

# New Jersey Student Learning Standards for English Language Arts and Student Learning Objectives

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## *Grade 5 – Unit 2: Structures of Text and Point of View*

### **Rationale**

After working through the basic foundational skills in module one, students will continue to explore fiction and nonfiction texts taking it to a higher level by considering text structures and author’s points of view. This module pushes readers and writers to analyze how texts are written and why structure plays an important role in communicating ideas. This module presents a shift from the narrative writing lens to the opinion lens. Students will explore how the point of view both in fiction and nonfiction differ and are utilized for a variety of purposes in reading and writing. There will be opportunities for students to share their thinking and point of view about what they have read, while applying a variety of structures to their writing.

### *Grade 5 – Unit 2, Module A*

<b>Standard</b>	<b>Student Learning Objectives</b> <b>We are learning to... / We are learning that...</b>
<b>RL.5.1.</b> Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"><li>▪ make relevant connections when explaining what the text says explicitly</li><li>▪ make relevant connections to a text when drawing inferences</li></ul>
<b>RL.5.3.</b> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	<ul style="list-style-type: none"><li>▪ specific details in a text are used to compare or contrast two or more characters</li><li>▪ specific details in a text are used to compare or contrast two or more settings or events</li><li>▪ compare and contrast two or more characters in a story or drama, drawing on specific details in the text (e.g., how characters interact)</li><li>▪ compare and contrast the setting in a story or drama, drawing on specific details in the text (e.g., how characters interact)</li><li>▪ compare and contrast events in a story or drama, drawing on specific details in the text (e.g., how characters interact)</li></ul>
<b>RL.5.5.</b> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	<ul style="list-style-type: none"><li>▪ explain how a series of chapters fits together to provide the overall structure of a particular story</li><li>▪ explain how a series of scenes fits together to provide the overall structure of a particular drama</li><li>▪ explain how a series of stanzas fits together to provide the overall structure of a particular poem</li></ul>

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Standard	Student Learning Objectives We are learning to... / We are learning that...
<b>RL.5.6.</b> Describe how a narrator’s or speaker’s point of view influences how events are described.	<ul style="list-style-type: none"> <li>▪ a narrator’s or speaker’s point of view influences how events are described</li> <li>▪ describe how a narrator’s point of view influences how events are described</li> <li>▪ describe how a speaker’s point of view influences how events are described</li> </ul>
<b>RL.5.9.</b> Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	<ul style="list-style-type: none"> <li>▪ stories, myths, and traditional literature from different cultures can have similar themes and topics and patterns of events</li> <li>▪ reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes in stories, myths, and traditional literature from different cultures</li> <li>▪ reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of topics (e.g., opposition of good and evil) in stories, myths, and traditional literature from different cultures</li> </ul>
<b>W.5.1.</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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.	<ul style="list-style-type: none"> <li>▪ write opinion pieces on topics or texts</li> <li>▪ support a point of view with reasons and information</li> <li>▪ introduce a topic or text clearly</li> <li>▪ state an opinion</li> <li>▪ create an organizational structure in which ideas are logically grouped to support the writer’s purpose</li> </ul>
<b>W.5.1.</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information. B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.	<ul style="list-style-type: none"> <li>▪ provide logically ordered reasons that are supported by facts and details from text(s.)</li> <li>▪ quote directly from text when appropriate</li> </ul>
<b>W.5.1.</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information. C. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i> ).	<ul style="list-style-type: none"> <li>▪ link opinion and reasons using words (e.g., <i>consequently</i>, <i>specifically</i>)</li> <li>▪ link opinion and reasons using phrases</li> <li>▪ link opinion and reasons using clauses</li> </ul>

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<b>W.5.1.</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information. D. Provide a conclusion related to the opinion presented	<ul style="list-style-type: none"> <li>▪ provide a conclusion related to the opinion presented</li> </ul>
<b>W.5.5.</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<ul style="list-style-type: none"> <li>▪ you can make writing stronger by planning, revising, editing, re-writing, or trying a new approach</li> <li>▪ try a new approach to develop and strengthen writing as needed with guidance and support from peers and adults</li> </ul>
<b>W.5.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. B. 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]”).	<ul style="list-style-type: none"> <li>▪ 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]”)</li> </ul>
<b>W.5.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]”).	<ul style="list-style-type: none"> <li>▪ 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]”)</li> </ul>
<b>W.5.10.</b> 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.	<ul style="list-style-type: none"> <li>▪ writing takes stamina and time, as appropriate to the specific task</li> <li>▪ write routinely over extended time frames for reflection</li> <li>▪ write routinely over extended time frames for metacognition/self-correction</li> </ul>
<b>SL.5.2.</b> Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).	<ul style="list-style-type: none"> <li>▪ summarize information presented in diverse media and formats (e.g., visually, quantitatively, and orally)</li> </ul>
<b>SL.5.4.</b> 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.	<ul style="list-style-type: none"> <li>▪ present an opinion</li> <li>▪ sequence ideas logically and using appropriate facts and relevant, descriptive details to support themes</li> <li>▪ speak clearly at an understandable pace</li> </ul>

## New Jersey Student Learning Standards for English Language Arts and Student Learning Objectives

Standard	Student Learning Objectives We are learning to... / We are learning that...
<p><b>L.5.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>B. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses.</p>	<ul style="list-style-type: none"> <li>▪ the use of conventions of standard English grammar and usage help to communicate ideas effectively when writing or speaking</li> <li>▪ form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses</li> </ul>
<p><b>L.5.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>	<ul style="list-style-type: none"> <li>▪ use knowledge of language and its conventions when writing, speaking, reading, or listening</li> <li>▪ expand, combine, and reduce sentences for meaning, reader/listener interest, and style when writing, speaking, reading, or listening</li> </ul>
<p><b>L.5.4.</b> 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.</p> <p>B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p>	<ul style="list-style-type: none"> <li>▪ use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>)</li> </ul>
<p><b>L.5.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>B. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<ul style="list-style-type: none"> <li>▪ figurative language, word relationships and nuances contribute to the meaning of a text</li> <li>▪ demonstrate understanding of figurative language, word relationships, and nuances in word meanings</li> <li>▪ recognize and explain the meaning of common idioms, adages, and proverbs</li> </ul>
<p><b>L.5.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<ul style="list-style-type: none"> <li>▪ use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words</li> </ul>
<p><b>L.5.6.</b> 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., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p>	<ul style="list-style-type: none"> <li>▪ determine or clarify the meaning of unknown and multiple-meaning words based on grade 5 reading and content, choosing flexibly from a range of strategies</li> </ul>

# New Jersey Student Learning Standards for English Language Arts and Student Learning Objectives

## Grade 5 – Unit 2, Module B

Standard	Student Learning Objectives We are learning to... / We are learning that...
<b>RI.5.1.</b> Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> <li>▪ make relevant connections when explaining what the text says explicitly</li> <li>▪ make relevant connections to a text when drawing inferences</li> </ul>
<b>RI.5.5.</b> 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	<ul style="list-style-type: none"> <li>▪ the structure of events, ideas, concepts or information contained in separate texts can have differences and similarities</li> <li>▪ you can 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</li> </ul>
<b>RI.5.8.</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	<ul style="list-style-type: none"> <li>▪ explain how an author identifies which reasons and evidence support which point(s)</li> </ul>