

West Deptford Middle School Curriculum Map
English Language Arts - Grade 5

Unit/ Duration	Essential Questions	Content	Skills	Assessment	Standards
Unit 1: Facing Challenges	<ul style="list-style-type: none"> •How can being a better listener make me a better communicator? •How can I extend my vocabulary to become a better reader, writer, and speller? •How can I use digital tools to effectively communicate knowledge? •How can I use technology to gather, analyze, and synthesize information? •How can I use the rules of English to improve my writing, speaking, and reading? •How can reading fluently help me gain 	<ul style="list-style-type: none"> •Cause/Effect, Summarizing, Fact/Opinion, Questioning, and Text Structure •Conventions: four kinds of sentences, subjects/predicates, independent/dependent clauses, compound/complex sentences, common, proper and collective nouns •Details in writing •Expository composition: thesis, body, concluding paragraph •Expository Texts •Fluency: Appropriate rate, expression, phrasing and accuracy •Interviewing •Literary Elements: 	<p>Students will be able to...</p> <ul style="list-style-type: none"> •Advocate and practice safe, legal, and responsible use of information and technology •Analyze Information •Ask questions to understand a purpose •Assess accuracy and credibility of sources •Check for understanding using monitoring and clarification •Check for understanding using summarizing and questioning •Communicate Research 	<p>DIBELS Next Progress Monitoring</p> <p>Renaissance Learning Benchmarking</p> <p><i>Reading Street</i> Weekly Tests (Reading, Vocabulary & Open-Ended Writing)</p> <p>Weekly Spelling Test</p> <p><i>Reading Street</i> Unit Test (Reading, Vocabulary, Open-Ended, and Timed Writing Piece)</p> <p><i>Reading Street</i> Fresh Reads DI Assessment</p> <p><i>Reading Street</i></p>	<p>TECH.8.1.5.A.CS1 TECH.8.1.5.E.CS3 TECH.8.1.5.D.2 TECH.8.1.5.D.CS2 TECH.8.1.5.D.CS3 TECH.8.1.5.D.4 LA.5.CCSS.ELA-Literacy.CCRA.R.8 LA.5.CCSS.ELA-Literacy.CCRA.R.9 LA.5.CCSS.ELA-Literacy.CCRA.R.9 LA.5.CCSS.ELA-Literacy.CCRA.W.8 LA.5.CCSS.ELA-Literacy.CCRA.W.9 LA.5.CCSS.ELA-Literacy.RL.5.1 LA.5.CCSS.ELA-Literacy.RL.5.2 LA.5.CCSS.ELA-Literacy.RL.5.4 LA.5.CCSS.ELA-Literacy.RL.5.9 LA.5.CCSS.ELA-Literacy.RL.5.10 LA.5.CCSS.ELA-Literacy.RI.5.1 LA.5.CCSS.ELA-</p>

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English Language Arts - Grade 5

	<p>deep understanding?</p> <ul style="list-style-type: none"> •How do I deal with a difficult text? •How do I engage with literature? •What strategies can I use as a writer to make my thinking clear to a reader? •Why do we study words? 	<p>Character, Plot, Point of View, Theme, Setting, and Making Inferences</p> <ul style="list-style-type: none"> •Literary Terms: imagery, idioms, hyperbole, sensory details •Narrative tall-tale •Non-fiction writing: supporting points and details •Organization in writing •Poetry: Alliteration, Rhyme Scheme, Author's Viewpoint, Fluency •Research and Inquiry •Retelling •Spelling: short vowels, long vowels, long vowel digraphs, long vowels adding -ed /-ing, contractions •Topic sentences, sequential transitions, writing a 	<ul style="list-style-type: none"> •Compose a narrative tall-tale incorporating an engaging voice •Compose a non-fiction newsletter to inform readers •Consolidate information to include only details •Craft an invitation to inform •Demonstrate command of the conventions of standard English grammar and usage when writing or speaking •Demonstrate knowledge of spelling conventions •Demonstrate understanding of literary terms when reading •Describe a process •Determine or clarify the meaning of key vocabulary 	<p>Sleuth</p> <p><i>Reading Street</i> Unit 1 Fluency Assessment</p> <p><i>Reading Street</i> Running Record</p> <p>Renaissance Learning Progress Monitoring</p> <p>The Reader's and Writer's Notebook</p>	<p>Literacy.RI.5.2 LA.5.CCSS.ELA-Literacy.RI.5.3 LA.5.CCSS.ELA-Literacy.RI.5.4 LA.5.CCSS.ELA-Literacy.RI.5.5 LA.5.CCSS.ELA-Literacy.RI.5.8 LA.5.CCSS.ELA-Literacy.RI.5.9 LA.5.CCSS.ELA-Literacy.RF.5.4 LA.5.CCSS.ELA-Literacy.RF.5.4b LA.5.CCSS.ELA-Literacy.W.5.2 LA.5.CCSS.ELA-Literacy.W.5.2a LA.5.CCSS.ELA-Literacy.W.5.2e LA.5.CCSS.ELA-Literacy.W.5.3 LA.5.CCSS.ELA-Literacy.W.5.3d LA.5.CCSS.ELA-Literacy.W.5.4 LA.5.CCSS.ELA-Literacy.W.5.8 LA.5.CCSS.ELA-Literacy.W.5.9 LA.5.CCSS.ELA-Literacy.W.5.9a</p>
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West Deptford Middle School Curriculum Map
English Language Arts - Grade 5

		<p>process</p> <ul style="list-style-type: none"> •Vocabulary: homographs, context clues, dictionary/glossary, antonyms, multiple-meaning words •Voice 	<p>words</p> <ul style="list-style-type: none"> •Distinguish between fact and opinion •Evaluate and select information sources and digital tools based on the appropriateness for specific tasks •Evaluate arguments and specific claims within texts •Gather relevant information from multiple print and digital resources •Generate an expository composition that contains a thesis, body, and concluding paragraph •Identify and analyze literary elements: character, plot, point of view, setting, and theme 		<p>LA.5.CCSS.ELA-Literacy.W.5.9b LA.5.CCSS.ELA-Literacy.SL.5.1a LA.5.CCSS.ELA-Literacy.SL.5.2 LA.5.CCSS.ELA-Literacy.SL.5.4 LA.5.CCSS.ELA-Literacy.L.5.1 LA.5.CCSS.ELA-Literacy.L.5.2 LA.5.CCSS.ELA-Literacy.L.5.2d LA.5.CCSS.ELA-Literacy.L.5.2e LA.5.CCSS.ELA-Literacy.L.5.4 LA.5.CCSS.ELA-Literacy.L.5.4a LA.5.CCSS.ELA-Literacy.L.5.4c LA.5.CCSS.ELA-Literacy.L.5.5 LA.5.CCSS.ELA-Literacy.L.5.5c LA.5.CCSS.ELA-Literacy.L.5.6 TECH.8.1.5.D.3 TECH.8.1.5.A.2 TECH.8.1.5.E.CS1 TECH.8.1.5.E.1 TECH.8.1.5.A.1</p>
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West Deptford Middle School Curriculum Map
English Language Arts - Grade 5

			<ul style="list-style-type: none"> •Identify and analyze: cause/effect and text structure •Identify and Focus Topics •Integrate information •Interview each other as the story characters •Introduce a topic, integrate transitions to show sequence •Listen to and engage with presentations •Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media •Navigate/Search •Plan strategies to guide inquiry •Read passages accurately using appropriate rate, 		<p>TECH.8.1.5.E.CS2 TECH.8.1.5.A.3 TECH.8.1.5.A.CS2 TECH.8.1.5.D.CS1 TECH.8.1.5.D.1</p>
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West Deptford Middle School Curriculum Map
English Language Arts - Grade 5

			<p>expression, and phrasing</p> <ul style="list-style-type: none">•Retell a selection using retelling strips•Select and use applications effectively and productively•Synthesize•Timed Writing: Informative/Explanatory and Narrative (Personal Narrative)•Understand and use technology systems•Use details, facts and examples to support main idea•Use direct quotes to enhance newsletter		
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West Deptford Middle School Curriculum Map
English Language Arts - Grade 5

Unit/ Duration	Essential Questions	Content	Skills	Assessment	Standards
Unit 2: Doing the Right Thing	<ul style="list-style-type: none"> •How can being a better listener make me a better communicator? •How can I extend my vocabulary to become a better reader, writer, and speller? •How can I relate a personal experience through narrative writing? •How can I use the rules of English to improve my writing, speaking, and reading? •How can reading fluently help me gain a deep understanding? •How do comparing and contrasting elements in a story and informational text lead to deep 	<ul style="list-style-type: none"> •Compare/Contrast, Visualize, Story Structure •Conventions: Regular and irregular plural nouns, possessive nouns, action and linking verbs, main and helping verbs, subject/verb agreement •Description •First person point of view •Fluency: Appropriate rate, expression, phrasing and accuracy •Informal letter writing •Literary Terms: Imagery, foreshadowing, symbolism, rhyme, rhythm, cadence •Narrative Writing 	<p>Students will be able to...</p> <ul style="list-style-type: none"> •Ask questions to understand purpose •Check for understanding using monitoring and clarification strategy •Combine prior knowledge with text evidence to make conclusions •Compare and contrast using context clues •Compose a poem using poetic techniques, rhyme, sound patterns, sensory details, and vivid language •Connect to text using background knowledge •Craft an informal letter using proper 	<p>DIBELS Next Progress Monitoring</p> <p><i>Renaissance Learning</i> Benchmarking</p> <p><i>Reading Street</i> Weekly Tests (Reading, Vocabulary & Open-Ended Writing)</p> <p>Weekly Spelling Test</p> <p><i>Reading Street</i> Unit Test (Reading, Vocabulary, Open-Ended, and Timed Writing Piece)</p> <p><i>Reading Street</i> Fresh Reads DI Assessment</p> <p><i>Reading Street</i> Sleuth</p>	<p>LA.5.CCSS.ELA-Literacy.CCRA.R.5 LA.5.CCSS.ELA-Literacy.CCRA.SL4 LA.5.CCSS.ELA-Literacy.RL.5.2 LA.5.CCSS.ELA-Literacy.RL.5.3 LA.5.CCSS.ELA-Literacy.RL.5.5 LA.5.CCSS.ELA-Literacy.RL.5.9 LA.5.CCSS.ELA-Literacy.RL.5.10 LA.5.CCSS.ELA-Literacy.RI.5.1 LA.5.CCSS.ELA-Literacy.RI.5.2 LA.5.CCSS.ELA-Literacy.RF.5.4 LA.5.CCSS.ELA-Literacy.RF.5.4a LA.5.CCSS.ELA-Literacy.RF.5.4b LA.5.CCSS.ELA-Literacy.W.5.3 LA.5.CCSS.ELA-Literacy.W.5.3a LA.5.CCSS.ELA-Literacy.W.5.3b</p>

West Deptford Middle School Curriculum Map
English Language Arts - Grade 5

	<p>understanding?</p> <ul style="list-style-type: none"> •How do we study words? •What reading tools can I use to extract and comprehend the key ideas of informational text? 	<p>(personal and historical fictional)</p> <ul style="list-style-type: none"> •Poetry •Poetry: Internal Rhyme, Rhyme Scheme, Author's Viewpoint •Sequence, Inferring, Author's Purpose, Monitor/Clarify, Background Knowledge •Spelling: Digraphs, Irregular Plurals, Vowel Sounds with "r", Final Syllables •Vocabulary: Context clues, dictionary/glossary, word structure, Greek and Latin roots, endings 	<p>format</p> <ul style="list-style-type: none"> •Demonstrate command of the conventions of standard English grammar and usage when writing or speaking •Demonstrate knowledge of spelling conventions •Demonstrate understanding of literary terms when reading •Determine or clarify the meaning of key vocabulary words •Identify author's purpose and supporting evidence •Identify story structure as a comprehension strategy •Integrate sensory details to enhance writing •Listen to and 	<p><i>Reading Street</i> Unit 2 Fluency Assessment</p> <p><i>Reading Street</i> Running Record</p> <p>Renaissance Learning Progress Monitoring</p> <p>The Reader's and Writer's Notebook</p>	<p>LA.5.CCSS.ELA-Literacy.W.5.3d LA.5.CCSS.ELA-Literacy.W.5.4 LA.5.CCSS.ELA-Literacy.SL.5.1b LA.5.CCSS.ELA-Literacy.SL.5.2 LA.5.CCSS.ELA-Literacy.SL.5.6 LA.5.CCSS.ELA-Literacy.L.5.1 LA.5.CCSS.ELA-Literacy.L.5.2e LA.5.CCSS.ELA-Literacy.L.5.3 LA.5.CCSS.ELA-Literacy.L.5.3b LA.5.CCSS.ELA-Literacy.L.5.4 LA.5.CCSS.ELA-Literacy.L.5.4a LA.5.CCSS.ELA-Literacy.L.5.4b LA.5.CCSS.ELA-Literacy.L.5.4c LA.5.CCSS.ELA-Literacy.L.5.6</p>
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West Deptford Middle School Curriculum Map
English Language Arts - Grade 5

			<p>engage with presentations</p> <ul style="list-style-type: none">•Read passages accurately using appropriate rate, expression and phrasing•Sequence the events of a story•Timed writing prompt: Narrative (Speculative) and Informative/Explanatory•Use story elements and graphic organizer to plan a narrative piece•Utilize sensory details to connect to text•Utilize vivid language and sensory words to describe		
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English Language Arts - Grade 5

Unit/ Duration	Essential Questions	Content	Skills	Assessment	Standards
Unit 3: Inventors and Artists	<ul style="list-style-type: none"> •How can being a better listener make me a better communicator? •How can I extend my vocabulary to become a better reader, writer, and speller? •How can I use the rules of English to improve my writing, speaking, and spelling? •How can reading fluently help me gain a deeper understanding? •How can words change a mind? •What strategies can I use as a reader to deeply comprehend the key ideas of expository texts? •Why do we study 	<ul style="list-style-type: none"> •Conventions: present/past/future tense, regular/irregular/troublesome verbs, consistent verb tense, prepositions/prepositional phrases •Descriptive Writing: Precise words, vivid adjectives •Expository Writing: Introduction, body, conclusion •Fluency: Appropriate rate, expression, phrasing and accuracy •Informational Literature: sequence, summarize, main idea/details, visualize, 	<p>Students will be able to...</p> <ul style="list-style-type: none"> •Answer question to demonstrate understanding of vocabulary •Ask questions to understand a purpose •Compose an informative essay that is developed with an opening paragraph, body, and conclusion •Create an ad to persuade others to go see a movie •Demonstrate command of the conventions of standard English grammar and usage when writing and speaking 	<p>DIBELS Next Progress Monitoring</p> <p><i>Renaissance Learning</i> Benchmarking</p> <p><i>Reading Street</i> Weekly Tests (Reading, Vocabulary & Open-Ended Writing)</p> <p>Weekly Spelling Test</p> <p><i>Reading Street</i> Unit Test (Reading, Vocabulary, Open-Ended, and Timed Writing Piece)</p> <p><i>Reading Street</i> Fresh Reads DI Assessment</p> <p><i>Reading Street</i></p>	<p>LA.5.CCSS.ELA-Literacy.RL.5.1 LA.5.CCSS.ELA-Literacy.RL.5.2 LA.5.CCSS.ELA-Literacy.RL.5.4 LA.5.CCSS.ELA-Literacy.RL.5.5 LA.5.CCSS.ELA-Literacy.RI.5.1 LA.5.CCSS.ELA-Literacy.RI.5.2 LA.5.CCSS.ELA-Literacy.RI.5.3 LA.5.CCSS.ELA-Literacy.RF.5.4 LA.5.CCSS.ELA-Literacy.RF.5.4b LA.5.CCSS.ELA-Literacy.W.5.1 LA.5.CCSS.ELA-Literacy.W.5.1a LA.5.CCSS.ELA-Literacy.W.5.1b LA.5.CCSS.ELA-Literacy.W.5.2 LA.5.CCSS.ELA-Literacy.W.5.2b</p>

West Deptford Middle School Curriculum Map
English Language Arts - Grade 5

	words?	<p>fact/opinion, predict and set purpose, text structure, graphic sources, important ideas</p> <ul style="list-style-type: none"> •Literary Terms: Foreshadowing, tone, flashback, imagery, jargon •Persuasive Writing: Advertising brochure, sound reasoning, precise language, audience, detailed and relevant evidence, establish a position •Poetry: Internal Rhyme, Alliteration, Metaphor •Poetry: Rhyme scheme, alliteration, symbolism •Speaking and Listening: Build oral language, group discussion •Spelling: Shwa, compound words, consonant sounds, 	<ul style="list-style-type: none"> •Demonstrate knowledge of spelling conventions •Demonstrate understanding of literary terms when reading •Determine main idea and supporting details of a text •Determine or clarify the meaning of key vocabulary words •Develop an opinion and share it with others •Distinguish between fact and opinion •Extract main idea and details from a piece and producing a newscast •Formulate a description that encompasses precise words, vivid adjectives, and imagery 	<p>Sleuth</p> <p><i>Reading Street</i> Unit 3 Fluency Assessment</p> <p><i>Reading Street</i> Running Record</p> <p>Renaissance Learning Progress Monitoring</p> <p>The Reader's and Writer's Notebook</p>	<p>LA.5.CCSS.ELA-Literacy.W.5.2d LA.5.CCSS.ELA-Literacy.W.5.3a LA.5.CCSS.ELA-Literacy.W.5.3b LA.5.CCSS.ELA-Literacy.W.5.3d LA.5.CCSS.ELA-Literacy.W.5.4 LA.5.CCSS.ELA-Literacy.W.5.10 LA.5.CCSS.ELA-Literacy.SL.5.1 LA.5.CCSS.ELA-Literacy.SL.5.1c LA.5.CCSS.ELA-Literacy.SL.5.4 LA.5.CCSS.ELA-Literacy.L.5.1 LA.5.CCSS.ELA-Literacy.L.5.1a LA.5.CCSS.ELA-Literacy.L.5.1c LA.5.CCSS.ELA-Literacy.L.5.2e LA.5.CCSS.ELA-Literacy.L.5.3 LA.5.CCSS.ELA-Literacy.L.5.4 LA.5.CCSS.ELA-Literacy.L.5.4a LA.5.CCSS.ELA-</p>
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English Language Arts - Grade 5

		<p>double consonant, prefixes "un", "de", "dis"</p> <ul style="list-style-type: none"> •Text features (graphics and bullets) •Vocabulary: Multiple-Meaning words, Greek and Latin roots, word structure, homonyms, antonyms, prefixes "pre" and "re", word structure •Writing: Play review, newscast, introduction, advertisement 	<ul style="list-style-type: none"> •Interact with text structure and identify important ideas to better understand a selection •Listen to and engage with presentations •Participate in whole group discussions •Pose and respond to questions •Prepare an informative and dramatic introductory speech •Produce a brochure that incorporates sound reasoning, precise language and text features to persuade a reader •Sequence the events of a story •State an opinion in a topic sentence and support viewpoint with facts, details, 		<p>Literacy.L.5.4b LA.5.CCSS.ELA-Literacy.L.5.5 LA.5.CCSS.ELA-Literacy.L.5.5a LA.5.CCSS.ELA-Literacy.L.5.5b LA.5.CCSS.ELA-Literacy.L.5.5c LA.5.CCSS.ELA-Literacy.L.5.6</p>
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West Deptford Middle School Curriculum Map
English Language Arts - Grade 5

			and relevant evidence •Timed writing prompt: Informative/Explanatory and Argument/Opinion •Use graphic sources to locate and interpret information •Use summarization and prediction to check for understanding •Utilize sensory details to connect to a text		
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English Language Arts - Grade 5

Unit/ Duration	Essential Questions	Content	Skills	Assessment	Standards
Unit 4: Adapting	<ul style="list-style-type: none"> •How can being a better listener make me a better communicator? •How can I extend my vocabulary to become a better reader, writer, and speller? •How can I use the rules of English to improve my writing, speaking, and spelling? •How can reading fluently help me gain a deeper understanding? •How can words change a mind? •What strategies can I use as a reader to deeply comprehend the key ideas of expository texts? •Why do we study words? 	<ul style="list-style-type: none"> •Conventions: Subject and object pronouns, pronouns and antecedents, possessive pronouns, indefinite and reflexive pronouns, who/whom •Fluency: Appropriate rate, expression, phrasing, accuracy •Literary Terms: Idioms, hyperbole, simile, metaphor, dialogue •Reading Informational Text: Graphic sources, text features, drawing conclusions, visualizing •Reading Literature: Drawing conclusions, 	<p>Students will be able to...</p> <ul style="list-style-type: none"> •Ask questions to understand a purpose •Check for understanding through questioning and making predictions •Clearly deliver a speech that advises others how to adapt to a new setting •Compose a narrative poem utilizing sensory details, rhyme, rhythm, and graphic elements •Connect through text by using sensory details •Craft a formal letter that reflects purpose and uses proper 	<p>DIBELS Next Progress Monitoring</p> <p><i>Renaissance Learning</i> Benchmarking</p> <p><i>Reading Street</i> Weekly Tests (Reading, Vocabulary & Open-Ended Writing)</p> <p>Weekly Spelling Test</p> <p><i>Reading Street</i> Unit Test (Reading, Vocabulary, Open-Ended, and Timed Writing Piece)</p> <p><i>Reading Street</i> Fresh Reads DI Assessment</p> <p><i>Reading Street</i> Sleuth</p>	<p>LA.5.CCSS.ELA-Literacy.RL.5.1 LA.5.CCSS.ELA-Literacy.RL.5.5 LA.5.CCSS.ELA-Literacy.RI.5.1 LA.5.CCSS.ELA-Literacy.RI.5.2 LA.5.CCSS.ELA-Literacy.RF.5.3a LA.5.CCSS.ELA-Literacy.RF.5.4 LA.5.CCSS.ELA-Literacy.RF.5.4b LA.5.CCSS.ELA-Literacy.W.5.2 LA.5.CCSS.ELA-Literacy.W.5.3 LA.5.CCSS.ELA-Literacy.W.5.3a LA.5.CCSS.ELA-Literacy.W.5.3b LA.5.CCSS.ELA-Literacy.W.5.3d LA.5.CCSS.ELA-Literacy.W.5.4 LA.5.CCSS.ELA-Literacy.W.5.9 LA.5.CCSS.ELA-Literacy.SL.5.1</p>

West Deptford Middle School Curriculum Map
English Language Arts - Grade 5

		<p>questioning, generalize, predict and set purpose, story structure</p> <ul style="list-style-type: none"> •Speaking and Listening: build oral language, How-To demo, persuasive speech, description, giving advice, interview •Spelling: Cultural words, prefixes "over-", "under-", "sub-", "super-", "out-", homophones, negative prefixes •Vocabulary: Endings "-ed", "-ing", "-s", word structure, unfamiliar words, context clues, synonyms, suffixes "-ion", "-ish" •Writing: Picture book with dialogue, friendly letter, formal letter, narrative poem, autobiographical 	<p>format</p> <ul style="list-style-type: none"> •Craft informal letter using proper format and informal language to communicate ideas •Deliver instruction and follow directions •Demonstrate command of the conventions of English grammar and usage when writing or speaking •Demonstrate knowledge of spelling conventions •Demonstrate understanding of literary terms when reading •Determine or clarify the meaning of key vocabulary •Generate a picture book using story elements and illustrations to convey author's 	<p><i>Reading Street</i> Unit 4 Fluency Assessment</p> <p><i>Reading Street</i> Running Record</p> <p>Renaissance Learning Progress Monitoring</p> <p>The Reader's and Writer's Notebook</p>	<p>LA.5.CCSS.ELA-Literacy.SL.5.1a LA.5.CCSS.ELA-Literacy.SL.5.1c LA.5.CCSS.ELA-Literacy.SL.5.4 LA.5.CCSS.ELA-Literacy.SL.5.5 LA.5.CCSS.ELA-Literacy.SL.5.6 LA.5.CCSS.ELA-Literacy.L.5.1 LA.5.CCSS.ELA-Literacy.L.5.2 LA.5.CCSS.ELA-Literacy.L.5.2e LA.5.CCSS.ELA-Literacy.L.5.3a LA.5.CCSS.ELA-Literacy.L.5.4 LA.5.CCSS.ELA-Literacy.L.5.4a LA.5.CCSS.ELA-Literacy.L.5.4b LA.5.CCSS.ELA-Literacy.L.5.5c LA.5.CCSS.ELA-Literacy.L.5.6</p>
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West Deptford Middle School Curriculum Map
English Language Arts - Grade 5

		sketch	meaning <ul style="list-style-type: none">•Generate an autobiographical story utilizing chronological organization and first person point of view that communicates author's thoughts and feelings•Give an oral description that incorporates sensory language and correct grammar•Identify story structure as a comprehension strategy•Interact with text structure and identify important ideas to better understand a selection•Listen to and engage with presentations		
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West Deptford Middle School Curriculum Map
English Language Arts - Grade 5

			<ul style="list-style-type: none">•Make generalizations about characters and use text evidence to support them•Orally present a persuasive speech that incorporates sound reasoning and through support•Pose and respond to questions•Timed writing prompts: Informative/Explanatory and Narrative•Use graphic sources to locate and interpret information•Use indefinite pronouns•Utilize background knowledge and text information to draw a conclusion		
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