

**The CARROLL COUNTY SCHOOL DISTRICT  
CURRICULUM WEEKLY PACING GUIDE  
MS LANGUAGE ARTS/READING FRAMEWORK**

**Grade Level: 5th**

**Subject: Language Term 2007-2008**

		<b>1<sup>st</sup> Nine Weeks Language Arts</b>
	<b>L.5.4</b>	<b><u>The student will apply Standard English to communicate.</u></b>
	<b>L.5.4.a</b>	<b>The student will apply Standard English grammar to compose or edit. (DOK 1)</b>
8/13-8/24	L.5.4.a.1	Nouns (e.g., singular; plural [including irregular forms]; common; proper; singular possessive; plural possessive; appositives; concrete; abstract; compound [one word: bookcase; two or more words; prime number/Yellowstone National Park/George Washington; hyphenated words: editor – in-chief]; predicate nominatives)
8/27-8/31	L.5.4.a.2	Verbs (e.g., helping verbs, irregular verbs, linking verbs)
9/4-9/7	L.5.4.a.3	Verb tense (conjugation and purpose for present, past, future; present perfect and past perfect)
9/10-9/21	L.5.4.a.4	Subject-verb agreement
9/24-9/28	L.5.4.a.5	Articles and coordinating/subordinating conjunctions
10/2-10/5		REVIEW WEEK
10/8-10/12		EXAMS (Mastery)

		<b>2<sup>nd</sup> Nine Weeks</b>
10/16-10/19		Adjectives (e.g., descriptive, comparative, superlative; predicate adjectives)
10/22-10/26	L.5.4.a.7	Prepositions
10/29-11/09	L.5.4.a.8	Pronouns (e.g., subject, object, reflexive, singular, singular possessive, plural, plural possessive, demonstrative, and interrogative)
11/12-11/16	L.5.4.a.9	Pronoun-antecedent agreement (number and gender)
11/26-11/30	L.5.4.a.10	Adverbs (e.g. comparative forms; avoiding double negatives)
12/3-12/07	L.5.4.a.11	Interjections
12/10-12/14		REVIEW WEEK
12/17-12/21		EXAMS (Mastery)
		<b>3<sup>rd</sup> Nine Weeks</b>
	<b>L.5.4.b</b>	<b>The student will apply Standard English mechanics to compose or edit. (DOK 1)</b>
1/7-1/11	L.5.4.b.1	End punctuation (e.g., period, question mark, exclamation point)
1/7-1/11	L.5.4.b.2	Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)

1/7-1/11	L.5.4.b.4	Apostrophes (possessives; contractions)
1/14-1/19	L.5.4.b.3	Commas (e.g., dates, series, addresses, greetings and closings of friendly letters, quotations, introductory prepositional phrases, nonessential appositive phrases, and interrupters)
1/22-1/25	L.5.4.b.5	Semicolons (compound sentences)
1/22-1/25	L.5.4.b.8	Colons (e.g., time, before lists introduced by independent clauses, business letters)
1/28-2/1	L.5.4.b.6	Quotation marks (e.g., quotations, titles of poems, titles of songs, titles of short stories, titles of chapters, titles of magazine articles)
1/28-2/1	L.5.4.b.8	Underlining/Italics (titles of books and movies)
	<b>L.5.3.f</b>	<b>The student will compose text of a variety of modes based on inquiry and research (DOK 3)</b>
2/4-2/8	L.5.3.f.1	Generate questions
2/4-2/8	L.5.3.f.2	Locate sources (e.g., books, interviews, Internet) and gather relevant information.
2/4-2/8	L.5.3.f.3	Identify and paraphrase important information from sources
2/4-2/8	L.5.3.f.4	Present the results
	<b>L.5.4.b</b>	<b>The student will apply Standard English mechanics to compose or edit. (DOK 1)</b>
2/4-2/8	L.5.4.b.9	Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, the pronoun "I," first word in greetings and closings of friendly letters, proper adjectives)

	<b>L.5.3.d</b>	<b>The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem/solution. (DOK 3)</b>
2/4-2/8	L.5.3.d.1	Reports
2/4-2/8	L.5.3.d.6	Essays
O	L.5.4.b.10	Spell words commonly found in fifth grade level text
O	L.5.4.b.11	Produce legible text
	<b>L.5.4.c</b>	<b>The student will apply knowledge of sentence structure in composing or editing. (DOK 2)</b>
2/11-2/15	L.5.4.c.1	Analyze the structure of sentences (e.g., simple sentences including those with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; and complex sentences, including independent and dependent clauses
2/11-2/15	L.5.4.c.2	Compose simple sentences with compound subjects and/or compound predicates; compound sentences including those with compound subjects and/or compound predicates; and complex sentences, including independent and dependent clauses
2/18-2/22	L.5.4.c.3	Avoid sentence fragments, run-on sentences, and comma splices.
2/18-2/22	L.5.3.d.4	Presentations
2/25-2/29	L.5.4.c.4	Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), and appositive phrases

2/25-2/29	L.5.4.c.5	Compose sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), and appositive phrases
	<b>L.5.3</b>	<b><u>The student will express, communicate evaluate, or exchange ideas effectively.</u></b>
	<b>L.5.3.a</b>	<b>The student will use an appropriate composing process (e.g. planning, drafting, revising, editing, and publishing/sharing) to express, communicate, evaluate, or exchange ideas with a focus on text of increasing complexity and length</b>
	<b>L.5.3.e</b>	<b>The student will compose simple persuasive text clearly expressing a main idea with supporting details fo r a specific purpose and audience. (DOK 3)</b>
2/25-2/29	L.5.3.e.3	Advertisement
3/3-3/7	L.5.3.e.2	Speeches—REVIEW WEEK
3/10-3/14		EXAMS (Mastery)
		4th Nine Weeks
	<b>L.5.3.a</b>	<b>The student will use an appropriate composing process (e.g. planning, drafting, revising, editing, and publishing/sharing) to express, communicate, evaluate, or exchange ideas with a focus on text of increasing complexity and length</b>
	<b>L.5.3.e</b>	<b>The student will compose simple persuasive text clearly expressing a main idea with supporting details fo r a specific purpose and audience. (DOK 3)</b>
3/25-3/28	L.5.3.a.1	Planning – Plan for composing using a variety of strategies (e.g. brainstorming, drawing, graphic organizers, peer discussion, reading, viewing.)
3/25-3/28	L.5.3.a.2	Drafting – Draft with increasing fluency.

3/25-3/28	L.5.3.a.3	Revising – revise selected drafts by adding, elaborating, deleting, and rearranging text based on feedback on teacher/peer feedback, writer’s checklist, or rubric
3/25-3/28	L.5.3.a.4	Editing – Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure
3/25-3/28	L.5.3.a.5	Publishing/Sharing – Share writing with others formally and informally using a variety of media
	<b>L.5.3.b</b>	<b>The student will compose descriptive text using specific details and vivid language. (DOK 3)</b>
	<b>L.5.3.c</b>	<b>The student will compose narrative text relating an event with a clear beginning, middle, and end using specific details. (DOK 3)</b>
	<b>L.5.3.d</b>	<b>The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem/solution. (DOK 3)</b>
3/31-4/4	L.5.3.c.2	Narrative poems
3/31-4/4	L.5.3.d.5	Poems
4/7-4/11	L.5.3.c.1	Stories or retellings
4/7-4/11	L.5.3.c.3	Power-point Presentations
	L.5.3.c.4	Plays
4/14-4/18	L.5.3.c.5	Biographies or autobiographies

4/14-4/18	L.5.3.c.6	Video narratives
4/14-4/18	L.5.3.d.3	Functional text
	<b>L.5.3.d</b>	<b>The student will compose informational text clearly expressing a main idea with supporting details, including but not limited to the following: texts containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem/solution. (DOK 3)</b>
4/21-4/25	L.5.3.d.2	Letters
	<b>L.5.3.e</b>	<b>The student will compose simple persuasive text clearly expressing a main idea with supporting details for a specific purpose and audience. (DOK 3)</b>
4/21-4/25	L.5.3.e.1	Letters
4/28-5/9		MCT2 Review and Test
5/12-5/16		Nine Weeks Review
5/19-5/21		Nine Weeks Test (Mastery)