJLSA.L Anchor Standards: Language .

STRAND Conventions of Standard English

CONTENT STATEMENT NJLSA. L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CONTENT STATEMENT NJLSA. L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CONTENT AREA / STANDARD NJLSA.L Anchor Standards: Language .

STRAND Vocabulary Acquisition and Use

CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

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

CUMULATIVE PROGRESS INDICATOR	W.5.1.A.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
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CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

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

CUMULATIVE PROGRESS INDICATOR	W.5.3.A.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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CUMULATIVE PROGRESS INDICATOR	W.5.3.D.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Production and Distribution of Writing
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CONTENT STATEMENT	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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CONTENT STATEMENT	W.5.5.	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	W.5.6.	With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Range of Writing
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CONTENT STATEMENT	W.5.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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CONTENT AREA / STANDARD **NJ.SL.5. Progress Indicators for Speaking and Listening**

STRAND		Comprehension and Collaboration
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CONTENT STATEMENT SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Conventions of Standard English
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CONTENT STATEMENT	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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CUMULATIVE PROGRESS INDICATOR L.5.1.A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

CUMULATIVE PROGRESS INDICATOR L.5.1.D. Recognize and correct inappropriate shifts in verb tense.

CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Conventions of Standard English
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CONTENT STATEMENT	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CUMULATIVE PROGRESS INDICATOR L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.

CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Knowledge of Language
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CONTENT STATEMENT	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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CUMULATIVE PROGRESS INDICATOR L.5.3.A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Vocabulary Acquisition and Use
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CONTENT STATEMENT L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

New Jersey Student Learning Standards

Language Arts

Grade 5 - Adopted: 2016

CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading R.**

STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading R.**

STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading R.**

STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	NJSLSA. R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STATEMENT	NJSLSA. R9.	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or compare the approaches the authors take.

CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading R.**

STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing W.**

STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W2.	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 **NJSLSA. Anchor Standards: Writing W.**

STRAND **Production and Distribution of Writing**

CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing W.**

STRAND **Research to Build and Present Knowledge**

CONTENT STATEMENT	NJSLSA. W7.	Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing W.**

STRAND **Range of Writing**

CONTENT STATEMENT	NJSLSA. W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Speaking and Listening SL.**

STRAND **Comprehension and Collaboration**

CONTENT STATEMENT	NJSLSA. SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language**

STRAND **Conventions of Standard English**

CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language**

STRAND	Knowledge of Language
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CONTENT STATEMENT	NJSLSA.L3. Apply knowledge of language 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 **NJSLSA.L Anchor Standards: Language**

STRAND	Vocabulary Acquisition and Use
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CONTENT STATEMENT	NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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CONTENT STATEMENT	NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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CONTENT AREA / STANDARD **NJ.RI.5. Progress Indicators for Reading Informational Text**

STRAND	Key Ideas and Details
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CONTENT STATEMENT	RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
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CONTENT STATEMENT	RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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CONTENT AREA / STANDARD **NJ.RI.5. Progress Indicators for Reading Informational Text**

STRAND	Craft and Structure
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CONTENT STATEMENT	RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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CONTENT STATEMENT	RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
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CONTENT STATEMENT	RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
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CONTENT AREA / STANDARD **NJ.RI.5. Progress Indicators for Reading Informational Text**

STRAND	Integration of Knowledge and Ideas
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CONTENT STATEMENT	RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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CONTENT AREA / STANDARD **NJ.RF.5. Progress Indicators for Reading Foundation Skills**

STRAND		Fluency
CONTENT STATEMENT	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

CUMULATIVE PROGRESS INDICATOR RF.5.4.A. Read grade-level text with purpose and understanding.

CUMULATIVE PROGRESS INDICATOR RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

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

CUMULATIVE PROGRESS INDICATOR W.5.1.A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

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

CUMULATIVE PROGRESS INDICATOR W.5.2.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 aiding comprehension.

CUMULATIVE PROGRESS INDICATOR W.5.2.B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CUMULATIVE PROGRESS INDICATOR W.5.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Production and Distribution of Writing
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CONTENT STATEMENT W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CONTENT STATEMENT	W.5.5.	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	W.5.6.	With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT AREA / STANDARD	NJ.W.5.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
CONTENT STATEMENT	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CONTENT AREA / STANDARD	NJ.W.5.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CUMULATIVE PROGRESS INDICATOR	W.5.9.B.	Apply grade 5 Reading standards to informational texts (e.g., "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	NJ.W.5.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	W.5.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT AREA / STANDARD	NJ.SL.5.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
CONTENT AREA / STANDARD	NJ.L.5.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CUMULATIVE PROGRESS INDICATOR	L.5.1.A.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
CUMULATIVE PROGRESS INDICATOR	L.5.1.D.	Recognize and correct inappropriate shifts in verb tense.
CONTENT AREA / STANDARD	NJ.L.5.	Progress Indicators for Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CUMULATIVE PROGRESS INDICATOR	L.5.2.E.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT AREA / STANDARD	NJ.L.5.	Progress Indicators for Language
STRAND		Knowledge of Language
CONTENT STATEMENT	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CUMULATIVE PROGRESS INDICATOR	L.5.3.A.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CONTENT AREA / STANDARD	NJ.L.5.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS INDICATOR	L.5.4.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	NJ.L.5.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading R.**

STRAND **Key Ideas and Details**

CONTENT STATEMENT NJSLSA. R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CONTENT STATEMENT NJSLSA. R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading R.**

STRAND **Craft and Structure**

CONTENT STATEMENT NJSLSA. R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT STATEMENT NJSLSA. R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading R.**

STRAND **Integration of Knowledge and Ideas**

CONTENT STATEMENT NJSLSA. R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CONTENT STATEMENT NJSLSA. R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Reading R.**

STRAND **Range of Reading and Level of Text Complexity**

CONTENT STATEMENT NJSLSA. R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing W.**

STRAND **Text Types and Purposes**

CONTENT STATEMENT NJSLSA. W2. 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 **NJSLSA. Anchor Standards: Writing W.**

STRAND **Production and Distribution of Writing**

CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W7.	Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	NJSLSA. SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.L	Anchor Standards: Language
STRAND		Knowledge of Language

CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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 **NJSLSA.L Anchor Standards: Language**

STRAND	Vocabulary Acquisition and Use
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CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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CONTENT AREA / STANDARD **NJ.RI.5. Progress Indicators for Reading Informational Text**

STRAND	Key Ideas and Details
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CONTENT STATEMENT	RI.5.1.	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
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CONTENT STATEMENT	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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CONTENT AREA / STANDARD **NJ.RI.5. Progress Indicators for Reading Informational Text**

STRAND	Craft and Structure
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CONTENT STATEMENT	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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CONTENT STATEMENT	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
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CONTENT STATEMENT	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
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CONTENT AREA / STANDARD **NJ.RI.5. Progress Indicators for Reading Informational Text**

STRAND	Integration of Knowledge and Ideas
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CONTENT STATEMENT	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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CONTENT AREA / STANDARD **NJ.RF.5. Progress Indicators for Reading Foundation Skills**

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

CUMULATIVE PROGRESS INDICATOR RF.5.4.C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT AREA / STANDARD NJ.W.5. Progress Indicators for Writing

STRAND		Text Types and Purposes
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CONTENT STATEMENT	W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
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CUMULATIVE PROGRESS INDICATOR W.5.1.A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

CONTENT AREA / STANDARD NJ.W.5. Progress Indicators for Writing

STRAND		Text Types and Purposes
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CONTENT STATEMENT	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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CUMULATIVE PROGRESS INDICATOR W.5.2.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 aiding comprehension.

CUMULATIVE PROGRESS INDICATOR W.5.2.B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CUMULATIVE PROGRESS INDICATOR W.5.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT AREA / STANDARD NJ.W.5. Progress Indicators for Writing

STRAND		Production and Distribution of Writing
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CONTENT STATEMENT W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CONTENT STATEMENT W.5.5. 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 W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Research to Build and Present Knowledge
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CONTENT STATEMENT	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.
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CONTENT STATEMENT	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
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CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Research to Build and Present Knowledge
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CONTENT STATEMENT	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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CUMULATIVE PROGRESS INDICATOR	W.5.9.B.	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
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CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Range of Writing
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CONTENT STATEMENT	W.5.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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CONTENT AREA / STANDARD **NJ.SL.5. Progress Indicators for Speaking and Listening**

STRAND		Comprehension and Collaboration
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CONTENT STATEMENT	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
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CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Conventions of Standard English
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CONTENT STATEMENT	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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CUMULATIVE PROGRESS INDICATOR	L.5.1.A.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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CUMULATIVE PROGRESS INDICATOR	L.5.1.D.	Recognize and correct inappropriate shifts in verb tense.
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CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CUMULATIVE PROGRESS INDICATOR L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.

CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Knowledge of Language
CONTENT STATEMENT	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE PROGRESS INDICATOR L.5.3.A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

CUMULATIVE PROGRESS INDICATOR L.5.4.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 **NJ.L.5. Progress Indicators for Language**

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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**New Jersey Student Learning Standards
Language Arts
Grade 5 - Adopted: 2016**

CONTENT AREA / STANDARD **NJLSA. Anchor Standards: Reading R.**

STRAND		Key Ideas and Details
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CONTENT STATEMENT NJLSA. R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CONTENT STATEMENT	NJLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT AREA / STANDARD	NJLSA. R.	Anchor Standards: Reading
STRAND		Craft and Structure
CONTENT STATEMENT	NJLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT AREA / STANDARD	NJLSA. R.	Anchor Standards: Reading
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	NJLSA. R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CONTENT STATEMENT	NJLSA. R9.	Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
CONTENT AREA / STANDARD	NJLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJLSA. W2.	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	NJLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CONTENT STATEMENT	NJLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJLSA. W7.	Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.
CONTENT STATEMENT	NJLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CONTENT STATEMENT	NJLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT AREA / STANDARD	NJLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJLSA. W10.	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	NJLSA. SL.	Anchor Standards: Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	NJLSA. SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CONTENT AREA / STANDARD	NJLSA.L .	Anchor Standards: Language
STRAND		Conventions of Standard English
CONTENT STATEMENT	NJLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJLSA.L .	Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJLSA. L3.	Apply knowledge of language 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	NJLSA.L .	Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use

CONTENT STATEMENT	NJLSLA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJLSLA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RI.5. Progress Indicators for Reading Informational Text	
STRAND		Key Ideas and Details
CONTENT STATEMENT	RI.5.1.	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
CONTENT STATEMENT	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CONTENT AREA / STANDARD	NJ.RI.5. Progress Indicators for Reading Informational Text	
STRAND		Craft and Structure
CONTENT STATEMENT	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CONTENT STATEMENT	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
CONTENT STATEMENT	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
CONTENT AREA / STANDARD	NJ.RI.5. Progress Indicators for Reading Informational Text	
STRAND		Integration of Knowledge and Ideas
CONTENT STATEMENT	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CONTENT AREA / STANDARD	NJ.RF.5. Progress Indicators for Reading Foundation Skills	
STRAND		Fluency
CONTENT STATEMENT	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
CUMULATIVE PROGRESS INDICATOR	RF.5.4.A.	Read grade-level text with purpose and understanding.
CUMULATIVE PROGRESS INDICATOR	RF.5.4.C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

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

CUMULATIVE PROGRESS INDICATOR W.5.1.A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

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

CUMULATIVE PROGRESS INDICATOR W.5.2.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 aiding comprehension.

CUMULATIVE PROGRESS INDICATOR W.5.2.B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CUMULATIVE PROGRESS INDICATOR W.5.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Production and Distribution of Writing
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CONTENT STATEMENT W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

CONTENT STATEMENT W.5.5. 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 W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Research to Build and Present Knowledge
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CONTENT STATEMENT W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

CONTENT STATEMENT	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
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CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CUMULATIVE PROGRESS INDICATOR	W.5.9.B.	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
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CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Range of Writing
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CONTENT STATEMENT	W.5.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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CONTENT AREA / STANDARD **NJ.SL.5. Progress Indicators for Speaking and Listening**

STRAND		Comprehension and Collaboration
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CONTENT STATEMENT	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
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CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CUMULATIVE PROGRESS INDICATOR	L.5.1.A.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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CUMULATIVE PROGRESS INDICATOR	L.5.1.D.	Recognize and correct inappropriate shifts in verb tense.
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CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CUMULATIVE PROGRESS INDICATOR	L.5.2.E.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT AREA / STANDARD	NJ.L.5.	Progress Indicators for Language

STRAND		Knowledge of Language
CONTENT STATEMENT	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE PROGRESS INDICATOR	L.5.3.A.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CONTENT AREA / STANDARD	NJ.L.5.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

CUMULATIVE PROGRESS INDICATOR	L.5.4.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	NJ.L.5.	Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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**New Jersey Student Learning Standards
Language Arts
Grade 5 - Adopted: 2016**

CONTENT AREA / STANDARD	NJLSA. R.	Anchor Standards: Reading
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STRAND		Key Ideas and Details
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CONTENT STATEMENT	NJLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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CONTENT STATEMENT	NJLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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CONTENT AREA / STANDARD	NJLSA. R.	Anchor Standards: Reading
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STRAND		Craft and Structure
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CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT STATEMENT	NJSLSA. R6.	Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing

CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA. Anchor Standards: Speaking and Listening SL.	
STRAND	Comprehension and Collaboration	
CONTENT STATEMENT	NJSLSA. SL1.	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	NJSLSA.L Anchor Standards: Language	
STRAND	Conventions of Standard English	
CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.L Anchor Standards: Language	
STRAND	Knowledge of Language	
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.L Anchor Standards: Language	
STRAND	Vocabulary Acquisition and Use	
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RL.5. Progress Indicators for Reading Literature	
STRAND	Key Ideas and Details	
CONTENT STATEMENT	RL.5.2.	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
CONTENT AREA / STANDARD	NJ.RL.5. Progress Indicators for Reading Literature	
STRAND	Craft and Structure	
CONTENT STATEMENT	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

CONTENT STATEMENT	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.
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CONTENT AREA / STANDARD **NJ.RL.5. Progress Indicators for Reading Literature**

STRAND		Range of Reading and Complexity of Text
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CONTENT STATEMENT	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
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CONTENT AREA / STANDARD **NJ.RF.5. Progress Indicators for Reading Foundation Skills**

STRAND		Fluency
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CONTENT STATEMENT	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
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CUMULATIVE PROGRESS INDICATOR	RF.5.4.A.	Read grade-level text with purpose and understanding.
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CUMULATIVE PROGRESS INDICATOR	RF.5.4.C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Text Types and Purposes
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CONTENT STATEMENT	W.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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CUMULATIVE PROGRESS INDICATOR	W.5.3.A.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
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CUMULATIVE PROGRESS INDICATOR	W.5.3.D.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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CUMULATIVE PROGRESS INDICATOR	W.5.3.E.	Provide a conclusion that follows from the narrated experiences or events.
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CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Production and Distribution of Writing
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CONTENT STATEMENT	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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CONTENT STATEMENT	W.5.5.	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	W.5.6.	With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
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CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

CUMULATIVE PROGRESS INDICATOR	W.5.9.A.	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
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CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Range of Writing
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CONTENT STATEMENT	W.5.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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CONTENT AREA / STANDARD **NJ.SL.5. Progress Indicators for Speaking and Listening**

STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.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.

CUMULATIVE PROGRESS INDICATOR	SL.5.1.A.	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
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CUMULATIVE PROGRESS INDICATOR	SL.5.1.B.	Follow agreed-upon rules for discussions and carry out assigned roles.
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CUMULATIVE PROGRESS INDICATOR	SL.5.1.C.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
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CONTENT AREA / STANDARD **NJ.SL.5. Progress Indicators for Speaking and Listening**

STRAND		Comprehension and Collaboration
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CONTENT STATEMENT	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
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CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CUMULATIVE PROGRESS INDICATOR	L.5.1.A.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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CUMULATIVE PROGRESS INDICATOR	L.5.1.D.	Recognize and correct inappropriate shifts in verb tense.
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CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Conventions of Standard English
CONTENT STATEMENT	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CUMULATIVE PROGRESS INDICATOR	L.5.2.E.	Spell grade-appropriate words correctly, consulting references as needed.
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CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Knowledge of Language
CONTENT STATEMENT	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CUMULATIVE PROGRESS INDICATOR	L.5.3.A.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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CUMULATIVE PROGRESS INDICATOR	L.5.3.B.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
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CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

CUMULATIVE PROGRESS INDICATOR	L.5.4.A.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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CONTENT AREA / STANDARD **NJ.L.5. Progress Indicators for Language**

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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New Jersey Student Learning Standards
Language Arts
Grade 5 - Adopted: 2016

CONTENT AREA / STANDARD NJSLSA. Anchor Standards: Reading R.

STRAND		Key Ideas and Details
CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CONTENT AREA / STANDARD NJSLSA. Anchor Standards: Reading R.

STRAND		Craft and Structure
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT STATEMENT	NJSLSA. R5.	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CONTENT STATEMENT	NJSLSA. R6.	Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas

CONTENT AREA / STANDARD NJSLSA. Anchor Standards: Reading R.

STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

CONTENT AREA / STANDARD NJSLSA. Anchor Standards: Writing W.

STRAND		Text Types and Purposes
CONTENT STATEMENT	NJSLSA. W3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CONTENT AREA / STANDARD NJSLSA. Anchor Standards: Writing W.

STRAND		Production and Distribution of Writing
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CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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CONTENT STATEMENT	NJSLSA. W6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing W.**

STRAND		Research to Build and Present Knowledge
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CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Writing W.**

STRAND		Range of Writing
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CONTENT STATEMENT	NJSLSA. W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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CONTENT AREA / STANDARD **NJSLSA. Anchor Standards: Speaking and Listening SL.**

STRAND		Comprehension and Collaboration
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CONTENT STATEMENT	NJSLSA. SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language .**

STRAND		Conventions of Standard English
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CONTENT STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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CONTENT AREA / STANDARD **NJSLSA.L Anchor Standards: Language .**

STRAND		Knowledge of Language
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CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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 **NJSLSA.L Anchor Standards: Language .**

STRAND		Vocabulary Acquisition and Use
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CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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CONTENT AREA / STANDARD **NJ.RL.5. Progress Indicators for Reading Literature**

STRAND		Key Ideas and Details
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CONTENT STATEMENT	RL.5.2.	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
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CONTENT AREA / STANDARD **NJ.RL.5. Progress Indicators for Reading Literature**

STRAND		Craft and Structure
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CONTENT STATEMENT	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
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CONTENT STATEMENT	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.
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CONTENT AREA / STANDARD **NJ.RL.5. Progress Indicators for Reading Literature**

STRAND		Range of Reading and Complexity of Text
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CONTENT STATEMENT	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
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CONTENT AREA / STANDARD **NJ.RF.5. Progress Indicators for Reading Foundation Skills**

STRAND		Fluency
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CONTENT STATEMENT	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
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CUMULATIVE PROGRESS INDICATOR	RF.5.4.A.	Read grade-level text with purpose and understanding.
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CUMULATIVE PROGRESS INDICATOR	RF.5.4.C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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CONTENT AREA / STANDARD **NJ.W.5. Progress Indicators for Writing**

STRAND		Text Types and Purposes
CONTENT STATEMENT	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CUMULATIVE PROGRESS INDICATOR	W.5.3.A.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CUMULATIVE PROGRESS INDICATOR	W.5.3.D.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
CUMULATIVE PROGRESS INDICATOR	W.5.3.E.	Provide a conclusion that follows from the narrated experiences or events.
CONTENT AREA / STANDARD	NJ.W.5.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.5.5.	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	W.5.6.	With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CONTENT AREA / STANDARD	NJ.W.5.	Progress Indicators for Writing
STRAND		Research to Build and Present Knowledge
CONTENT STATEMENT	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CUMULATIVE PROGRESS INDICATOR	W.5.9.A.	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
CONTENT AREA / STANDARD	NJ.W.5.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	W.5.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT AREA / STANDARD	NJ.SL.5.	Progress Indicators for Speaking and Listening

STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.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.

CUMULATIVE PROGRESS INDICATOR SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

CUMULATIVE PROGRESS INDICATOR SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.

CUMULATIVE PROGRESS INDICATOR SL.5.1.C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CONTENT AREA / STANDARD NJ.SL.5. **Progress Indicators for Speaking and Listening**

STRAND		Comprehension and Collaboration
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CONTENT STATEMENT SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

CONTENT AREA / STANDARD NJ.L.5. **Progress Indicators for Language**

STRAND		Conventions of Standard English
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CONTENT STATEMENT L.5.1. **Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

CUMULATIVE PROGRESS INDICATOR L.5.1.A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

CUMULATIVE PROGRESS INDICATOR L.5.1.D. Recognize and correct inappropriate shifts in verb tense.

CONTENT AREA / STANDARD NJ.L.5. **Progress Indicators for Language**

STRAND		Conventions of Standard English
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CONTENT STATEMENT L.5.2. **Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

CUMULATIVE PROGRESS INDICATOR L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed.

CONTENT AREA / STANDARD NJ.L.5. **Progress Indicators for Language**

STRAND		Knowledge of Language
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CONTENT STATEMENT	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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CUMULATIVE PROGRESS INDICATOR L.5.3.A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CUMULATIVE PROGRESS INDICATOR L.5.3.B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

CONTENT AREA / STANDARD NJ.L.5. Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

CUMULATIVE PROGRESS INDICATOR L.5.4.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 NJ.L.5. Progress Indicators for Language

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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**New Jersey Student Learning Standards
Language Arts
Grade 5 - Adopted: 2016**

CONTENT AREA / STANDARD NJLSA. Anchor Standards: Reading R.

STRAND		Craft and Structure
CONTENT STATEMENT	NJLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CONTENT AREA / STANDARD NJLSA. Anchor Standards: Writing W.

STRAND		Text Types and Purposes
CONTENT STATEMENT	NJLSA. W2.	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 NJLSA. Anchor Standards: Writing W.

STRAND		Production and Distribution of Writing
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CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CONTENT AREA / STANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Range of Writing
CONTENT STATEMENT	NJSLSA. W10.	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	NJSLSA.L	Anchor Standards: Language
STRAND		Knowledge of Language
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language 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	NJSLSA.L	Anchor Standards: Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
CONTENT AREA / STANDARD	NJ.RI.5.	Progress Indicators for Reading Informational Text
STRAND		Craft and Structure
CONTENT STATEMENT	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CONTENT AREA / STANDARD	NJ.W.5.	Progress Indicators for Writing
STRAND		Text Types and Purposes
CONTENT STATEMENT	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CUMULATIVE PROGRESS INDICATOR	W.5.2.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 aiding comprehension.
CUMULATIVE PROGRESS INDICATOR	W.5.2.B.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CUMULATIVE PROGRESS INDICATOR	W.5.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
CONTENT AREA / STANDARD	NJ.W.5.	Progress Indicators for Writing
STRAND		Production and Distribution of Writing
CONTENT STATEMENT	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CONTENT STATEMENT	W.5.5.	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 AREA / STANDARD	NJ.W.5.	Progress Indicators for Writing
STRAND		Range of Writing
CONTENT STATEMENT	W.5.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CONTENT AREA / STANDARD	NJ.SL.5.	Progress Indicators for Speaking and Listening
STRAND		Comprehension and Collaboration
CONTENT STATEMENT	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
CONTENT AREA / STANDARD	NJ.L.5.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).