

### Fifth Grade Pacing Guide Weeks 1-9

Item	Item and Type	Link Language
<p align="center"><b>Language</b></p> <p align="center"><i>Comprehension and Interpretation</i></p>		
10	<p>Representative content of the conventions of written English grammar and usage when writing a speaking student's self</p> <ul style="list-style-type: none"> <li>1 Explain the function of punctuation, parentheses, and abbreviations in general and their function in specific sentences</li> <li>1 Form and use the period and comma</li> <li>1 Use and abuse the comma splice, run-on, fragment, clause, and sentence</li> <li>1 Recognize and correct inappropriate shifts in verb tense</li> </ul> <p>Representative content of the conventions of spoken English (representative pronunciation and spelling when writing):</p> <ul style="list-style-type: none"> <li>1 The pronunciation of capital letters is a vowel</li> <li>1 Use a colon to separate an introductory element from the rest of the sentence</li> <li>1 Use a semicolon and the apostrophe in the middle and at the end of the sentence</li> </ul>	
<p align="center"><b>Reading: Advanced Skills</b></p> <p align="center"><i>Plans and their Functions</i></p>		
10	<p>Plan and apply patterns (chronic and word analysis skills in reading texts)</p> <p>Use combined knowledge of all types (main, comparison, explanation, problem/solution, and description) to read and/or write advanced expository/analytical materials made in written and oral or written</p>	
<p align="center"><b>Reading: Informational Text</b></p> <p align="center"><i>For class and beyond</i></p>		
4	<p>Guide students from a text after reading using the text map explicitly and after reading, discussing, &amp; writing text</p>	



### ing Guide Weeks 10-18

[illegible]

### ing Guide Weeks 19-27

test and type	test language
<b>Language</b> written or spoken	
assessment when writing, speaking, reading, or listening for meaning, words, phrases, (sounds) level of listening, (writing, speaking) and so	
<b>Language</b> oral, written or written	
listening and understanding words and phrases, meaning, fluency, tone, a range of types of words and phrases oral and written skills and understanding of oral and written skills and understanding of oral and written skills and understanding of	
<b>Language</b> oral, written or written	
oral and written skills and understanding of oral and written skills and understanding of oral and written skills and understanding of	
<b>Language</b> oral, written or written	
oral and written skills and understanding of oral and written skills and understanding of oral and written skills and understanding of	



## Using Guide Weeks 1-9

<p><b>Self and Society</b></p> <p><b>Language</b></p> <p><b>Person and Individuality</b></p> <p>elements of standard English grammar and usage          and          any pronunciation and morphology in general          known          and          correct, appropriate, clear, and consistent          use with a text book          elements of standard English vocabulary          by, fluently and          with a range          accurate enough for the use of the language          in an entry in a list of appropriate forms for          its own entries</p>	<p><b>Class Composition</b></p>
<p><b>g. Fundamental Skills</b></p> <p><b>Self and World/Environment</b></p> <p>and word analysis skills in hearing words          and sound correspondence relationships          between orthographic and phonetic systems</p>	
<p><b>g. International Text</b></p> <p><b>Self and World</b></p> <p>discussing what the text represents and does</p>	



# **Miami Dade Language Arts Pacing Guide**

**Educational Resources Information  
Center (U.S.)**



## **Miami Dade Language Arts Pacing Guide:**

*Resources in Education* ,1990      **Research in Education** ,1969      *Current Topics in Education* ,1972      *A Human Relations Guide for Teachers* Erwin H. Epstein,Joseph J. Pizzillo,1972      *Resources in Education* ,1990      **English Journal** ,1989      *School Library Journal* ,2001      *Subject Collections* ,1985 A guide to special book collections and subject emphases as reported by university college public and special libraries and museums in the United States and Canada

**Current Index to Journals in Education** ,1994      *ERIC Educational Documents Index, 1966-69: Minor descriptors and author index* ,1970      *The Imperial Dictionary of the English Language* John Ogilvie,1883      *The National Faculty Directory* ,1974      **TESL Talk** ,1984      *Fodor's Affordable Florida* Fodor's Travel Publications, Inc,1993 This budget guide to the Sunshine State was written specifically for travelers who demand quality comfort and service at prices that are affordable Features all the depth and detail quality writing and honest reviews as Fodor s Gold guides but with a budget focus      **Behavior & Society** ,1979      **ERIC Educational Documents Index** Educational Resources Information Center (U.S.),1966 A subject author institution index which provides titles and accession numbers to the document and report literature that was announced in the monthly issues of *Resources in education* earlier called *Research in education*

*Universal Dictionary of the English Language: Rhe-Z* Robert Hunter,1897      **Archaeology** ,1983      **A Standard Dictionary of the English Language** Isaac Kaufman Funk,Francis Andrew March,1897      *An American Dictionary of the English Language* Noah Webster,1877

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