

Grade: 5	Unit: Literature	Pacing: 15 days		
Key Ideas and Details				
Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	<p>RL.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.</p>		<p>Text (Units / Pages)</p> <p>Technology / Open Resources Student Activities for Literary Text</p> <p><i>Note: The following resources may cover multiple standards:</i></p> <p>PARCC Online Evidence Tables</p> <p>Point Of View Video</p> <p>Finding the Main Idea - Various Resources</p> <p>Inferencing Practice</p> <p>Fluency Packet</p> <p>Study Island 2a: Text Evidence; 2b Drawing Inferences</p>	<p>Unit 1 Model Curriculum</p> <p>Unit One Assessment Answer Key</p> <p>Unit 4 Model Curriculum</p> <p>Unit 4 Answer Key</p>

<p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p>		<p>Text (Units / Pages) Technology / Open Resources Study Island: 2c Summarizing Texts; 2d Theme; 2e Characters; 2f Setting; 2g Plot</p>	<p>Unit 4 Model Curriculum Unit 4 Answer Key</p>
<p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>RL.5.3. 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).</p>		<p>Text (Units / Pages) Technology / Open Resources Read Works Newsela</p>	<p>Unit 2 Model Curriculum Unit 2 Answer Key Unit 3 Model Curriculum Unit 3 Answer Key</p>

Grade: 5	Unit: Literature	Pacing: 10 days
----------	------------------	-----------------

Craft and Structure

Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
<p>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.</p>	<p>RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>		<p>Text (Units / Pages) Technology / Open Resources Study Island 2h: Figurative Language; 6a Context Clues; 6b Multiple Meaning Words; 6e: Idoms, Adages, Proverbs</p>	<p>Unit 2 Model Curriculum Unit 2 Answer Key Unit 3 Model Curriculum Unit 3 Answer Key</p>
<p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section,</p>	<p>RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall</p>		<p>Text (Units / Pages) Technology / Open Resources</p>	<p>Unit 1 Model Curriculum Unit 1 Assessment Answer Key</p>

chapter, scene, or stanza) relate to each other and the whole.	structure of a particular story, drama, or poem.		Study Island 2i: Structures of Texts	
NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.	RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described		Text (Units / Pages) Technology / Open Resources Study Island 2j: Narrator's Point of View	Unit 1 Model Curriculum Unit 1 Assessment Answer Key

Grade: 5	Unit: Literature Text	Pacing: 10 days
----------	-----------------------	-----------------

Integration of Knowledge and Ideas

Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RL.5.7. 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).		Text (Units / Pages) Technology / Open Resources Study Island 2k: Visual Elements	Unit 3 Model Curriculum Unit 3 Answer Key
NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RL.5.8. (Not applicable to literature)		Text (Units / Pages) Technology / Open Resources Read Works Newsela	
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.	RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g.,		Text (Units / Pages) Technology / Open Resources Study Island 2l: Compare and Contract	

	opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.			
--	--	--	--	--

Grade: 5	Unit: Literature	Pacing: 15 days
----------	------------------	-----------------

Range of Reading and Level of Text Complexity

Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.	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.		Text (Units / Pages) Technology / Open Resources Read Works Newsela	

TM

Grade: 5	Unit: Informational Text	Pacing: 15 days		
Key Ideas and Details				
Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	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.		Text (Units / Pages) Technology / Open Resources	Unit 1 Model Curriculum Unit 1 Assessment Answer Key
NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.		Text (Units / Pages) Technology / Open Resources Main Idea Study Island 3a: Main Idea; Study Island 3b Supporting Details	
NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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.		Text (Units / Pages) Technology / Open Resources Study Island 3c: Events, Ideas, Concepts; 3d Cause and Effect	

Grade: 5	Unit: Informational Text	
----------	--------------------------	--

Craft and Structure

Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
<p>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.</p>	<p>RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p>		<p>Text (Units / Pages)</p> <p>Technology / Open Resources Study Island 3e: Academic Language</p>	
<p>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.</p>	<p>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.</p>		<p>Text (Units / Pages)</p> <p>Technology / Open Resources Study Island 3f: Text Structure</p>	<p>Unit 5 Model Curriculum</p> <p>Unit 5 Answer Key</p>
<p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p>	<p>RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>		<p>Text (Units / Pages)</p> <p>Technology / Open Resources</p>	<p>Unit 5 Model Curriculum</p> <p>Unit 5 Answer Key</p>

Grade: 5		Unit: Informational Text		
Integration of Knowledge and Ideas				
Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	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.		Text (Units / Pages) Technology / Open Resources Study Island 3g: Information from Sources	
NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	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).		Text (Units / Pages) Technology / Open Resources Study Island 3b Supporting Details	
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.	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.		Text (Units / Pages) Technology / Open Resources Read Works Newsela	

Grade: 5	Unit: Informational Text	Pacing: 10 days		
Range of Reading and Level of Text Complexity				
Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.	RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.		Text (Units / Pages) Technology / Open Resources	Unit 5 Model Curriculum Unit 5 Answer Key

Grade: 5	Unit: Reading Foundation Skills	Pacing: 10 days		
Phonics and Word Recognition				
Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
	RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes)		Text (Units / Pages) Technology / Open Resources Student Activities for Reading Foundation Skills	

	<p>to read accurately unfamiliar multisyllabic words in context and out of context.</p>			
--	---	--	--	--

Grade: 5	Unit: Reading Foundation Skills	Pacing: 10 days
----------	---------------------------------	-----------------

Fluency				
----------------	--	--	--	--

Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
------------------------------------	--	---------------------	------------	-----------------------

	<p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, 		<p>Text (Units / Pages)</p> <p>Technology / Open Resources</p> <p>Read Works</p> <p>Newsela</p>	
--	--	--	---	--

	rereading as necessary.			
--	-------------------------	--	--	--

Grade: 5	Unit: Writing	Pacing: 15 days
----------	---------------	-----------------

Text Types and Purposes

Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
NJLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		Text (Units / Pages) Technology / Open Resources <i>Note: These resources may apply to more than one standard:</i> Study Island 3b Supporting Details	
	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.		Study Island 4a Introducing and Closing Topics; 4b Organizing Ideas	

	B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.			
	C. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>).		Study Island 4c Transitional Words and Phrases	
	D. Provide a conclusion related to the opinion presented.		Study Island 4a Introducing and Closing Topics	
NJLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		Text (Units / Pages) Technology / Open Resources Study Island 3b Supporting Details	
	A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations,		Study Island 4a Introducing and Closing Topics; 4b Organizing Ideas; 4d Text Formatting	Unit 5 Model Curriculum Unit 5 Answer Key

	<p>and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p>			
	<p>C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</p>		<p>Study Island 4c Transitional Words and Phrases</p>	<p>Unit 5 Model Curriculum</p> <p>Unit 5 Answer Key</p>
	<p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>		<p>Study Island 4e Precise Language</p>	
	<p>E. Provide a conclusion related to the information of explanation presented.</p>		<p>Study Island 4a Introducing and Closing Topics</p>	
<p>NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>		<p>Text (Units / Pages)</p> <p>Technology / Open Resources Study Island 3b Supporting Details</p>	
	<p>A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event</p>		<p>Study Island 4a Introducing and Closing Topics; 4b Organizing Ideas</p>	

	sequence that unfolds naturally.			
	B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.			Unit 3 Model Curriculum Unit 3 Answer Key
	C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.		Study Island 4c Transitional Words and Phrases	Unit 2 Model Curriculum Unit 2 Answer Key Unit 3 Model Curriculum Unit 3 Answer Key
	D. Use concrete words and phrases and sensory details to convey experiences and events precisely.		Study Island 4e Precise Language	Unit 2 Model Curriculum Unit 2 Answer Key
	E. Provide a conclusion that follows from the narrated experiences or events.		Study Island 4a Introducing and Closing Topics	

Grade: 5	Unit: Writing	Pacing: 10 days		
Production and Distribution of Writing				
Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	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.)		Text (Units / Pages) Technology / Open Resources Essay Map Study Island 4f: Task, Purpose, Audience	Unit 2 Model Curriculum Unit 2 Answer Key Unit 3 Model Curriculum Unit 3 Answer Key Unit 4 Model Curriculum Unit 5 Model Curriculum Unit 5 Answer Key
NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	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.		Text (Units / Pages) Technology / Open Resources Study Island 4g Planning, 4h Revising, 4i Editing	Unit 5 Model Curriculum Unit 5 Answer Key
NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	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;		Text (Units / Pages) Technology / Open Resources	

	demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.			
--	--	--	--	--

Grade: 5	Unit: Writing	Pacing: 10 days
----------	---------------	-----------------

Research to Build and Present Knowledge

Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.	W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.		Text (Units / Pages) Technology / Open Resources	
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.	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.		Text (Units / Pages) Technology / Open Resources Study Island 4j Gathering Relevant Information; 4k Recalling Information; 4l Paraphrasing and Taking Notes; 4m Bibliographic Information	
NJSLSA.W9. Draw evidence from literary or informational texts to	W.5.9. Draw evidence from literary or informational texts		Text (Units / Pages)	Unit 5 Model Curriculum

<p>support analysis, reflection, and research.</p>	<p>to support analysis, reflection, and research.</p>		<p>Technology / Open Resources Compare and Contrast</p>	<p>Unit 5 Answer Key</p>
	<p>A. Apply <i>grade 5 Reading standards</i> 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]”).</p>			
	<p>B. Apply <i>grade 5 Reading standards</i> 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]”).</p>			

TM

Grade: 5	Unit: Writing	Pacing: 10 days		
Range of Writing				
Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
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.	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.		Text (Units / Pages) Technology / Open Resources Read Works Newsela	

Grade: 5	Unit: Speaking and Listening	Pacing: 15 days		
Comprehension and Collaboration				
Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
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.	SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.		Text (Units / Pages) Technology / Open Resources Student Activities for Language	
	A. Explicitly draw on previously read text or material and other information known about the			

	topic to explore ideas under discussion.			
	B. Follow agreed-upon rules for discussions and carry out assigned roles.			
	C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.			
	D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.			
NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).			
NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.	SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.			

Grade: 5	Unit: Speaking and Listening	Pacing: 10 days		
Presentation of Knowledge and Ideas				
Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
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.	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.		Text (Units / Pages) Technology / Open Resources	
NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	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.		Text (Units / Pages) Technology / Open Resources	
NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.		Text (Units / Pages) Technology / Open Resources	

Grade 5		Skill: Language		Pacing: 15 days	
Conventions of Standard English					
Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics	
NJLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		Text (Units / Pages) Technology / Open Resources		
	A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.		Study Island Lessons 5a –5c (Conjunctions/Prepositions/Interjections)		
	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.		Study Island Lessons 5e Verbs		
	C. Use verb tense to convey various times, sequences, states, and conditions.		Study Island Lessons 5e Verbs		
	D. Recognize and correct inappropriate shifts in verb tense.		Study Island Lessons 5e Verbs		

	E. Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>).			
NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		Text (Units / Pages) Technology / Open Resources	
	A. Use punctuation to separate items in a series		Study Island Lessons 5h Punctuation	
	B. Use a comma to separate an introductory element from the rest of the sentence.			
	C. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).			
	D. Use underlining, quotation marks, or italics to indicate titles of works.			

	E. Spell grade-appropriate words correctly, consulting references as needed.		Study Island Lessons 5i Spelling	
--	--	--	----------------------------------	--

Grade: 5.	Unit: Language	Pacing: 10 days
-----------	----------------	-----------------

Knowledge of Language

Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
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.	L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.		Text (Units / Pages) Technology / Open Resources Study Island 4h Revising	
	A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.			
	B. Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.			

Grade: 5.	Unit: Language	Pacing: 15 days		
Vocabulary Acquisition and Use				
Critical Skills (Anchor Standards)	NJ Learning Standards (Progress Indicators):	Samples / Exemplars	Resources:	Assessments / Rubrics
NJLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	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.		Text (Units / Pages) Technology / Open Resources Study Island Lesson 6b: Multiple Meaning Words	
	A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.		Study Island Lesson 6a Context Clues	
	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>).		Student Island 6c Root Words and Affixes	
	C. Consult reference materials (e.g.,		Study Island 6d: Reference Materials	

	<p>dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>			
<p>NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>		<p>Text (Units / Pages)</p> <p>Technology / Open Resources Study Island 6b: Multiple Meaning Words</p>	
	<p>A. Interpret figurative language, including similes and metaphors, in context.</p>			
	<p>B. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>		<p>Study Island 6e: Idioms, Adages, Proverbs</p>	
	<p>C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>		<p>Study Island 6f: Synonyms and Antonyms</p>	
<p>NJSLSA.L6. Acquire and use accurately a range of general</p>	<p>L.5.6. Acquire and use accurately grade-appropriate</p>		<p>Text (Units/Pages)</p>	

<p>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.</p>	<p>general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p>		<p>Technology/Open Resources</p> <p>Study Island 3e: Academic Language</p> <p>Study Island 4c Transitional Words and Phrases</p>	
--	--	--	--	--

<p>Assessments</p>	<p>Formative, summative, alternative assessments, performance assessments, project assessments, performance tasks, exit tickets, observations, MAP, benchmarks, Study Island</p>
<p>21st Century Skills and Career Integration</p>	<p>Informational sources, text features</p>
<p>Technology Integration</p>	<p>Digital tools; online series, Study Island, Reading A-Z, Newsela, Read Works</p>
<p>Interdisciplinary Connections</p>	<p>Social Studies and Science- Informational Text</p>
<p>Core Instructional and Supplemental Materials</p>	<p>Core Instruction: Project Read, Orton Gilligham, Selected Novels, Vocabulary Books Supplemental: picture books, fictional and non-fictional books, videos</p>
<p>Modifications/Accommodations</p>	<p>ELL: leveled readers; ELL series workbook; dictionary; small group instruction Special Education: leveled readers; small group instruction G&T: leveled readers; enrichment activities; small group instruction</p>