

**Year at a Glance: ELA Grade 5 Student Learning Objectives Clustered by Unit**

**DOCUMENT KEY: WALT (That) ... indicates a concept. WALT (To) ... indicates a skill.**

Key	Focus - Explicit Instruction and Assessment Revisited and Reinforced Not Addressed in the Unit	Units	Unit 1 Interpreting Text for Meaning Using Evidence		Unit 2 Structures of Text and Point of View		Unit 3 Informative / Explanatory Text and Writing	Unit 4 Multigenre Reading and Writing	
			1A	1B	2A	2B	3	4A	4B
<b>NJSLS</b>	<b>SLO</b>								
<b>READING LITERATURE</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.	WALT recall what makes a quote relevant	1							
	WALT quote accurately from a text	1							
	WALT quoting accurately from a text supports drawing inferences	1							
	WALT make relevant connections when explaining what the text says explicitly	2							
	WALT make relevant connections to a text when drawing inferences	2							
<b>RL.5.2.</b> Determine the key details in a story, drama or poem to identify the theme and to summarize the text.	WALT key details are needed to summarize a text	1							
	WALT summarize the text using key details	1							
	WALT determine the key details in a story, drama or poem	1							
	WALT key details are needed to identify the theme of a text	1							
	WALT identify the theme using key details	1							
<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).	WALT specific details in a text are used to compare or contrast two or more characters	2							
	WALT specific details in a text are used to compare or contrast two or more settings or events	2							
	WALT compare and contrast two or more characters in a story or drama, drawing	2							
	WALT compare and contrast the setting in a story or drama, drawing on specific	2							
	WALT compare and contrast events in a story or drama, drawing on specific	2							
<b>RL.5.4.</b> Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	WALT determine the meaning of words as they are used in a text	1							
	WALT word meanings, including figurative language such as metaphors and	1							
	WALT determine the meaning of phrases as they are used in a text, including figurative language such as metaphors and similes	1							
<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.	WALT explain how a series of chapters fits together to provide the overall	2							
	WALT explain how a series of scenes fits together to provide the overall	2							
	WALT explain how a series of stanzas fits together to provide the overall	2							
	WALT stories, dramas, and poems have different structures	4							
<b>RL.5.6.</b> Describe how a narrator's or speaker's point of view influences how events are described.	WALT a narrator's or speaker's point of view influences how events are described	2							
	WALT describe how a narrator's point of view influences how events are described	2							
	WALT describe how a speaker's point of view influences how events are described	2							
	WALT analyze visual elements	4							

**Year at a Glance: ELA Grade 5 Student Learning Objectives Clustered by Unit**

**DOCUMENT KEY:** WALT (That) ... indicates a concept. WALT (To) ... indicates a skill.

Key	Focus - Explicit Instruction and Assessment Revisited and Reinforced Not Addressed in the Unit	Units	Unit 1 Interpreting Text for Meaning Using Evidence		Unit 2 Structures of Text and Point of View		Unit 3 Informative / Explanatory Text and Writing	Unit 4 Multigenre Reading and Writing	
			1A	1B	2A	2B	3	4A	4B
<b>NJSLS</b>	<b>SLO</b>								
<b>RL.5.7.</b> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	WALT analyze how visual elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth,	4							
	WALT visual elements contribute to the meaning, tone and beauty of the text (e.	4							
	WALT analyze multimedia elements	4							
	WALT analyze how multimedia elements contribute to the meaning, tone, or	4							
	WALT multimedia elements contribute to the meaning, tone and beauty of the	4							
<b>RL.5.8</b> ( Not applicable to literature )	<i>Not applicable.</i>	N/A							
<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.	WALT stories, myths, and traditional literature from different cultures can have similar themes and topics and patterns of events	2							
	WALT 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	2, 4							
	WALT 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	2, 4							
	WALT reflect on (e.g. practical knowledge, historical/cultural context, and	4							
<b>RL.5.10.</b> 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.	WALT by the end of the year, we will have learned to read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed	4							
<b>READING INFORMATIONAL TEXT</b>									
<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.	WALT quote accurately from a text	1							
	WALT determine what makes a quote relevant	1							
	WALT our explanations must be relevant to the quote	1							
	WALT make relevant connections when explaining what the text says explicitly	2							
	WALT make relevant connections to a text when drawing inferences	2							
<b>RI.5.2.</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	WALT a text can have more than one main idea	1							
	WALT explain how the main ideas are supported by key details	1							
	WALT summarize the text	1							
<b>RI.5.3.</b> Explain the relationships or interactions between two or more	WALT there are relationships between individuals, events, ideas, or concepts that	3							
	WALT explain the relationships or interactions between two or more individuals,	3							

**Year at a Glance: ELA Grade 5 Student Learning Objectives Clustered by Unit**

**DOCUMENT KEY: WALT (That) ... indicates a concept. WALT (To) ... indicates a skill.**

Key	Focus - Explicit Instruction and Assessment Revisited and Reinforced Not Addressed in the Unit	Units	Unit 1 Interpreting Text for Meaning Using Evidence		Unit 2 Structures of Text and Point of View		Unit 3 Informative / Explanatory Text and Writing	Unit 4 Multigenre Reading and Writing	
			1A	1B	2A	2B	3	4A	4B
<b>NJSLS</b>	<b>SLO</b>								
individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	WALT explain the relationships or interactions between two or more individuals,	3							
	WALT explain the relationships or interactions between two or more individuals,	3							
<b>RI.5.4.</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	WALT determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 5 topic or subject area	1							
<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	WALT the structure of events, ideas, concepts or information contained in separate texts can have differences and similarities	2							
	WALT 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	2, 4							
	WALT compare and contrast the overall structure (e.g., chronology, comparison,	4							
<b>RI.5.6.</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	WALT the same event or topic can be represented by different points of view	3							
	WALT note important similarities and differences in the point of view they represent	3							
	WALT analyze multiple accounts of the same event or topic	3							
<b>RI.5.7.</b> 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.	WALT information can be drawn on from multiple print or digital sources quickly and efficiently	3							
	WALT draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly	3							
<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).	WALT explain how an author identifies which reasons and evidence support which point(s)	2							
<b>RI.5.9.</b> 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.	WALT reflect on (e.g. practical knowledge, historical/cultural context, and	3							
	WALT reflect on (e.g. practical knowledge, historical/cultural context, and	3							
	WALT integrate (e.g. practical knowledge, historical/cultural context, and	4							
	WALT integrate (e.g. practical knowledge, historical/cultural context, and	4							
	WALT integrate and reflect on (e.g. practical knowledge, historical/cultural	4							
	WALT integrate and reflect on (e.g. practical knowledge, historical/cultural	4							
<b>RI.5.10.</b>	WALT read and comprehend literary nonfiction at grade level text-complexity or								
<b>READING FOUNDATION SKILLS</b>									
<b>RF.5.3.</b> Know and apply grade-level phonics and word analysis skills in decoding and encoding words	WALT know and apply grade level phonics and word analysis skills in decoding and encoding words	1							

**Year at a Glance: ELA Grade 5 Student Learning Objectives Clustered by Unit**

**DOCUMENT KEY: WALT (That) ... indicates a concept. WALT (To) ... indicates a skill.**

Key	Focus - Explicit Instruction and Assessment Revisited and Reinforced Not Addressed in the Unit	Units	Unit 1 Interpreting Text for Meaning Using Evidence		Unit 2 Structures of Text and Point of View		Unit 3 Informative / Explanatory Text and Writing	Unit 4 Multigenre Reading and Writing	
			1A	1B	2A	2B	3	4A	4B
<b>NJSLS</b> <small>decoding and encoding words</small> A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	<b>SLO</b> WALT combine knowledge of all letter correspondence, syllabication patterns and morphology (e.g. roots and affixes) in order to read accurately unfamiliar multi-syllabic words in context and out of context	1							
<b>RF.5.4.</b> Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding.	WALT read with accuracy and fluency to support comprehension	1							
	WALT read texts with purpose and understanding	1							
<b>RF.5.4.</b>	WALT read grade-level prose and poetry orally with accuracy, appropriate rate,	1							
<b>RF.5.4.</b> Read with sufficient accuracy and fluency to support comprehension. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	WALT use context to confirm or self-correct word recognition and understanding, rereading as necessary	1							
<b>WRITING</b>									
<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.	WALT write opinion pieces on topics or texts	2, 4							
	WALT support a point of view with reasons and information	2, 4							
	WALT introduce a topic or text clearly	2							
	WALT state an opinion	2							
	WALT create an organizational structure in which ideas are logically grouped to support the writer's purpose	2							
<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.	WALT provide logically ordered reasons that are supported by facts and details from text(s.)	2							
	WALT quote directly from text when appropriate	2							
<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., consequently, specifically).	WALT link opinion and reasons using words (e.g., consequently, specifically)	2							
	WALT link opinion and reasons using phrases	2							
	WALT link opinion and reasons using clauses	2							

**Year at a Glance: ELA Grade 5 Student Learning Objectives Clustered by Unit**

**DOCUMENT KEY: WALT (That) ... indicates a concept. WALT (To) ... indicates a skill.**

Key	Focus - Explicit Instruction and Assessment Revisited and Reinforced Not Addressed in the Unit	Units	Unit 1 Interpreting Text for Meaning Using Evidence		Unit 2 Structures of Text and Point of View		Unit 3 Informative / Explanatory Text and Writing	Unit 4 Multigenre Reading and Writing	
			1A	1B	2A	2B	3	4A	4B
<b>NJSLS</b>	<b>SLO</b>								
<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	WALT provide a conclusion related to the opinion presented	2							
<b>W.5.2.</b> 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.	WALT write informative/explanatory texts to examine a topic and convey ideas and information clearly	3							
	WALT introduce a topic clearly to provide a focus	3							
	WALT group related information logically	3							
	WALT include text features such as headings, illustrations, and multimedia when useful to aiding comprehension	3							
<b>W.5.2.</b> 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.	WALT develop the topic with facts, definitions, concrete details, quotations from a source, or other information and examples related to the topic	3							
<b>W.5.2.</b> 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., in contrast, especially).	WALT link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially)	3							
<b>W.5.2.</b> 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.	WALT use precise language and domain-specific vocabulary to inform about the topic	3							
	WALT use precise language and domain-specific vocabulary to explain the topic	3							
	WALT the use of precise language and domain specific vocabulary can be used to explain and inform about a topic	3							
<b>W.5.2.</b> 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	WALT provide a conclusion related to the information of explanation presented	3							
<b>W.5.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	WALT using effective technique helps a writer to develop real or imagined experiences in narrative writing	1							
	WALT write narratives to develop real or imagined experiences or events using effective technique	1							
	WALT write narratives to develop real or imagined experiences or events using	1							
	WALT write narratives to develop real or imagined experiences or events using	1							

**Year at a Glance: ELA Grade 5 Student Learning Objectives Clustered by Unit**

**DOCUMENT KEY: WALT (That) ... indicates a concept. WALT (To) ... indicates a skill.**

Key	Focus - Explicit Instruction and Assessment Revisited and Reinforced Not Addressed in the Unit	Units	Unit 1		Unit 2		Unit 3	Unit 4	
			Interpreting Text for Meaning Using Evidence		Structures of Text and Point of View		Informative / Explanatory Text and Writing	Multigenre Reading and Writing	
			1A	1B	2A	2B	3	4A	4B
<b>NJSLS</b>	<b>SLO</b>								
<b>W.5.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	WALT orient the reader by establishing a situation and introducing a narrator and/or characters	1							
	WALT organize an event sequence that unfolds naturally	1							
<b>W.5.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	WALT pacing is a narrative writing technique	1							
	WALT use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events	1							
	WALT use narrative techniques, such as dialogue, description, and pacing, to show the responses of characters to situations	1							
<b>W.5.3.</b>	WALT use a variety of transitional words, phrases, and clauses to manage the	1							
<b>W.5.3.</b>	WALT use concrete words and phrases and sensory details to convey	1							
<b>W.5.3.</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. E. Provide a conclusion that follows from the narrated experiences or events.	WALT provide a conclusion that follows from the narrated experiences or events	1							
<b>W.5.4.</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	WALT produce clear and coherent writing in which the development is appropriate to the task, purpose, and audience	1, 3							
	WALT produce clear and coherent writing in which the organization is appropriate to the task, purpose, and audience	1, 3							
	WALT develop clear and coherent writing according to task, purpose, and audience	1							
	WALT organize clear and coherent writing according to task, purpose, and audience	1							
	WALT different writing genres have their own purpose, audience, organization development	4							
<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.	WALT develop and strengthen writing as needed by planning with guidance and support from peers and adults	1							
	WALT develop and strengthen writing as needed by revising with guidance and support from peers and adults	1							
	WALT develop and strengthen writing as needed by editing with guidance and support from peers and adults	1							
	WALT develop and strengthen writing as needed by re-writing with guidance and support from peers and adults	1							

**Year at a Glance: ELA Grade 5 Student Learning Objectives Clustered by Unit**

**DOCUMENT KEY: WALT (That) ... indicates a concept. WALT (To) ... indicates a skill.**

Key	Focus - Explicit Instruction and Assessment Revisited and Reinforced Not Addressed in the Unit	Units	Unit 1 Interpreting Text for Meaning Using Evidence		Unit 2 Structures of Text and Point of View		Unit 3 Informative / Explanatory Text and Writing	Unit 4 Multigenre Reading and Writing	
			1A	1B	2A	2B	3	4A	4B
<b>NJSLS</b>	<b>SLO</b>								
	WALT you can make writing stronger by planning, revising, editing, re-writing, or trying a new approach	2							
	WALT try a new approach to develop and strengthen writing as needed with guidance and support from peers and adults	2							
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	WALT use technology, including the internet, with some guidance and support	1							
	WALT to use technology, including the internet, to produce and publish writing	1							
	WALT demonstrate sufficient command of keyboarding skills to type a	4							
<b>W.5.7.</b> Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic	WALT several sources can be used to research or investigate a topic in order to	3							
	WALT build knowledge by researching different perspectives	3							
	WALT conduct short research projects	4							
	WALT build knowledge through investigation of different perspectives of a topic	4							
<b>W.5.8.</b> 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.	WALT there is a difference between paraphrasing and quoting	3							
	WALT writers summarize and paraphrase information	3							
	WALT recall relevant information from experiences	3							
	WALT gather relevant information from print and digital sources	3							
	WALT summarize and paraphrase information in notes and finished work	4							
	WALT provide a list of sources for information recalled, gathered, summarized	4							
<b>W.5.9.</b> Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]").	WALT 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]")	2							
<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]").	WALT 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]")	2							
<b>W.5.10.</b>	WALT write routinely for shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences	1							
	WALT write routinely over extended time frames for revision	1							

**Year at a Glance: ELA Grade 5 Student Learning Objectives Clustered by Unit**

**DOCUMENT KEY: WALT (That) ... indicates a concept. WALT (To) ... indicates a skill.**

Key	Focus - Explicit Instruction and Assessment Revisited and Reinforced Not Addressed in the Unit	Units	Unit 1 Interpreting Text for Meaning Using Evidence		Unit 2 Structures of Text and Point of View		Unit 3 Informative / Explanatory Text and Writing	Unit 4 Multigenre Reading and Writing	
			1A	1B	2A	2B	3	4A	4B
<b>NJSLS</b>	<b>SLO</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.	WALT writing takes stamina and time, as appropriate to the specific task	2							
	WALT write routinely over extended time frames for reflection	2							
	WALT write routinely over extended time frames for metacognition/self-correction	2							
<b>SPEAKING and LISTENING</b>									
<b>SL.5.1.</b> 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. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.	WALT engage effectively in a range of collaborative discussions (one-on-one) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly	1							
	WALT engage effectively in a range of collaborative discussions (in groups) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly	1							
	WALT engage effectively in a range of collaborative discussions (teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly	1							
	WALT explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion	1							
<b>SL.5.1.</b> 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. B. Follow agreed-upon rules for discussions and carry out assigned roles.	WALT follow agreed-upon rules for discussions	1							
	WALT carry out assigned roles for discussions	1							
<b>SL.5.1.</b> 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. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	WALT pose to specific questions that contribute to the discussion	1							
	WALT respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others	1							
<b>SL.5.1.</b> 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. D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	WALT review the key ideas expressed and knowledge gained from the discussions	1							
	WALT draw conclusions in light of information and knowledge gained from the discussions	1							



**Year at a Glance: ELA Grade 5 Student Learning Objectives Clustered by Unit**

**DOCUMENT KEY: WALT (That) ... indicates a concept. WALT (To) ... indicates a skill.**

Key	Focus - Explicit Instruction and Assessment Revisited and Reinforced Not Addressed in the Unit	Units	Unit 1		Unit 2		Unit 3	Unit 4	
			Interpreting Text for Meaning Using Evidence		Structures of Text and Point of View		Informative / Explanatory Text and Writing	Multigenre Reading and Writing	
			1A	1B	2A	2B	3	4A	4B
<b>NJSLS</b>	<b>SLO</b>								
<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).	WALT main ideas and details enable speakers to summarize what has been listened to or viewed	1							
	WALT summarize a written text read aloud (e.g., visually, quantitatively, and orally)	1							
	WALT summarize information presented in diverse media and formats (e.g., visually, quantitatively, and orally)	2							
<b>SL.5.3.</b> Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	WALT reasons and evidence are used to summarize the points a speaker makes	3							
	WALT summarize the points a speaker makes	3							
	WALT explain how each claim is supported by reasons and evidence	3							
<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.	WALT present an opinion	2							
	WALT sequence ideas logically and using appropriate facts and relevant, descriptive details to support themes	2							
	WALT speak clearly at an understandable pace	2							
	WALT report on a topic	3							
	WALT report on a text	3							
	WALT sequence ideas logically and using appropriate facts and relevant, descriptive details to support main ideas	3							
<b>SL.5.5.</b> Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	WALT multimedia components can enhance the development of main ideas or themes	3							
	WALT include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes	3							
	WALT include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of themes	4							
<b>SL.5.6.</b> Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	WALT speakers adapt their speech appropriate to a task and situation	3							
	WALT adapt speech to a variety of contexts and tasks	4							
	WALT adapt speech using formal English when appropriate to the situation	4							
<b>LANGUAGE</b>									
<b>L.5.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	WALT explain the function of conjunctions, prepositions, and interjections in general	1							



**Year at a Glance: ELA Grade 5 Student Learning Objectives Clustered by Unit**

DOCUMENT KEY: WALT (That) ... indicates a concept. WALT (To) ... indicates a skill.									
Key	Focus - Explicit Instruction and Assessment		Unit 1		Unit 2		Unit 3	Unit 4	
	Revisited and Reinforced		Interpreting Text for Meaning Using Evidence		Structures of Text and Point of View		Informative / Explanatory Text and Writing	Multigenre Reading and Writing	
	Not Addressed in the Unit		1A	1B	2A	2B	3	4A	4B
NJSLS	SLO	Units							
isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	WALT use a comma to indicate direct address (e.g., Is that you, Steve?)	1							
<b>L.5.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. D. Use underlining, quotation marks, or italics to indicate titles of works.	WALT use underlining, quotation marks, or italics to indicate titles of works	1							
<b>L.5.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. E. Spell grade-appropriate words correctly, consulting references as needed.	WALT spell grade-appropriate words correctly, consulting references as needed	1							
<b>L.5.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	WALT use knowledge of language and its conventions when writing, speaking, reading, or listening	2							
	WALT expand, combine, and reduce sentences for meaning, reader/listener interest, and style when writing, speaking, reading, or listening	2							
<b>L.5.3.</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening. B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	WALT use knowledge of language and its conventions when writing	4							
	WALT use knowledge of language and its conventions when speaking	4							
	WALT use knowledge of language and its conventions when reading	4							
	WALT use knowledge of language and its conventions when listening	4							
	WALT compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems when writing	4							
	WALT compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems when speaking	4							
	WALT compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems when reading	4							
	WALT compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems when listening	4							
<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.	WALT it is important to determine or clarify the meaning of unknown words and multiple meaning words and phrases when reading	1							
	WALT 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	1							



**Year at a Glance: ELA Grade 5 Student Learning Objectives Clustered by Unit**

**DOCUMENT KEY: WALT (That) ... indicates a concept. WALT (To) ... indicates a skill.**

Key	Focus - Explicit Instruction and Assessment Revisited and Reinforced Not Addressed in the Unit	Units	Unit 1 Interpreting Text for Meaning Using Evidence		Unit 2 Structures of Text and Point of View		Unit 3 Informative / Explanatory Text and Writing	Unit 4 Multigenre Reading and Writing	
			1A	1B	2A	2B	3	4A	4B
<b>NJSLS</b>	<b>SLO</b>								
<b>L.5.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	WALT use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words	2							
<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., however, although, nevertheless, similarly, moreover, in addition).	WALT acquire and use accurately grade-appropriate general academic words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition)	2, 4							
	WALT acquire and use accurately grade-appropriate domain-specific words and phrases	4							