

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

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Grade 5 – Unit 3: Informative / Explanatory Text and Writing

Rationale

This module pushes readers and writers to analyze text and consider what an author is saying about a topic or societal issue. In the previous module, students wrote about their opinion, now they move towards being critical consumers of text and understand bias to formulate claims about a topic or issue. This module is designed to help students become producers of content to raise awareness about the world. This module presents a shift from the opinion to the informative/explanatory lenses.

Grade 5 – Unit 3, Module A

Standard	Student Learning Objectives We are learning to... / We are learning that...
RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	<ul style="list-style-type: none">▪ there are relationships between individuals, events, ideas, or concepts that interact within the text▪ explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text▪ explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a scientific text based on specific information in the text▪ explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a technical text based on specific information in the text
RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<ul style="list-style-type: none">▪ the same event or topic can be represented by different points of view▪ note important similarities and differences in the point of view they represent▪ analyze multiple accounts of the same event or topic
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.	<ul style="list-style-type: none">▪ information can be drawn on from multiple print or digital sources quickly and efficiently▪ draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly

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RI.5.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<ul style="list-style-type: none"> ▪ reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write about the subject knowledgeably ▪ reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to speak about the subject knowledgeably
W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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.	<ul style="list-style-type: none"> ▪ write informative/explanatory texts to examine a topic and convey ideas and information clearly ▪ introduce a topic clearly to provide a focus ▪ group related information logically ▪ include text features such as headings, illustrations, and multimedia when useful to aiding comprehension
W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	<ul style="list-style-type: none"> ▪ develop the topic with facts, definitions, concrete details, quotations from a source, or other information and examples related to the topic
W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., <i>in contrast</i> , <i>especially</i>).	<ul style="list-style-type: none"> ▪ link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>)
W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. D. Use precise language and domain-specific vocabulary to inform about or explain the topic.	<ul style="list-style-type: none"> ▪ use precise language and domain-specific vocabulary to inform about the topic ▪ use precise language and domain-specific vocabulary to explain the topic ▪ the use of precise language and domain specific vocabulary can be used to explain and inform about a topic

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W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. E. Provide a conclusion related to the information of explanation presented	<ul style="list-style-type: none"> ▪ provide a conclusion related to the information of explanation presented
W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	<ul style="list-style-type: none"> ▪ produce clear and coherent writing in which the development is appropriate to the task, purpose, and audience ▪ produce clear and coherent writing in which the organization is appropriate to the task, purpose, and audience
W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic	<ul style="list-style-type: none"> ▪ several sources can be used to research or investigate a topic in order to build knowledge ▪ build knowledge by researching different perspectives
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.	<ul style="list-style-type: none"> ▪ there is a difference between paraphrasing and quoting ▪ writers summarize and paraphrase information ▪ recall relevant information from experiences ▪ gather relevant information from print and digital sources
SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	<ul style="list-style-type: none"> ▪ reasons and evidence are used to summarize the points a speaker makes ▪ summarize the points a speaker makes ▪ explain how each claim is supported by reasons and evidence
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.	<ul style="list-style-type: none"> ▪ report on a topic ▪ report on a text ▪ sequence ideas logically and using appropriate facts and relevant, descriptive details to support main ideas
SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	<ul style="list-style-type: none"> ▪ multimedia components can enhance the development of main ideas or themes ▪ include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas
SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	<ul style="list-style-type: none"> ▪ speakers adapt their speech appropriate to a task and situation