CACS Curriculum Map — Grade 5 ELA

Aligned to the 2023 NJSLS-ELA, the 2020 NJSLS–Career Readiness, Life Literacies & Key Skills (CLKS), NJ Technology Standards, and New Jersey K–12 mandated-instruction statutes

Standards & Statute Key

Standards Family	Code / Citation	What It Covers
NJSLS-ELA (2023)	**L.RF / L.WF / L.KL / L.VL / L.VI**	Language Domain: Foundational Skills–Reading, Foundational Skills–Writing, Knowledge of Language, Vocabulary–Literal, Vocabulary–Interpretive.
NJSLS-ELA (2023)	**RL.CR / RI.CR**	Reading, Literary/Informational — Close Reading of Text.
NJSLS-ELA (2023)	**RL.CI / RI.CI**	Reading — Central Ideas and Themes of Texts.
NJSLS-ELA (2023)	**RL.IT / RI.IT**	Reading — Interactions Among Text Elements.
NJSLS-ELA (2023)	**RL.TS / RI.TS**	Reading — Text Structure.
NJSLS-ELA (2023)	**RL.PP / RI.PP**	Reading — Perspective and Purpose in Texts.
NJSLS-ELA (2023)	**RL.MF / RI.MF**	Reading — Diverse Media and Formats.
NJSLS-ELA (2023)	**RI.AA**	Reading, Informational — Analysis of an Argument.
NJSLS-ELA (2023)	**RL.CT / RI.CT**	Reading — Comparison of Texts.
NJSLS-ELA (2023)	**W.AW / W.IW / W.NW**	Writing — Argumentative/Opinion, Informative & Explanatory, Narrative Writing.
NJSLS-ELA (2023)	**W.WP / W.WR / W.SE / W.RW**	Writing — Writing Process, Writing Research, Sources of Evidence, Range of Writing.
NJSLS-ELA (2023)	**SL.PE / SL.II / SL.ES / SL.PI / SL.UM / SL.AS**	Speaking & Listening — Participate Effectively, Integrate Information, Evaluate Speakers, Present Information, Use Media, Adapt Speech.
NJSLS-CLKS (2020)	**9.1.5.___**	Personal Financial Literacy, by the end of Grade 5 (Civic Responsibility–CR, Consumer/Economic Awareness–EG, Financial Institutions–FI, Financial Psychology–FP, Planning & Budgeting–PB, Risk Management & Insurance–RMI).
NJSLS-CLKS (2020)	**9.2.5.CAP.___**	Career Awareness, Exploration, Preparation & Training — Career Awareness & Planning, by the end of Grade 5.
NJSLS-CLKS (2020)	**9.4.5.CI / CT / DC / GCA / IML / TL**	Life Literacies & Key Skills, by the end of Grade 5 — Creativity & Innovation, Critical Thinking & Problem-Solving, Digital Citizenship, Global & Cultural Awareness, Information & Media Literacy, Technology Literacy.

Standards Family	Code / Citation	What It Covers
NJ Technology (2014, legacy)	**8.1.5.A–E**	Educational Technology, Grades 3–5 band (Technology Operations; Creativity/Innovation; Communication/Collaboration; Digital Citizenship; Research/Information Fluency). Per NJDOE, these concepts are now embedded in 9.4 Life Literacies & Key Skills above; codes are cross-referenced here because the district's existing map cites this document.
District-provided (legacy numbering)	**RL.5.___ / RI.5.___ / RF.5.___ / L.5.___**	The Grade 5 source document lists each module's standards using the pre-2023 NJSLS-ELA numbering (e.g., RL.5.1, RI.5.4, L.5.6), not the current domain-coded format used above and in the K–4 maps. Those district-provided lists are reproduced verbatim in each module under "District-Provided Module Standards," and this map adds a "2023 NJSLS-ELA Domain-Code Equivalents" group per module translating them to current codes for alignment purposes.
N.J.S.A. 18A:52:16A-88	**Amistad Law**	Every board of education shall incorporate the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary students.
N.J.S.A. 18A:35-28	**Holocaust Law**	Every board of education shall include instruction on the Holocaust and genocides, emphasizing each citizen's responsibility to fight racism and hatred. At Grade 5, this is addressed only through developmentally appropriate SEL foundations (empathy, multiple perspectives, evaluating evidence) built while analyzing primary sources on difficult historical events in the November–January history unit; explicit Holocaust-specific content begins in later grades per district scope and sequence.
N.J.S.A. 18A:35-4.36a	**Diversity & Inclusion Law**	Grades K–12: each district shall incorporate instruction highlighting diversity, equity, inclusion, tolerance, and belonging connected to gender/sexual orientation, race/ethnicity, disability, and religion, in an appropriate place in the curriculum.
N.J.S.A. 18A:35-4.35	**LGBT & Disabilities Law**	Requires instruction on the contributions of persons with disabilities and LGBT people — scoped by statute to MIDDLE SCHOOL and HIGH SCHOOL curricula only. Not a Grade 5 requirement; noted here so this map is not mistaken for satisfying it. The Grade 5 identity/diversity threads (September–June) build the SEL foundation this later mandate builds upon.
N.J.A.C. 6A:8-1.1(a)3 / 6A:8-3.1(c)	**21st Century Themes & Interdisciplinary Connections**	District boards must integrate 21st-century themes/skills and interdisciplinary connections throughout the K–12 curriculum — the basis for weaving CLKS and technology standards throughout this ELA map.
Standards-embedded (not a separate statute)	**Climate Change Education**	With the 2020 NJSLS adoption, NJ became the first state to embed climate change education across all content areas, including ELA. The 2023 NJSLS-ELA Climate Change Companion Guide provides the Grade 5 examples cited in the Module 5, 7, and 8 (February–June) modules above.

Grade 5 ELA Curriculum Map, September–June

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
September (Week 2) –	***District-Provided Module Standards (as listed)***	• I can read and analyze grade-level literary and informational texts.	***Daily Routine — Whole Group*** • Anchor Text focus.	***Core Program*** • Into Reading Program

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
October (Week 1) *Module 1* **Inventors at Work** *EQ: What can lead to new and useful inventions?*	• Reading — Literature: RL.5.1, RL.5.2, RL.5.4, RL.5.6. • Reading — Informational: RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.8, RI.5.9. • Foundational Skills: RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c. • Language: L.5.1, L.5.2, L.5.4a, L.5.4b, L.5.4c, L.5.5, L.5.6. ***Focus Skills Standards (as provided in source — flagged)*** • RL.PP.3.5; L.VI.3.3; RI.TS.3.4; RI.MF.3.6. • Note: the source document lists this module's "Focus Skills Standards" using Grade 3 domain codes — identical to this district's Grade 3 Module 1 codes — an apparent copy-paste artifact rather than Grade 5 content. Reproduced verbatim for the record; see "How to Read This Map" below. Grade 5 equivalents are provided in the group below. ***Module Focus Standards — 2023 NJSLS-ELA Domain-Code Equivalents (crosswalk)*** • RI.CR.5.1 Quote accurately from an informational text when explaining what the text says explicitly and when drawing inferences. • RI.CI.5.2 Determine the central idea of an informational text and explain how it is supported by key details; summarize the text. • RI.TS.5.4 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. • RI.AA.5.7 Explain how an author uses reasons and evidence to support particular points in a text. • W.AW.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. • L.VL.5.2 Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases. ***NJSLS-CLKS (2020) & NJ Technology***	• I can quote accurately from a text to answer questions and explain ideas. • I can determine the main idea and summarize a text. • I can make inferences and support them with text evidence. • I can explain how an author develops ideas using reasons and evidence. • I can determine the meaning of unfamiliar words using context clues and morphology. • I can participate in collaborative discussions by listening, speaking, and building on others' ideas.	• Introduce or review Comprehension Skill/Strategy. • Vocabulary Strategy (introduce or review). • Academic Vocabulary (introduce or review). • Foundational Skills (if needed). ***Daily Routine — Small Group*** • Up to 4 leveled groups (minimum 2 groups a day, 15–20 min each). • Guided Reading; Independent Reading. • Technology (IXL, ReadWorks, Accelerated Reader). • Vocabulary Practice; Comprehension Practice. ***Module 1 — Week 1 Focus*** • Module Theme: Inventors at Work. Essential Question: What can lead to new and useful inventions? • Genre Focus: Informational Text and Argument. • Comprehension Skill: Analyze text structure and cite text evidence. • Vocabulary Focus/Strategy: Academic and domain-specific vocabulary related to inventions and innovation; use context clues and Greek and Latin roots/affixes. • Foundational Skills: Decode multisyllabic words using morphology; read grade-level text accurately, fluently, and with appropriate expression. ***Module 1 — Week 2 Focus*** • Genre Focus: Biography and Informational Text. • Comprehension Skill: Analyze relationships among events, ideas, and individuals; cite text evidence.	• Into Reading MyBooks ***Assessment Components (district-wide benchmark schedule)*** • Into Reading Module 1 Assessment • LinkIt! Form A Benchmark (Beginning of Year) • DIBELS (Beginning-of-Year benchmark) ***Digital & Print Program Materials*** • Into Reading Know It, Show It Books • Into Reading Read and Respond Journals • Into Reading Supplemental Materials (read alouds, tabletop minilessons, graphic organizers, etc.) • Into Reading Word Lists • Into Reading Assessments ***Word Study, Assessment & Intervention*** • IXL • Accelerated Readers • Smartboard

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	• 9.4.5.CI.4 Research the development process of a product and identify the role of failure as a part of the creative process. • 9.2.5.CAP.6 Compare the characteristics of a successful entrepreneur with the traits of a successful employee. ***K–12 Mandated Instruction*** • N.J.S.A. 18A:35-4.36a (Diversity & Inclusion) — FOUNDATIONAL MONTH: the module's biography/informational study of inventors is a natural place to spotlight inventors of color, women inventors, and immigrant inventors, in an appropriate place in the curriculum.		• Vocabulary Focus: Academic and domain-specific vocabulary related to inventions, innovation, and perseverance. • Foundational Skills: Decode unfamiliar multisyllabic words using morphology; read grade-level text with expression. ***Module 1 — Week 3 Focus*** • Genre Focus: Historical Fiction and Informational Text. • Comprehension Skill: Analyze theme and summarize the text using key details. • Vocabulary Focus: Academic and domain-specific vocabulary related to inventions, problem-solving, and innovation. • Foundational Skills: Decode unfamiliar multisyllabic words using morphology and read grade-level text accurately, fluently, and with appropriate expression. ***Differentiation & Accommodations — ELL / SE / 504 / Enrichment Modifications*** • Teacher reads the text aloud using a guided reading procedure. • Allow students to test at their own pace. • Provide short breaks between tasks. • Provide a weekly vocabulary/spelling list to students in advance to read and study at home. • Provide a word bank. • Simplify material to the reading level of the student. • Modify the number of problems on a test. • Reduce visual clutter on worksheets. • Create a behavior modification system.	

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Let parents know about reward systems for reinforcement at home. • Motivational rewards. • Daily report home to increase communication. • Have parents sign off on communications sent home. • Allow students to test orally. • Post a daily schedule and stick to it. • Provide preferential seating. • Assign a peer helper. ***Standards-Aligned Enrichment*** • "Invention Timeline" research task tracing an inventor of color or a woman inventor and their contribution (Diversity & Inclusion Law, RI.AA.5.7). • Opinion-writing task: which invention from the module had the greatest impact, and why (W.AW.5.1)?	
October (Week 2) – November (Week 1) *Module 2* **What a Story** *EQ: How does genre affect the way a story is told?*	***District-Provided Module Standards (as listed)*** • Reading — Literature: RL.5.1, RL.5.2, RL.5.4, RL.5.6, RL.5.7, RL.5.9. • Reading — Informational: RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.6, RI.5.7, RI.5.8, RI.5.9. • Foundational Skills: RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c. • Language: L.5.1, L.5.2, L.5.4a, L.5.4b, L.5.4c, L.5.5a, L.5.5b, L.5.5c, L.5.6. ***Focus Skills Standards (as provided in source — flagged)*** • RI.MF.3.6; RL.TS.3.4; L.VI.3.3. • Note: as with Module 1, these codes match this district's Grade 3 Module 2 "Focus Skills Standards" verbatim — an apparent copy-paste artifact, reproduced here for the record. Grade 5 equivalents are provided below.	• I can determine the main idea and explain how key details support it. • I can quote accurately from a text to support answers and inferences. • I can explain relationships among events, ideas, and concepts in informational texts. • I can analyze an author's point of view and evaluate how reasons and evidence support ideas. • I can compare and integrate information from multiple texts on the same topic. • I can determine the meaning of unfamiliar words using context clues, Greek and Latin roots, prefixes, and suffixes. • I can read grade-level texts accurately, fluently, and with appropriate expression.	***Daily Routine — Whole Group*** • Anchor Text focus. • Introduce or review Comprehension Skill/Strategy. • Vocabulary Strategy (introduce or review). • Academic Vocabulary (introduce or review). • Foundational Skills (if needed). ***Daily Routine — Small Group*** • Up to 4 leveled groups (minimum 2 groups a day, 15–20 min each). • Guided Reading; Independent Reading. • Technology (IXL, ReadWorks, Accelerated Reader). • Vocabulary Practice; Comprehension Practice.	***Core Program*** • Into Reading Program • Into Reading MyBooks ***Assessment Components (district-wide benchmark schedule)*** • Into Reading Module 2 Assessment ***Digital & Print Program Materials*** • Into Reading Know It, Show It Books • Into Reading Read and Respond Journals • Into Reading Supplemental Materials (read alouds, tabletop minilessons, graphic organizers, etc.) • Into Reading Word Lists

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	Module Focus Standards — 2023 NJSLS-ELA Domain-Code Equivalents (crosswalk) • RL.CR.5.1 Quote accurately from a literary text when explaining what the text says explicitly and drawing inferences. • RL.IT.5.3 Analyze the impact of two or more individuals and events, comparing and contrasting characters, settings, or events. • RL.CI.5.2 Determine the theme of a literary text and explain how it is supported by key details; summarize the text. • RL.CT.5.8 Compare and contrast the authors' approaches across two or more literary texts within the same genre. • L.VI.5.3 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ***NJSLS-CLKS (2020) & NJ Technology*** • 9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view. • 9.4.5.IML.6 Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures. ***K–12 Mandated Instruction*** • N.J.S.A. 18A:35-4.36a (Diversity & Inclusion) — continuation: as students compare adventure, classic, and realistic fiction, this is a natural place to select anchor texts by and about a diverse range of protagonists and authors, in an appropriate place in the curriculum.	• I can participate effectively in collaborative discussions by asking and answering questions and building on others' ideas.	***Module 2 — Week 1 Focus*** • Module Theme: What a Story. Essential Question: How does genre affect the way a story is told? • Genre Focus: Adventure Fiction. • Comprehension Skill: Analyze how characters, settings, and events interact and cite text evidence. • Vocabulary Focus/Strategy: Academic and domain-specific vocabulary related to adventure, survival, and exploration; use context clues and word relationships. • Foundational Skills: Decode and read unfamiliar multisyllabic words using morphology; read grade-level text fluently with accuracy and expression. ***Module 2 — Week 2 Focus*** • Genre Focus: Classic Fiction. • Comprehension Skill: Compare and contrast characters, settings, and themes; analyze how story elements contribute to meaning. • Vocabulary Focus: Academic and domain-specific vocabulary related to literature, character development, and theme. • Foundational Skills: Apply morphology to decode unfamiliar multisyllabic words; read grade-level text accurately, fluently, and with appropriate expression. ***Module 2 — Week 3 Focus*** • Genre Focus: Realistic Fiction and Poetry. • Comprehension Skill: Analyze theme and explain how characters respond to challenges, using text evidence. • Vocabulary Focus: Academic and domain-specific vocabulary related to themes, emotions, and literary language.	• Into Reading Assessments ***Word Study, Assessment & Intervention*** • IXL • Accelerated Readers • Smartboard

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Foundational Skills: Read grade-level literary texts accurately and fluently while applying knowledge of morphology to decode unfamiliar words. ***Differentiation & Accommodations — ELL / SE / 504 / Enrichment Modifications*** • Teacher reads the text aloud using a guided reading procedure. • Allow students to test at their own pace. • Provide short breaks between tasks. • Provide a weekly vocabulary/spelling list to students in advance to read and study at home. • Provide a word bank. • Simplify material to the reading level of the student. • Modify the number of problems on a test. • Reduce visual clutter on worksheets. • Create a behavior modification system. • Let parents know about reward systems for reinforcement at home. • Motivational rewards. • Daily report home to increase communication. • Have parents sign off on communications sent home. • Allow students to test orally. • Post a daily schedule and stick to it. • Provide preferential seating. • Assign a peer helper. ***Standards-Aligned Enrichment*** • "Genre Lab": compare-and-contrast chart of how the same theme (survival, courage, belonging) is treated across the module's adventure, classic, and realistic fiction texts (RL.CT.5.8).	

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
November (Week 2) – January (Week 4) *Bringing History to Life (replaces HMH Modules 3 & 4)* **Bringing History to Life** *EQ: How do historians use sources to understand and tell the story of the past?*	***District-Provided Module Standards (as listed)*** • Reading — Informational: RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.7, RI.5.9. • Language: L.5.4, L.5.6. • Note: unlike the HMH modules, the source does not label this list "Module Standards," and no Reading Literature, Foundational Skills, or Focus Skills Standards are listed — consistent with this being a research/writing unit rather than an anchor-text reading module. ***Module Focus Standards — 2023 NJSLS-ELA Domain-Code Equivalents (crosswalk)*** • RI.CR.5.1 Quote accurately from an informational text when explaining what the text says explicitly and drawing inferences. • RI.IT.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical text. • RI.CT.5.8 Compare and contrast the authors' approaches across two or more informational texts on the same or similar topics. • L.KL.5.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening; acquire and use domain-specific vocabulary. ***Writing Standards — Best Fit for This Unit's Stated Purpose*** • W.WR.5.5 Establish a central idea about a topic, investigation, issue, or event and use several sources to support the proposed central idea. • W.SE.5.6 Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work; provide a list of sources. • W.IW.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. ***NJSLS-CLKS (2020) & NJ Technology***	• I can read closely to determine the main idea and supporting details in historical informational texts. • I can use text features, text structures, maps, timelines, photographs, and other historical sources to deepen comprehension. • I can gather, organize, and synthesize information from multiple primary and secondary sources. • I can analyze historical evidence, compare perspectives, and draw evidence-based conclusions. • I can conduct research using reliable sources and organize information effectively. • I can acquire and apply academic and domain-specific historical vocabulary. • I can support ideas using textual evidence during discussions and informational writing. • I can communicate historical understanding through research, discussion, and informational writing.	***Daily Routine — Whole Group*** • Anchor Text focus. • Introduce or review Comprehension Skill/Strategy. • Vocabulary Strategy (introduce or review). • Academic Vocabulary (introduce or review). • Foundational Skills (if needed). ***Daily Routine — Small Group*** • Up to 4 leveled groups (minimum 2 groups a day, 15–20 min each). • Guided Reading; Independent Reading. • Technology (IXL, ReadWorks, Accelerated Reader). • Vocabulary Practice; Comprehension Practice. • "Weekly focuses? Reading, writing, SS Integration" — the source document does not specify a week-by-week breakdown for this unit, unlike the HMH modules. Reproduced verbatim rather than invented. ***Suggested Weekly Structure*** • Weeks 1–2: Analyzing primary vs. secondary sources; close reading of historical texts, maps, timelines, and photographs. • Weeks 3–5: Gathering and synthesizing information from multiple sources on a research topic; note-taking and source-evaluation. • Weeks 6–7: Drafting an informative research piece establishing a central idea supported by evidence. • Weeks 8–9: Revising, citing sources, and presenting historical research findings to the class.	***Core Unit Materials*** • Lucy Calkins Bringing History to Life Teacher's Guide • Student writing notebooks or composition notebooks • Mentor texts (historical informational texts and biographies) • Primary and secondary source documents ***Research & Presentation Materials*** • Maps, timelines, photographs, charts, and other historical visuals • Student research materials (books and/or approved digital resources) • Graphic organizers and note-taking templates • Highlighters, sticky notes, pencils, and colored pencils • Chart paper and markers (for anchor charts) • Chromebooks or computers with internet access (for research, if available) ***Assessment Components (unit performance assessment)*** • Historical research project and presentation rubric (unit culminating task).

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	• 9.4.5.IML.1 Evaluate digital sources for accuracy, perspective, credibility, and relevance. • 9.4.5.CT.1 Identify and gather relevant data that will aid in the problem-solving process. ***K–12 Mandated Instruction*** • N.J.S.A. 18A:52:16A-88 (Amistad Law) — PRIMARY MONTH: a unit built around primary- and secondary-source historical research is the natural place to incorporate the contributions of African-Americans to United States history, in an appropriate place in the curriculum. • N.J.S.A. 18A:35-28 (Holocaust Law) — at Grade 5, addressed only through developmentally appropriate SEL foundations built while analyzing primary sources on difficult historical events (empathy, multiple perspectives, evaluating evidence); explicit Holocaust-specific content begins in later grades per district scope and sequence. • N.J.S.A. 18A:35-4.36a (Diversity & Inclusion) — continuation: research topics should represent a diverse range of historical figures and communities.		***Differentiation & Accommodations — ELL / SE / 504 / Enrichment Modifications*** • Teacher reads the text aloud using a guided reading procedure. • Allow students to test at their own pace. • Provide short breaks between tasks. • Provide a weekly vocabulary/spelling list to students in advance to read and study at home. • Provide a word bank. • Simplify material to the reading level of the student. • Modify the number of problems on a test. • Reduce visual clutter on worksheets. • Create a behavior modification system. • Let parents know about reward systems for reinforcement at home. • Motivational rewards. • Daily report home to increase communication. • Have parents sign off on communications sent home. • Allow students to test orally. • Post a daily schedule and stick to it. • Provide preferential seating. • Assign a peer helper. ***Standards-Aligned Enrichment*** • Research task: the contributions of an African-American historical figure to American history, using at least two primary or secondary sources (Amistad Law, W.WR.5.5, W.SE.5.6). • Perspective-taking discussion: how do different accounts of the same historical event reflect different points of view, and why does that matter	

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			(RI.PP.5.5, Holocaust Law SEL foundation)?	
February (Week 1) – March (Week 1) *Module 5* **Taking Action** *EQ: How can people take action to solve problems?*	***District-Provided Module Standards (as listed)*** • Reading — Literature: RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.7, RL.5.9. • Reading — Informational: RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.6, RI.5.7, RI.5.8, RI.5.9. • Foundational Skills: RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c. • Language: L.5.1, L.5.2, L.5.4a, L.5.4b, L.5.4c, L.5.5a, L.5.5b, L.5.5c, L.5.6. ***Module Focus Standards — 2023 NJSLS-ELA Domain-Code Equivalents (crosswalk)*** • RI.CI.5.2 Determine the central idea of an informational text about taking action and problem solving and explain how it is supported by key details. • RI.IT.5.3 Explain relationships among individuals, events, and ideas in informational texts. • RI.CT.5.8 Compare and contrast information across multiple texts on similar topics. • SL.PE.5.1 Engage effectively in collaborative discussions, building on others' ideas and expressing their own clearly. ***Standards-Embedded Climate Change Content*** • 2023 NJSLS-ELA Climate Change Companion Guide (Grade 5): W.AW.5.1 example — students may use information from texts they have read to state their opinions on the merits of solutions to problems caused when the climate changes and the types of plants and animals in that region change. ***NJSLS-CLKS (2020) & NJ Technology*** • 9.4.5.CI.2 Investigate a persistent local or global issue, such as climate change, and collaborate with others to develop possible solutions. • 9.1.5.CR.1 Compare various ways to give back and relate them to your interests and abilities.	• I can determine main ideas and summarize informational texts about taking action and problem solving. • I can analyze how characters respond to challenges in literary texts. • I can explain how individuals, events, and ideas are connected in a text. • I can compare and contrast information across multiple texts on similar topics. • I can quote accurately from texts to support understanding and inferences. • I can determine the meaning of unfamiliar words using context clues and morphology. • I can read grade-level texts fluently, accurately, and with expression. • I can participate in collaborative discussions by sharing ideas and supporting responses with evidence.	***Daily Routine — Whole Group*** • Anchor Text focus. • Introduce or review Comprehension Skill/Strategy. • Vocabulary Strategy (introduce or review). • Academic Vocabulary (introduce or review). • Foundational Skills (if needed). ***Daily Routine — Small Group*** • Up to 4 leveled groups (minimum 2 groups a day, 15–20 min each). • Guided Reading; Independent Reading. • Technology (IXL, ReadWorks, Accelerated Reader). • Vocabulary Practice; Comprehension Practice. ***Module 5 — Week 1 Focus*** • Module Theme: Taking Action. Essential Question: How can people take action to solve problems? • Genre Focus: Informational Text. • Comprehension Skill: Determine main idea and explain how key details support it. • Vocabulary Focus/Strategy: Academic and domain-specific vocabulary related to civic action, problem-solving, and change-makers; use context clues and Greek/Latin roots and affixes. • Foundational Skills: Decode multisyllabic words using morphology and read grade-level text fluently with accuracy and expression. ***Weeks 2–3***	***Core Program*** • Into Reading Program • Into Reading MyBooks ***Assessment Components (district-wide benchmark schedule)*** • Into Reading Module 5 Assessment • LinkIt! Form B Benchmark (Middle of Year) • DIBELS (Middle-of-Year benchmark) ***Digital & Print Program Materials*** • Into Reading Know It, Show It Books • Into Reading Read and Respond Journals • Into Reading Supplemental Materials (read alouds, tabletop minilessons, graphic organizers, etc.) • Into Reading Word Lists • Into Reading Assessments ***Word Study, Assessment & Intervention*** • IXL • Accelerated Readers • Smartboard

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	K–12 Mandated Instruction • N.J.S.A. 18A:35-4.36a (Diversity & Inclusion) — continuation: the module's community change-makers should represent a diverse range of backgrounds and perspectives, in an appropriate place in the curriculum.		• Week 2: extend the Taking Action theme into a literary text where a character takes action to solve a community or environmental problem; comprehension skill — analyze character motivation using text evidence. • Week 3: culminating comparison of the module's informational and literary texts; comprehension skill — compare and contrast real and fictional problem-solvers. ***Differentiation & Accommodations — ELL / SE / 504 / Enrichment Modifications*** • Teacher reads the text aloud using a guided reading procedure. • Allow students to test at their own pace. • Provide short breaks between tasks. • Provide a weekly vocabulary/spelling list to students in advance to read and study at home. • Provide a word bank. • Simplify material to the reading level of the student. • Modify the number of problems on a test. • Reduce visual clutter on worksheets. • Create a behavior modification system. • Let parents know about reward systems for reinforcement at home. • Motivational rewards. • Daily report home to increase communication. • Have parents sign off on communications sent home. • Allow students to test orally. • Post a daily schedule and stick to it. • Provide preferential seating. • Assign a peer helper.	

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			Standards-Aligned Enrichment • Opinion-writing task: what environmental or community problem would you take action on, and what solution would you propose (W.AW.5.1, 9.4.5.CI.2)?	
March (Week 2) – April (Week 3) *Module 6* **Art for Everyone** *EQ: How do different art forms impact people in different ways?*	***District-Provided Module Standards (as listed)*** • Reading — Literature: RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.7, RL.5.9. • Reading — Informational: RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.6, RI.5.7, RI.5.8, RI.5.9. • Foundational Skills: RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c. • Language: L.5.1, L.5.2, L.5.4a, L.5.4b, L.5.4c, L.5.5a, L.5.5b, L.5.5c, L.5.6. ***Module Focus Standards — 2023 NJSLS-ELA Domain-Code Equivalents (crosswalk)*** • RI.IT.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text. • RL.IT.5.3 Analyze the impact of two or more individuals and events throughout the course of a text. • RL.CI.5.2 Determine the theme of a literary text and explain how it is supported by key details. • L.VL.5.2 Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases. ***NJSLS-CLKS (2020) & NJ Technology*** • 9.2.5.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited to them. • 9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view. ***K–12 Mandated Instruction***	• I can determine main ideas and summarize informational texts about exploration and learning. • I can analyze how characters' experiences and perspectives develop themes in literary texts. • I can explain relationships among ideas, events, and individuals in a text. • I can compare and contrast information, perspectives, or themes across multiple texts. • I can quote accurately from texts to support responses and inferences. • I can determine the meaning of unfamiliar words using context clues and morphology. • I can read grade-level texts fluently, accurately, and with expression. • I can participate in collaborative discussions by sharing ideas and building on others' thinking with evidence.	***Daily Routine — Whole Group*** • Anchor Text focus. • Introduce or review Comprehension Skill/Strategy. • Vocabulary Strategy (introduce or review). • Academic Vocabulary (introduce or review). • Foundational Skills (if needed). ***Daily Routine — Small Group*** • Up to 4 leveled groups (minimum 2 groups a day, 15–20 min each). • Guided Reading; Independent Reading. • Technology (IXL, ReadWorks, Accelerated Reader). • Vocabulary Practice; Comprehension Practice. ***Module 6 — Week 1 Focus*** • Module Theme: Art for Everyone. Essential Question: How do different art forms impact people in different ways? • Genre Focus: Biography. • Comprehension Skill: Analyze relationships among events, ideas, and individuals; explain how these relationships contribute to the author's message using text evidence. • Vocabulary Focus/Strategy: Academic and domain-specific vocabulary related to art, creativity, and artistic expression; use context clues and Greek and Latin roots and affixes.	***Core Program*** • Into Reading Program • Into Reading MyBooks ***Assessment Components (district-wide benchmark schedule)*** • Into Reading Module 6 Assessment ***Digital & Print Program Materials*** • Into Reading Know It, Show It Books • Into Reading Read and Respond Journals • Into Reading Supplemental Materials (read alouds, tabletop minilessons, graphic organizers, etc.) • Into Reading Word Lists • Into Reading Assessments ***Word Study, Assessment & Intervention*** • IXL • Accelerated Readers • Smartboard

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	• N.J.S.A. 18A:52:16A-88 (Amistad Law) & N.J.S.A. 18A:35-4.36a (Diversity & Inclusion) — this module's biographies of artists, musicians, and performers are a natural place to include the contributions of African-American and other historically underrepresented artists to American arts and culture.		• Foundational Skills: Decode unfamiliar multisyllabic words using morphology; read grade-level text accurately, fluently, and with appropriate expression. ***Module 6 — Week 2 Focus*** • Genre Focus: Narrative Nonfiction (Biography). • Comprehension Skill: Analyze how individuals, events, and ideas develop throughout a text and support understanding with evidence. • Vocabulary Focus: Academic and domain-specific vocabulary related to music, performance, perseverance, and achievement. • Foundational Skills: Apply knowledge of morphology to decode unfamiliar multisyllabic words; read grade-level text fluently with accuracy and expression. ***Module 6 — Week 3 Focus*** • Genre Focus: Historical Fiction. • Comprehension Skill: Analyze theme and explain how characters respond to challenges, using text evidence. • Vocabulary Focus: Academic and domain-specific vocabulary related to creativity, determination, education, and personal growth. • Foundational Skills: Read grade-level literary texts accurately and fluently while applying knowledge of morphology to decode unfamiliar words. ***Differentiation & Accommodations — ELL / SE / 504 / Enrichment Modifications*** • Teacher reads the text aloud using a guided reading procedure. • Allow students to test at their own pace.	

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Provide short breaks between tasks. • Provide a weekly vocabulary/spelling list to students in advance to read and study at home. • Provide a word bank. • Simplify material to the reading level of the student. • Modify the number of problems on a test. • Reduce visual clutter on worksheets. • Create a behavior modification system. • Let parents know about reward systems for reinforcement at home. • Motivational rewards. • Daily report home to increase communication. • Have parents sign off on communications sent home. • Allow students to test orally. • Post a daily schedule and stick to it. • Provide preferential seating. • Assign a peer helper. ***Standards-Aligned Enrichment*** • "Artists Who Persevered" research task profiling an artist, musician, or performer from a historically underrepresented background and the challenges they overcame (Amistad Law/Diversity & Inclusion Law, RI.IT.5.3).	
April (Week 4) – May (Week 3) *Module 7* **Above, Below, and Beyond** *EQ: How does exploration lead to new discoveries?*	***District-Provided Module Standards (as listed)*** • Reading — Literature: RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.7, RL.5.9. • Reading — Informational: RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.6, RI.5.7, RI.5.8, RI.5.9. • Foundational Skills: RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c.	• I can analyze characters, setting, plot, and theme in literary texts using text evidence. • I can determine the main idea and summarize informational texts. • I can explain relationships among ideas, events, and individuals presented in texts.	***Daily Routine — Whole Group*** • Anchor Text focus. • Introduce or review Comprehension Skill/Strategy. • Vocabulary Strategy (introduce or review). • Academic Vocabulary (introduce or review). • Foundational Skills (if needed).	***Core Program*** • Into Reading Program • Into Reading MyBooks ***Assessment Components (district-wide benchmark schedule)*** • Into Reading Module 7 Assessment

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	• Language: L.5.1, L.5.2, L.5.4a, L.5.4b, L.5.4c, L.5.5a, L.5.5b, L.5.5c, L.5.6. ***Module Focus Standards — 2023 NJSLS-ELA Domain-Code Equivalents (crosswalk)*** • RI.CI.5.2 Determine the central idea of informational texts about exploration and discovery. • RI.IT.5.3 Explain relationships among ideas, events, and individuals presented in texts. • RL.IT.5.3 Analyze characters, setting, plot, and theme in literary texts using text evidence. • SL.II.5.2 Summarize a written text read aloud or information presented in diverse media and formats. ***Standards-Embedded Climate Change Content*** • 2023 NJSLS-ELA Climate Change Companion Guide (Grade 5): RI.CT.5.8 example — students may compare and contrast texts about models that describe the effect that climate change has on ecosystems. ***NJSLS-CLKS (2020) & NJ Technology*** • 9.4.5.CI.2 Investigate a persistent local or global issue, such as climate change, and collaborate with others to develop possible solutions. • 9.4.5.IML.1 Evaluate digital sources for accuracy, perspective, credibility, and relevance. ***K–12 Mandated Instruction*** • N.J.S.A. 18A:35-4.36a (Diversity & Inclusion) — continuation: exploration and discovery texts should represent a diverse range of explorers and scientists.	• I can compare and contrast information, themes, and perspectives across multiple texts. • I can quote accurately from texts to support responses, inferences, and conclusions. • I can determine the meaning of unfamiliar words using context clues and morphology. • I can integrate information from multiple print and digital sources to deepen understanding. • I can read grade-level texts accurately, fluently, and with appropriate rate and expression. • I can participate effectively in collaborative discussions by asking questions, sharing ideas, and supporting responses with evidence.	***Daily Routine — Small Group*** • Up to 4 leveled groups (minimum 2 groups a day, 15–20 min each). • Guided Reading; Independent Reading. • Technology (IXL, ReadWorks, Accelerated Reader). • Vocabulary Practice; Comprehension Practice. ***Module 7 — Week 1 Focus*** • Module Theme: Above, Below, and Beyond. Essential Question: How does exploration lead to new discoveries? • Genre Focus: Informational Text. • Comprehension Skill: Determine main idea and explain how key details support it. • Vocabulary Focus/Strategy: Academic and domain-specific vocabulary related to exploration, science, and discovery; use context clues and Greek and Latin roots and affixes. • Foundational Skills: Decode multisyllabic words using morphology; read grade-level text fluently with accuracy and expression. ***Module 7 — Week 2 Focus*** • Genre Focus: Informational Text and Biography. • Comprehension Skill: Explain relationships among individuals, events, and ideas using text evidence. • Vocabulary Focus: Academic and domain-specific vocabulary related to scientific exploration, innovation, and technology. • Foundational Skills: Apply morphology to decode unfamiliar multisyllabic words; read grade-level text accurately, fluently, and with expression.	***Digital & Print Program Materials*** • Into Reading Know It, Show It Books • Into Reading Read and Respond Journals • Into Reading Supplemental Materials (read alouds, tabletop minilessons, graphic organizers, etc.) • Into Reading Word Lists • Into Reading Assessments ***Word Study, Assessment & Intervention*** • IXL • Accelerated Readers • Smartboard

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			Module 7 — Week 3 Focus • Genre Focus: Literary Nonfiction and Informational Text. • Comprehension Skill: Compare and contrast ideas, events, and perspectives across texts; summarize key information. • Vocabulary Focus: Academic and domain-specific vocabulary related to exploration, innovation, and scientific discovery. • Foundational Skills: Decode multisyllabic words using morphology and read grade-level texts fluently, accurately, and with appropriate expression. ***Differentiation & Accommodations — ELL / SE / 504 / Enrichment Modifications*** • Teacher reads the text aloud using a guided reading procedure. • Allow students to test at their own pace. • Provide short breaks between tasks. • Provide a weekly vocabulary/spelling list to students in advance to read and study at home. • Provide a word bank. • Simplify material to the reading level of the student. • Modify the number of problems on a test. • Reduce visual clutter on worksheets. • Create a behavior modification system. • Let parents know about reward systems for reinforcement at home. • Motivational rewards. • Daily report home to increase communication. • Have parents sign off on communications sent home.	

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Allow students to test orally. • Post a daily schedule and stick to it. • Provide preferential seating. • Assign a peer helper. ***Standards-Aligned Enrichment*** • "Comparing Climate Models" task: compare and contrast two informational texts describing how climate change affects a specific ecosystem (RI.CT.5.8, 9.4.5.CI.2).	
May (Week 3) – June (Week 3) *Module 8* **Making a Difference** *EQ: How can one person make a difference?*	***District-Provided Module Standards (as listed)*** • Reading — Literature: RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.7, RL.5.9. • Reading — Informational: RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.6, RI.5.7, RI.5.8, RI.5.9. • Foundational Skills: RF.5.3a, RF.5.4a, RF.5.4b, RF.5.4c. • Language: L.5.1, L.5.2, L.5.4a, L.5.4b, L.5.4c, L.5.5a, L.5.5b, L.5.5c, L.5.6. ***Module Focus Standards — 2023 NJSLS-ELA Domain-Code Equivalents (crosswalk)*** • RI.CI.5.2 Determine the central idea and summarize informational texts about leadership, service, and community impact. • RI.IT.5.3 Explain relationships among individuals, events, and ideas presented in a text. • RI.CT.5.8 Compare and contrast themes, ideas, and perspectives across multiple texts. • SL.PE.5.1 Engage effectively in collaborative discussions, building on others' ideas. ***Standards-Embedded Climate Change Content*** • 2023 NJSLS-ELA Climate Change Companion Guide (Grade 5): SL.PI.5.4 example — students may present their solution to a simple design problem related to climate change that includes specified criteria for success and constraints on material, time, or cost.	• I can determine the main idea and summarize informational texts. • I can analyze characters, setting, plot, and theme using text evidence. • I can explain relationships among individuals, events, and ideas presented in a text. • I can compare and contrast themes, ideas, and perspectives across multiple texts. • I can quote accurately from texts to support responses, inferences, and conclusions. • I can determine the meanings of unfamiliar words using context clues and morphology. • I can integrate information from multiple print and digital sources to build understanding. • I can read grade-level texts accurately, fluently, and with appropriate rate and expression. • I can participate effectively in collaborative discussions by asking questions, supporting ideas with evidence, and building on others' thinking.	***Daily Routine — Whole Group*** • Anchor Text focus. • Introduce or review Comprehension Skill/Strategy. • Vocabulary Strategy (introduce or review). • Academic Vocabulary (introduce or review). • Foundational Skills (if needed). ***Daily Routine — Small Group*** • Up to 4 leveled groups (minimum 2 groups a day, 15–20 min each). • Guided Reading; Independent Reading. • Technology (IXL, ReadWorks, Accelerated Reader). • Vocabulary Practice; Comprehension Practice. ***Module 8 — Week 1 Focus*** • Module Theme: Making a Difference. Essential Question: How can one person make a difference? • Genre Focus: Informational Text. • Comprehension Skill: Determine the main idea and explain how key details support it. • Vocabulary Focus/Strategy: Academic and domain-specific vocabulary related to leadership, service, and	***Core Program*** • Into Reading Program • Into Reading MyBooks ***Assessment Components (district-wide benchmark schedule)*** • Into Reading Module 8 Assessment • LinkIt! Form C Benchmark (End of Year) • DIBELS (End-of-Year benchmark) ***Digital & Print Program Materials*** • Into Reading Know It, Show It Books • Into Reading Read and Respond Journals • Into Reading Supplemental Materials (read alouds, tabletop minilessons, graphic organizers, etc.) • Into Reading Word Lists • Into Reading Assessments ***Word Study, Assessment & Intervention*** • IXL • Accelerated Readers

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
	NJSLS-CLKS (2020) & NJ Technology • 9.4.5.CI.2 Investigate a persistent local or global issue, such as climate change, and collaborate with others to develop possible solutions. • 9.4.5.DC.8 Propose ways local and global communities can engage digitally to participate in civic and community activities. ***K–12 Mandated Instruction*** • N.J.S.A. 18A:52:16A-88 (Amistad Law) & N.J.S.A. 18A:35-4.36a (Diversity & Inclusion) — RECAP: a culminating "People Who Made a Difference" showcase revisiting the year's Amistad Law and Diversity & Inclusion Law threads through leaders, artists, inventors, and change-makers studied across the year.		community impact; use context clues and Greek and Latin roots and affixes. • Foundational Skills: Decode multisyllabic words using morphology; read grade-level text fluently with accuracy and expression. ***Module 8 — Week 2 Focus*** • Genre Focus: Biography and Informational Text. • Comprehension Skill: Explain relationships among individuals, events, and ideas using text evidence. • Vocabulary Focus: Academic and domain-specific vocabulary related to leadership, perseverance, and positive change. • Foundational Skills: Apply morphology to decode unfamiliar multisyllabic words; read grade-level text accurately, fluently, and with expression. ***Module 8 — Week 3 Focus*** • Genre Focus: Literary Nonfiction and Informational Text. • Comprehension Skill: Compare and contrast ideas, events, and perspectives across texts; summarize key information. • Vocabulary Focus: Academic and domain-specific vocabulary related to citizenship, responsibility, and community involvement. • Foundational Skills: Decode multisyllabic words using morphology and read grade-level texts fluently, accurately, and with appropriate expression. ***Differentiation & Accommodations — ELL / SE / 504 / Enrichment Modifications*** • Teacher reads the text aloud using a guided reading procedure.	• Smartboard

Month	Content / Standards	Objectives	Areas of Focus / Instruction & Activities	Resources
			• Allow students to test at their own pace. • Provide short breaks between tasks. • Provide a weekly vocabulary/spelling list to students in advance to read and study at home. • Provide a word bank. • Simplify material to the reading level of the student. • Modify the number of problems on a test. • Reduce visual clutter on worksheets. • Create a behavior modification system. • Let parents know about reward systems for reinforcement at home. • Motivational rewards. • Daily report home to increase communication. • Have parents sign off on communications sent home. • Allow students to test orally. • Post a daily schedule and stick to it. • Provide preferential seating. • Assign a peer helper. ***Standards-Aligned Enrichment*** • Culminating "People Who Made a Difference" showcase: student-chosen leader, artist, inventor, or change-maker research presentation, recapping the year's Amistad Law and Diversity & Inclusion Law threads. • Oral presentation: propose a solution to a climate-related design problem, including criteria for success and constraints (SL.PI.5.4, 9.4.5.CI.2).	