$\label{eq:main_criteria:} \textbf{Main Criteria:} \ \textbf{Structure and Style for Students}$ 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

STRAND

NJSLSA. Anchor Standards: Reading

R.

	Key Ideas and Details	
NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
NJSLSA. R.	Anchor Standards: Reading	
	Craft and Structure	
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.	
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.	
NJSLSA. R.	Anchor Standards: Reading	
	Range of Reading and Level of Text Complexity	
NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.	
NJSLSA. W.	Anchor Standards: Writing	
	Text Types and Purposes	
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.	
NJSLSA. W.	Anchor Standards: Writing	
	NJSLSA. R3. NJSLSA. R4. NJSLSA. R5. NJSLSA. R10. NJSLSA. W. NJSLSA. W.	

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 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.I	_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.I	_Anchor Standards: Language			
STRAND		Knowledge of Language			

CONTENT STATEMENT	NJSLSA. L3.	A. 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.			
	RF.5.4.A.	Read grade-level text with purpose and understanding.			
CUMULATIVE PROGRESS INDICATOR					

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		Research to Build and Present Knowledge		
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.5.1.	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 / ST ANDARD	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 2: WRITING FROM NOTES Week 2 Page 19-30

New Jersey Student Learning Standards Language Arts

Grade 5 - Adopted: 2016

CONTENT AREA / STANDARD

STANDARD

NJSLSA. Anchor Standards: Reading

AREA / STANDARD	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. R.	Anchor Standards: Reading
STRAND		Craft and Structure

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	NJSLSA.	Anchor Standards: Reading
AREA /	R.	
CT AND ADD		

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 /	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		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
AREA /		Anchor Standards: Speaking and Listening Presentation of Knowledge and Ideas
AREA / ST ANDARD		
ST RAND CONTENT	SL. NJSLSA.	Presentation of Knowledge and Ideas Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the
ST RAND CONTENT STATEMENT CONTENT	NJSLSA. SL4. NJSLSA. SL6.	Presentation of Knowledge and Ideas 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. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when
STRAND STRAND CONTENT STATEMENT CONTENT STATEMENT CONTENT AREA /	NJSLSA. SL4. NJSLSA. SL6.	Present ation of Knowledge and Ideas 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. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
STRAND STRAND CONTENT STATEMENT CONTENT STATEMENT CONTENT AREA / STANDARD	NJSLSA. SL4. NJSLSA. SL6. NJSLSA.L	Present ation of Knowledge and Ideas 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. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. Anchor Standards: Language
AREA / STANDARD STRAND CONTENT STATEMENT CONTENT STATEMENT CONTENT AREA / STANDARD STRAND CONTENT	NJSLSA. SL4. NJSLSA. SL6. NJSLSA.L .	Presentation of Knowledge and Ideas 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. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. Anchor Standards: Language Conventions of Standard English
AREA / STANDARD STRAND CONTENT STATEMENT CONTENT STATEMENT CONTENT AREA / STANDARD STRAND CONTENT STATEMENT CONTENT AREA / STANDARD	NJSLSA. SL4. NJSLSA. SL6. NJSLSA.L NJSLSA.L L1.	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. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. Anchor Standards: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
STRAND CONTENT STATEMENT CONTENT STATEMENT CONTENT AREA / STAND CONTENT STATEMENT CONTENT STATEMENT CONTENT STATEMENT CONTENT STATEMENT CONTENT STATEMENT	NJSLSA. SL4. NJSLSA. SL6. NJSLSA.L NJSLSA.L L1.	Presentation of Knowledge and Ideas 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. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. Anchor Standards: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

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 / ST ANDARD	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.

STRAND

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

Conventions of Standard English

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
CTDAND		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).

New Jersey Student Learning Standards Language Arts

Grade 5 - Adopted: 2016

CONTENT AREA / STANDARD

STATEMENT

R3.

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

CONTENT AREA / STANDARD

STRAND

CONTENT

STATEMENT

STANDARD

W.

NJSLSA. Anchor Standards: Writing

Text Types and Purposes

through the effective selection, organization, and analysis of content.

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately

CONTENT NJSLSA. Anchor Standards: Writing AREA / W.

NJSLSA.

W2.

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

W5.

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

STATEMENT

W6.

CONTENT AREA / STANDARD

W.

SL.

NJSLSA. Anchor Standards: Writing

Range of Writing

CONTENT NJSLSA. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a STATEMENT W10. single sitting or a day or two) for a range of tasks, purposes, and audiences.

CONTENT AREA / STANDARD

NJSLSA. Anchor Standards: Speaking and Listening

STRAND Comprehension and Collaboration

STRAND Presentation of Knowledge and Ideas CONTENT NJSLSA. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. STATEMENT SL6. NJSLSA. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. SL6. NJSLSA. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. CONTENT STATEMENT NJSLSA. Anchor Standards: Language CONTENT NJSLSA. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L1. CONTENT NJSLSA. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CONTENT REAL INCOMPANY NJSLSA. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CONTENT REAL INCOMPANY NJSLSA. Anchor Standards: Language Knowledge of Language CONTENT STATEMENT NJSLSA. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or syle, and to comprehend more fully when reading or fistering. CONTENT NJSLSA. Apply knowledge of language CONTENT STATEMENT NJSLSA. 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 NJSLSA. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and islearing 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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	STRAND		Key Ideas and Details
		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
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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 / ST ANDARD	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 / ST ANDARD	NJ.W.5.	Progress Indicators for 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	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	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
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 /	NJ.L.5.	Progress Indicators for Language
STANDARD		
STANDARD		Knowledge of Language
	L.5.3.	Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening.
STRAND	L.5.3.A.	
CONTENT STATEMENT CUMULATIVE PROGRESS		Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CONTENT STATEMENT CUMULATIVE PROGRESS INDICATOR CONTENT AREA /	L.5.3.A.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
CONTENT STATEMENT CUMULATIVE PROGRESS INDICATOR CONTENT AREA / STANDARD	L.5.3.A.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Progress Indicators for Language

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 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44
		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

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
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AREA / STANDARD		Range of Writing
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STRAND CONTENT STATEMENT CONTENT AREA / STANDARD	NJSLSA. W10. NJSLSA. SL.	Range of Writing 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. Anchor Standards: Speaking and Listening
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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 / ST ANDARD	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	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.
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 / ST ANDARD	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	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
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 STATEMENT CONTENT STATEMENT CUMULATIVE PROGRESS INDICATOR NJ.L.5. Progress Indicators for Language STRAND CONTENT AREA / STANDARD CONTENT STATEMENT CUMULATIVE PROGRESS INDICATOR NJ.L.5. Progress Indicators for Language STRAND Conventions of Standard English Conventions of Standard English English Capitalization, punctuation, and spelling when writing, spelling when writing, spelling references as needed. PROGRESS INDICATOR NJ.L.5. Progress Indicators for Language Conventions of Standard English Capitalization, punctuation, and spelling when writing references as needed. Progress Indicators Knowledge of Language Conventions when writing, speaking, reading, or listening. CUMULATIVE L5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. CUMULATIVE L5.3. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Progress Indicators CUMULATIVE L5.3. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
CUMULATIVE PROGRESS INDICATOR NJ.L.5. Progress Indicators for Language CONTENT AREA I STANDARD STRAND CONTENT STATEMENT CUMULATIVE PROGRESS INDICATOR NJ.L.5. Progress Indicators for Language CONTENT STATEMENT CUMULATIVE PROGRESS INDICATOR NJ.L.5. Spell grade-appropriate words correctly, consulting references as needed. Progress Indicators for Language CONTENT AREA I STAND Knowledge of Language CONTENT AREA I STAND Knowledge of Language CONTENT STATEMENT CUMULATIVE L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. CUMULATIVE PROGRESS INDICATOR COMPLETE L.5.3. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. CUMULATIVE PROGRESS INDICATOR CUMULATIVE L.5.3. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. CUMULATIVE L.5.3. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
PROGRESS INDICATOR CONTENT AREA / STANDARD 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 CONTENT AREA / STANDARD STRAND Knowledge of Language CONTENT AREA / STANDARD Knowledge of Language CONTENT STATEMENT L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. CUMULATIVE PROGRESS INDICATOR CUMULATIVE L.5.3A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. CUMULATIVE L.5.3B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
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STATEMENT CUMULATIVE PROGRESS INDICATOR L.5.2.E. Spell grade-appropriate words correctly, consulting references as needed. CONTENT AREA / STANDARD STRAND Knowledge of Language CONTENT STATEMENT CUMULATIVE PROGRESS INDICATOR L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. CUMULATIVE PROGRESS INDICATOR CUMULATIVE L.5.3. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. CUMULATIVE 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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CUMULATIVE PROGRESS INDICATOR L.5.3.A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. CUMULATIVE L.5.3.B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
PROGRESS INDICATOR CUMULATIVE L.5.3.B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
PROGRESS INDICATOR
CONTENT NJ.L.5. Progress Indicators for Language AREA / ST ANDARD
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 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. PROGRESS INDICATOR
CONTENT NJ.L.5. Progress Indicators for Language AREA / ST ANDARD
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 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52
		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
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

Production and Distribution of Writing

STRAND

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	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	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	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.
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	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
CONTENT	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.
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.
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 3: RETELLING NARRATIVE STORIES Week 6 Page 53-60
		New Jersey Student Learning Standards
		Language Arts
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Grade 5 - Adopted: 2016

CONTENT AREA / STANDARD

R.

NJSLSA. Anchor Standards: Reading

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

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

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. 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. 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.I	_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.I	_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.I	_ 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	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.
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 / ST ANDARD	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	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
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 / ST ANDARD	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 / ST ANDARD	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 5 reading and content, choosing flexibly from a range of strategies.
CUMULATIVE PROGRESS	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 ph

STRAND	Vocabulary Acquisition and Use
CONTENT STATEMENT	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.

INDICATOR

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. 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	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 STATEMENT	NJSLSA. L2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CONTENT AREA / STANDARD	NJSLSA.I	- 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	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.
	DE E 4 A	Read grade-level text with purpose and understanding.
CUMULATIVE PROGRESS INDICATOR	KF.5.4.A.	
PROGRESS		Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
PROGRESS INDICATOR CUMULATIVE PROGRESS		
PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CONTENT AREA I	RF.5.4.C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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.5.8.	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	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 / ST ANDARD	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 / ST ANDARD	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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CONTENT
AREA /
STANDARD

$\ensuremath{\mathsf{NJSLSA}}.$ 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. 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 / ST ANDARD	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

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

AREA / STANDARD	W.	Allelior 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.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

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CONTENT AREA / STANDARD

CONTENT

STATEMENT

RI.5.2.

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

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	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	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.5.8.	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.
	N13.14/ E	Book and Indiana for Medica
CONTENT AREA / STANDARD	NJ.W.5.	Progress Indicators for Writing
AREA /	NJ.W.5.	Research to Build and Present Knowledge
AREA / STANDARD	W.5.9.	
STANDARD STRAND CONTENT		Research to Build and Present Knowledge
STRAND CONTENT STATEMENT CUMULATIVE PROGRESS	W.5.9.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to
STRAND STRAND CONTENT STATEMENT CUMULATIVE PROGRESS INDICATOR CONTENT AREA /	W.5.9. W.5.9.B.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]").
STRAND CONTENT STATEMENT CUMULATIVE PROGRESS INDICATOR CONTENT AREA / STANDARD	W.5.9. W.5.9.B.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]"). Progress Indicators for Writing
STRAND CONTENT STATEMENT CUMULATIVE PROGRESS INDICATOR CONTENT AREA / STANDARD STRAND CONTENT	W.5.9. W.5.9.B. NJ.W.5.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]"). Progress Indicators for Writing 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
STRAND CONTENT STATEMENT CUMULATIVE PROGRESS INDICATOR CONTENT AREA / STANDARD STRAND CONTENT STATEMENT CONTENT STATEMENT	W.5.9. W.5.9.B. NJ.W.5.	Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]"). Progress Indicators for Writing 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.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).

UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 77-84

Language Arts

Grade 5 - Adopted: 2016

STATEMENT

W6.

NJSLSA. Anchor Standards: Reading

NJOLOA.	Anchor	Stanuarus.	Reauing
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. 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 / ST ANDARD	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	NJSLSA.	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. 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.I	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.I	- 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.

STRAND		Vocabulary Acquisition and Use
STRAND		Vocabulary Acquisition and ose
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	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	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
AREA /	NJ.W.5.	Progress Indicators for Writing Production and Distribution of Writing
AREA / ST ANDARD	NJ.W.5. W.5.4.	
ST RAND CONTENT		Production and Distribution of Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and
STRAND CONTENT STATEMENT CONTENT	W.5.4.	Production and Distribution of Writing 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.) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising,
AREA / STANDARD STRAND CONTENT STATEMENT CONTENT STATEMENT CONTENT	W.5.4. W.5.5.	Production and Distribution of Writing 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.) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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
AREA / STANDARD STRAND CONTENT STATEMENT CONTENT STATEMENT CONTENT STATEMENT CONTENT STATEMENT	W.5.4. W.5.5.	Production and Distribution of Writing 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.) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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.
AREA / STANDARD STRAND CONTENT STATEMENT CONTENT STATEMENT CONTENT STATEMENT CONTENT STATEMENT CONTENT STATEMENT	W.5.4. W.5.5.	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.) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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. Progress Indicators for Writing
AREA / STANDARD STRAND CONTENT STATEMENT CONTENT STATEMENT CONTENT STATEMENT CONTENT STATEMENT CONTENT AREA / STANDARD STRAND CONTENT	W.5.4. W.5.5. W.5.6.	Production and Distribution of Writing 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.) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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. Progress Indicators for Writing Research to Build and Present Knowledge Recall relevant information from experiences or gather relevant information from print and digital sources; summarize

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	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 / ST ANDARD	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	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

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. 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 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

		- curve
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.I	- 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.I	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.I	_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 are 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
AREA /	NJ.W.5.	Progress Indicators for Writing Text Types and Purposes
AREA / ST ANDARD	NJ.W.5.	
STRAND CONTENT		Text Types and Purposes
STRAND CONTENT STATEMENT CUMULATIVE PROGRESS	W.5.2.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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.
STRAND CONTENT STATEMENT CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS	W.5.2. W.5.2.A.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to
STRAND CONTENT STATEMENT CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR	W.5.2.A. W.5.2.B.	Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to topic.

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	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 / ST ANDARD	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	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	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	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	NJ.L.5.	Progress Indicators for Language

AREA / STANDARD

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

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New Jersey Student Learning Standards Language Arts

Grade 5 - Adopted: 2016

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

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

CONTENT
AREA /
STANDARD

 $\ensuremath{\mathsf{NJSLSA}}.$ 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. 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		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.I	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.I	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.

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		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.
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.
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.5.2.	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	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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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. 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		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 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.I	_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.I	_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.I	_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	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	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.

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

STRAND Range of Writing WS-10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter sime homes (a single sitting or a day of two) for a range of discipline-specific basis, purposes, and auditorizes. CONTENT AREA I STANDARD N3.SLS. Progress Indicators for Speaking and Listening STANDARD COMPENT AREA I STANDARD COMPENT STANDARD STRAND COMPENT STATEMENT SLS.2. Summarize a written text read about or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). CONTENT STATEMENT CONTENT STANDARD LS-1. Demonstrate command of the conventions of standard English grammar and usage when writing or serimences. CONTENT STANDARD LS-1. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular serimences. CONTENT AREA I STANDARD CONTENT LS-2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CONTENT STANDARD CONTENT LS-2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CONTENT STANDARD CONTENT LS-2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CONTENT STANDARD CONTENT STANDARD Knowledge of Language STRAND Knowledge of Language STRAND LS-3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	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 STATEMENT W.5.1.0. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single siting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CONTENT AREA (STANDARD) STRAND Comprehension and Collaboration CONTENT SL5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally). CONTENT STATEMENT NJ.L5. Progress Indicators for Language STRAND Conventions of Standard English Content L5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CUMULATIVE PROGRESS INDICATOR NJ.L5. Progress Indicators for Language STRAND Conventions of Standard English in verb tense. CUMULATIVE L5.1. Recognize and correct inappropriate shifts in verb tense. CONTENT STANDARD Conventions of Standard English Content NJ.L5. Progress Indicators for Language STRAND Conventions of Standard English Content NJ.L5. Progress Indicators for Language STRAND Conventions of Standard English Content L5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CONTENT STANDARD CONTENT L5.2. Spell grade-appropriate words correctly, consulting references as needed. ROCCHIENT NJ.L5. Progress Indicators for Language STRAND Knowledge of Language CONTENT NJ.L5. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	AREA /	NJ.W.5.	Progress Indicators for Writing
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AREA / STANDARD STRAND Knowledge of Language CONTENT L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	PROGRESS	L.5.2.E.	Spell grade-appropriate words correctly, consulting references as needed.
CONTENT L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	AREA /	NJ.L.5.	Progress Indicators for Language
	STRAND		Knowledge of Language
		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 14 Page 123-134
New Jersey Student Learning Standards Language Arts Grade 5 - Adopted: 2016		
		Grade 3 - Adopted. 2010
CONTENT AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
AREA /		
AREA / STANDARD		Anchor Standards: Reading Key Ideas and Details
ST RAND CONTENT	NJSLSA. R2.	Anchor Standards: Reading Key Ideas and Details Determine central ideas or themes of a text and analyze their development; summarize the key supporting details
ST RAND CONTENT STATEMENT CONTENT	NJSLSA. R2. NJSLSA. R3.	Anchor Standards: Reading Key Ideas and Details Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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STRAND CONTENT STATEMENT CONTENT STATEMENT CONTENT AREA / STAND CONTENT STATEMENT CONTENT STATEMENT CONTENT STATEMENT CONTENT STATEMENT CONTENT STATEMENT	NJSLSA. R2. NJSLSA. R3. NJSLSA. R. NJSLSA. R4. NJSLSA. R5.	Key Ideas and Details Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Anchor Standards: Reading Craft and Structure 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. 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. 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 / ST ANDARD	NJSLSA. W.	Anchor Standards: Writing
STRAND		Research to Build and Present Knowledge
CONTENT	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 / ST ANDARD	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
011000		Commission 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.
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 / ST ANDARD	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	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	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	W.5.2.D.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

CONTENT
AREA /
STANDARD

STATEMENT

quantitatively, and orally).

NJ.W.5. Progress Indicators for Writing

STANDARD		
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	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 / ST ANDARD	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 L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including **STATEMENT** those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 135-138

New Jersey Student Learning Standards Language Arts

Grade 5 - Adopted: 2016

CONTENT AREA /

STATEMENT

W2.

NJSLSA. Anchor Standards: Reading

AREA / STANDARD	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. 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		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	NJSLSA.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately

through the effective selection, organization, and analysis of content.

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.

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

CONTENT AREA / STANDARD

CONTENT

STATEMENT

W6.

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.

Range of Writing

CONTENT NJSLSA. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a STATEMENT W10. 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	NJSLSA.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
STATEMENT	L2.	

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.

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 / ST ANDARD	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 / ST ANDARD	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	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 / ST ANDARD	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	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. 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

CONTENT STATEMENT

W.5.1.

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. 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		Vocabulary Acquisition and Use
CONTENT	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

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 / ST ANDARD	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
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
	\\/ F 0	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize
CONTENT STATEMENT	W.5.8.	or paraphrase information in notes and finished work, and provide a list of sources.
	W.5.8.	or paraphrase information in notes and finished work, and provide a list of sources. Progress Indicators for Writing
STATEMENT CONTENT AREA /		

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	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

NJSLSA. Anchor Standards: Writing W.

31 ANDARD		
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. 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.I	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.

gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CONTENT
AREA /
STANDARD

STRAND

NJ.W.5. Progress Indicators for Writing

STANDARD				
STRAND		Text Types and Purposes		
CONTENT	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	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		
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		

Research to Build and Present Knowledge

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		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		
		Knowledge of Language		
STRAND		Knowledge of Language		

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	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	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
CONTENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	
CONTENT	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.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	

CONTENT	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.5.3.	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.		
CONTENT AREA / ST ANDARD	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, a 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	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		Range of Writing		
CONTENT	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.		

audiences.

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	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.5.6.	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

STATEMENT

W2.

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. 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		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. 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	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 /	NJSLSA.L	Anchor Standards: Language			
STANDARD					
STANDARD		Conventions of Standard English			

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	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.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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	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 / ST ANDARD	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	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	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	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 8: FORMAL ESSAY MODELS Week 20 Page 177-194

CONTENT
AREA /
STANDARD

NJSLSA. Anchor Standards: Reading R.

OTAILDAILD		
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 AREA / STANDARD	NJSLSA. R.	Anchor Standards: Reading
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. 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 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.I	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 /	NJSLSA.L	_Anchor Standards: Language
STANDARD		
		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 whe 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 tex
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 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 a evidence support which point(s).
		Progress Indicators for Reading Foundation Skills
CONTENT AREA / STANDARD	NJ.RF.5.	1 Togress materials for Reading Foundation Skins

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.
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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.
PROGRESS	W.5.2.A. W.5.2.B.	headings, illustrations, and multimedia when useful to aiding comprehension.
PROGRESS INDICATOR CUMULATIVE PROGRESS		headings, illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the
PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS	W.5.2.B. W.5.2.D.	headings, illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CONTENT AREA /	W.5.2.B. W.5.2.D.	headings, illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Use precise language and domain-specific vocabulary to inform about or explain the topic.
PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CONTENT AREA / STANDARD	W.5.2.B. W.5.2.D.	headings, illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Use precise language and domain-specific vocabulary to inform about or explain the topic. Progress Indicators for Writing
PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CONTENT AREA / STANDARD STRAND CONTENT	W.5.2.B. W.5.2.D.	headings, illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Use precise language and domain-specific vocabulary to inform about or explain the topic. Progress Indicators for Writing Production and Distribution of Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and

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	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	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	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	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. Anchor Standards: Reading R.

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

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

CONTENT AREA / STANDARD

INDICATOR

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
		Conventions of Standard English
STRAND		Conventions of Standard Linguish

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 / ST ANDARD	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 9: FORMAL CRITIQUE Week 22 Page 217-232
		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	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
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. 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 / ST ANDARD	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	NJ.W.5.	Progress Indicators for Writing
AREA / ST ANDARD		Trogress maloators for writing
AREA /		Text Types and Purposes
AREA / STANDARD	W.5.3.	
STANDARD STRAND CONTENT		Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique,
STRAND CONTENT STATEMENT CUMULATIVE PROGRESS	W.5.3.	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event
STRAND CONTENT STATEMENT CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS	W.5.3. W.5.3.A.	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
STRAND STRAND CONTENT STATEMENT CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR	W.5.3.A. W.5.3.D. W.5.3.E.	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use concrete words and phrases and sensory details to convey experiences and events precisely.
STRAND CONTENT STATEMENT CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CONTENT AREA /	W.5.3.A. W.5.3.D.	Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events.

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	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
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).

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 / ST ANDARD	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 grad 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
STRAND		vocabulary Acquisition and ose
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 9: FORMAL CRITIQUE Week 23 Page 233-244
		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
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. 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 / ST ANDARD	NJSLSA.I	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.I	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.I	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	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
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
STRAND CONTENT STATEMENT	L.5.1.	Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CONTENT	L.5.1. L.5.1.A.	Demonstrate command of the conventions of standard English grammar and usage when writing or
CONTENT STATEMENT CUMULATIVE PROGRESS		Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular
CONTENT STATEMENT CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS	L.5.1.A.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
CONTENT STATEMENT CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CONTENT AREA /	L.5.1.A.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Recognize and correct inappropriate shifts in verb tense.
CONTENT STATEMENT CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CONTENT AREA / STANDARD	L.5.1.A.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Recognize and correct inappropriate shifts in verb tense. Progress Indicators for Language
CONTENT STATEMENT CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CONTENT AREA / STANDARD STRAND CONTENT	L.5.1.A. L.5.1.D. NJ.L.5.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Recognize and correct inappropriate shifts in verb tense. Progress Indicators for Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and
CONTENT STATEMENT CUMULATIVE PROGRESS INDICATOR CUMULATIVE PROGRESS INDICATOR CONTENT AREA / STANDARD STRAND CONTENT STATEMENT CUMULATIVE PROGRESS	L.5.1.A. L.5.1.D. NJ.L.5.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. Recognize and correct inappropriate shifts in verb tense. Progress Indicators for Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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 / ST ANDARD	NJ.L.5.	Progress Indicators for Language
STRAND		Vocabulary Acquisition and Use
CONTENT	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		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 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

Production and Distribution of Writing

STRAND

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 / ST ANDARD	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 topic or subject area.
CONTENT AREA / ST ANDARD	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	W.5.2.B.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to 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).