

## 2011 -12 Pacing Guide

### 05 Language Arts / Language Arts 1st Term

Term	Standard
1	<b>GPS.05.LA.ELA5W2.1.d</b> - Includes sensory details and concrete language to develop plot and character.
1	<b>GPS.05.LA.ELA5W3.c</b> - Uses various reference materials (i.e., dictionary, thesaurus, encyclopedia, electronic information, almanac, atlas, magazines, newspapers) as aids to writing.
1	<b>GPS.05.LA.ELA5W3.d</b> - Uses the features of texts (e.g., index, table of contents, guide words, alphabetical/numerical order) to obtain and organize information and thoughts.
1	<b>GPS.05.LA.ELA5W3.e</b> - Demonstrates basic keyboarding skills and familiarity with computer terminology (e.g., software, memory, disk drive, hard drive).
1	<b>GPS.05.LA.ELA5W3.g</b> - Uses a thesaurus to identify alternative word choices and meanings.
1	<b>GPS.05.LA.ELA5W4</b> - The student consistently uses a writing process to develop, revise, and evaluate writing.
1	<b>GPS.05.LA.ELA5W4.a</b> - Plans and drafts independently and resourcefully.
1	<b>GPS.05.LA.ELA5W4.b</b> - Revises manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.
1	<b>GPS.05.LA.ELA5W4.c</b> - Edits to correct errors in spelling, punctuation, etc.
1	<b>GPS.05.LA.ELA5W3</b> - The student uses research and technology to support writing.
1	<b>GPS.05.LA.ELA5W2</b> - The student demonstrates competence in a variety of genres
1	<b>GPS.05.LA.ELA5W2.1</b> - The student produces a narrative that:
1	<b>GPS.05.LA.ELA5W2.1.a</b> - Engages the reader by establishing a context, creating a point of view, and otherwise developing reader interest.
1	<b>GPS.05.LA.ELA5W2.1.b</b> - Establishes a plot, point of view, setting, and conflict, and/or the significance of events.
1	<b>GPS.05.LA.ELA5W2.1.c</b> - Creates an organizing structure.
1	<b>GPS.05.LA.ELA5W2.1.e</b> - Excludes extraneous details and inconsistencies.
1	<b>GPS.05.LA.ELA5W2.1.f</b> - Develops complex characters through actions describing the motivation of characters and character conversation.
1	<b>GPS.05.LA.ELA5W2.1.g</b> - Uses a range of appropriate narrative strategies such as flashback, foreshadowing, dialogue, tension, or suspense.
1	<b>GPS.05.LA.ELA5W2.1.h</b> - Provides a sense of closure to the writing.
1	<b>GPS.05.LA.ELA5W2.1.i</b> - Lifts the level of language using appropriate strategies including word choice.
1	<b>GPS.05.LA.ELA5W1</b> - The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.
1	<b>GPS.05.LA.ELA5W1.a</b> - Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.
1	<b>GPS.05.LA.ELA5W1.b</b> - Writes texts of a length appropriate to address the topic or tell the story.
1	<b>GPS.05.LA.ELA5W1.c</b> - Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).
1	<b>GPS.05.LA.ELA5W1.d</b> - Uses appropriate structures to ensure coherence (e.g., transition

	elements).
1	<b>GPS.05.LA.ELA5C1</b> - The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.
1	<b>GPS.05.LA.ELA5C1.a</b> - Uses and identifies the eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
1	<b>GPS.05.LA.ELA5C1.c</b> - Uses and identifies verb phrases and verb tenses.
1	<b>GPS.05.LA.ELA5C1.d</b> - Recognizes that a word performs different functions according to its position in the sentence.
1	<b>GPS.05.LA.ELA5C1.e</b> - Varies the sentence structure by kind (declarative, interrogative, imperative, and exclamatory sentences and functional fragments), order, and complexity (simple, compound, complex, and compound-complex).
1	<b>GPS.05.LA.ELA5C1.f</b> - Uses and identifies correct mechanics (e.g., apostrophes, quotation marks, comma use in compound sentences, paragraph indentations) and correct sentence structure (e.g., elimination of sentence fragments and run-ons).
1	<b>GPS.05.LA.ELA5C1.g</b> - Uses additional knowledge of correct mechanics (e.g., apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (e.g., elimination of fragments and run-ons), and correct Standard English spelling (e.g., commonly used homophones) when writing, revising, and editing.
<b>05 Language Arts / Language Arts 2nd Term</b>	
<b>Term</b>	<b>Standard</b>
2	<b>GPS.05.LA.ELA5W3.a</b> - Acknowledges information from sources.
2	<b>GPS.05.LA.ELA5W3.b</b> - Uses organizational features of printed text (i.e., citations, end notes, bibliographic references, appendices) to locate relevant information.
2	<b>GPS.05.LA.ELA5W3.c</b> - Uses various reference materials (i.e., dictionary, thesaurus, encyclopedia, electronic information, almanac, atlas, magazines, newspapers) as aids to writing.
2	<b>GPS.05.LA.ELA5W3.d</b> - Uses the features of texts (e.g., index, table of contents, guide words, alphabetical/numerical order) to obtain and organize information and thoughts.
2	<b>GPS.05.LA.ELA5W3.e</b> - Demonstrates basic keyboarding skills and familiarity with computer terminology (e.g., software, memory, disk drive, hard drive).
2	<b>GPS.05.LA.ELA5W3.f</b> - Creates simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, thesaurus, spell check).
2	<b>GPS.05.LA.ELA5W3.g</b> - Uses a thesaurus to identify alternative word choices and meanings.
2	<b>GPS.05.LA.ELA5W4.c</b> - Edits to correct errors in spelling, punctuation, etc.
2	<b>GPS.05.LA.ELA5W4</b> - The student consistently uses a writing process to develop, revise, and evaluate writing.
2	<b>GPS.05.LA.ELA5W4.a</b> - Plans and drafts independently and resourcefully.
2	<b>GPS.05.LA.ELA5W4.b</b> - Revises manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.
2	<b>GPS.05.LA.ELA5W2.2.g</b> - Draws from more than one source of information such as speakers, books, newspapers, and online materials.
2	<b>GPS.05.LA.ELA5W2.2.h</b> - Provides a sense of closure to the writing.
2	<b>GPS.05.LA.ELA5W2.2.i</b> - Lifts the level of language using appropriate strategies including word choice.
2	<b>GPS.05.LA.ELA5W3</b> - The student uses research and technology to support writing.

2	<b>GPS.05.LA.ELA5W2</b> - The student demonstrates competence in a variety of genres
2	<b>GPS.05.LA.ELA5W2.2</b> - The student produces informational writing (e.g., report, procedures, correspondence) that:
2	<b>GPS.05.LA.ELA5W2.2.a</b> - Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.
2	<b>GPS.05.LA.ELA5W2.2.b</b> - Develops a controlling idea that conveys a perspective on a subject.
2	<b>GPS.05.LA.ELA5W2.2.c</b> - Creates an organizing structure appropriate to a specific purpose, audience, and context.
2	<b>GPS.05.LA.ELA5W2.2.d</b> - Includes appropriate facts and details.
2	<b>GPS.05.LA.ELA5W2.2.e</b> - Excludes extraneous details and inappropriate information.
2	<b>GPS.05.LA.ELA5W2.2.f</b> - Uses a range of appropriate strategies, such as providing facts and details, describing or analyzing the subject, and narrating a relevant anecdote.
2	<b>GPS.05.LA.ELA5C1.g</b> - Uses additional knowledge of correct mechanics (e.g., apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (e.g., elimination of fragments and run-ons), and correct Standard English spelling (e.g., commonly used homophones) when writing, revising, and editing.
2	<b>GPS.05.LA.ELA5W1</b> - The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.
2	<b>GPS.05.LA.ELA5W1.a</b> - Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.
2	<b>GPS.05.LA.ELA5W1.b</b> - Writes texts of a length appropriate to address the topic or tell the story.
2	<b>GPS.05.LA.ELA5W1.c</b> - Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).
2	<b>GPS.05.LA.ELA5W1.d</b> - Uses appropriate structures to ensure coherence (e.g., transition elements).
2	<b>GPS.05.LA.ELA5C1</b> - The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.
2	<b>GPS.05.LA.ELA5C1.a</b> - Uses and identifies the eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
2	<b>GPS.05.LA.ELA5C1.d</b> - Recognizes that a word performs different functions according to its position in the sentence.
2	<b>GPS.05.LA.ELA5C1.e</b> - Varies the sentence structure by kind (declarative, interrogative, imperative, and exclamatory sentences and functional fragments), order, and complexity (simple, compound, complex, and compound-complex).
2	<b>GPS.05.LA.ELA5C1.f</b> - Uses and identifies correct mechanics (e.g., apostrophes, quotation marks, comma use in compound sentences, paragraph indentations) and correct sentence structure (e.g., elimination of sentence fragments and run-ons).
<b>05 Language Arts / Language Arts 3rd Term</b>	
<b>Term</b>	<b>Standard</b>
3	<b>GPS.05.LA.ELA5W4.c</b> - Edits to correct errors in spelling, punctuation, etc.
3	<b>GPS.05.LA.ELA5W3</b> - The student uses research and technology to support writing.
3	<b>GPS.05.LA.ELA5W4</b> - The student consistently uses a writing process to develop, revise, and evaluate writing.
3	<b>GPS.05.LA.ELA5W4.a</b> - Plans and drafts independently and resourcefully.

3	<b>GPS.05.LA.ELA5W4.b</b> - Revises manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.
3	<b>GPS.05.LA.ELA5W2.4</b> - The student produces a persuasive essay that:
3	<b>GPS.05.LA.ELA5W2.4.a</b> - Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.
3	<b>GPS.05.LA.ELA5W2.4.b</b> - States a clear position in support of a proposal.
3	<b>GPS.05.LA.ELA5W2.4.c</b> - Supports a position with relevant evidence.
3	<b>GPS.05.LA.ELA5W2.4.d</b> - Creates an organizing structure appropriate to a specific purpose, audience, and context.
3	<b>GPS.05.LA.ELA5W2.4.e</b> - Addresses reader concerns.
3	<b>GPS.05.LA.ELA5W2.4.f</b> - Excludes extraneous details and inappropriate information.
3	<b>GPS.05.LA.ELA5W2.4.g</b> - Provides a sense of closure to the writing.
3	<b>GPS.05.LA.ELA5W2.4.h</b> - Raises the level of language using appropriate strategies (word choice).
3	<b>GPS.05.LA.ELA5W1.d</b> - Uses appropriate structures to ensure coherence (e.g., transition elements).
3	<b>GPS.05.LA.ELA5W2</b> - The student demonstrates competence in a variety of genres
3	<b>GPS.05.LA.ELA5C1.g</b> - Uses additional knowledge of correct mechanics (e.g., apostrophes, quotation marks, comma use in compound sentences, paragraph indentations), correct sentence structure (e.g., elimination of fragments and run-ons), and correct Standard English spelling (e.g., commonly used homophones) when writing, revising, and editing.
3	<b>GPS.05.LA.ELA5LSV2</b> - The student listens to and views various forms of text and media in order to gather and share information, persuade others, and express and understand ideas.
3	<b>GPS.05.LA.ELA5LSV2.1.b</b> - Evaluates the role of the media in focusing attention and in forming an opinion.
3	<b>GPS.05.LA.ELA5W1</b> - The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.
3	<b>GPS.05.LA.ELA5W1.a</b> - Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.
3	<b>GPS.05.LA.ELA5W1.b</b> - Writes texts of a length appropriate to address the topic or tell the story.
3	<b>GPS.05.LA.ELA5W1.c</b> - Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).
3	<b>GPS.05.LA.ELA5C1</b> - The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.
3	<b>GPS.05.LA.ELA5C1.a</b> - Uses and identifies the eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).
3	<b>GPS.05.LA.ELA5C1.b</b> - Expands or reduces sentences (e.g., adding or deleting modifiers, combining or revising sentences).
3	<b>GPS.05.LA.ELA5C1.d</b> - Recognizes that a word performs different functions according to its position in the sentence.
3	<b>GPS.05.LA.ELA5C1.e</b> - Varies the sentence structure by kind (declarative, interrogative, imperative, and exclamatory sentences and functional fragments), order, and complexity (simple, compound, complex, and compound-complex).
3	<b>GPS.05.LA.ELA5C1.f</b> - Uses and identifies correct mechanics (e.g., apostrophes,

quotation marks, comma use in compound sentences, paragraph indentations) and correct sentence structure (e.g., elimination of sentence fragments and run-ons).

### 05 Language Arts / Language Arts 4th Term

Term	Standard
4	<b>GPS.05.LA.ELA5W4.c</b> - Edits to correct errors in spelling, punctuation, etc.
4	<b>GPS.05.LA.ELA5W3</b> - The student uses research and technology to support writing.
4	<b>GPS.05.LA.ELA5W3.a</b> - Acknowledges information from sources.
4	<b>GPS.05.LA.ELA5W3.b</b> - Uses organizational features of printed text (i.e., citations, end notes, bibliographic references, appendices) to locate relevant information.
4	<b>GPS.05.LA.ELA5W3.f</b> - Creates simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, thesaurus, spell check).
4	<b>GPS.05.LA.ELA5W4</b> - The student consistently uses a writing process to develop, revise, and evaluate writing.
4	<b>GPS.05.LA.ELA5W4.a</b> - Plans and drafts independently and resourcefully.
4	<b>GPS.05.LA.ELA5W4.b</b> - Revises manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.
4	<b>GPS.05.LA.ELA5W2.3</b> - The student produces a response to literature that:
4	<b>GPS.05.LA.ELA5W2.3.a</b> - Engages the reader by establishing a context, creating a speaker's voice, and otherwise developing reader interest.
4	<b>GPS.05.LA.ELA5W2.3.b</b> - Advances a judgment that is interpretive, evaluative, or reflective.
4	<b>GPS.05.LA.ELA5W2.3.c</b> - Supports judgments through references to the text, other works, authors, or non-print media, or references to personal knowledge.
4	<b>GPS.05.LA.ELA5W2.3.d</b> - Develops interpretations that exhibit careful reading and demonstrate an understanding of the literary work.
4	<b>GPS.05.LA.ELA5W2.3.e</b> - Excludes extraneous details and inappropriate information.
4	<b>GPS.05.LA.ELA5W2.3.f</b> - Provides a sense of closure to the writing.
4	<b>GPS.05.LA.ELA5W2.3.g</b> - Lifts the level of language using appropriate strategies including word choice.
4	<b>GPS.05.LA.ELA5W1.d</b> - Uses appropriate structures to ensure coherence (e.g., transition elements).
4	<b>GPS.05.LA.ELA5W2</b> - The student demonstrates competence in a variety of genres
4	<b>GPS.05.LA.ELA5W1</b> - The student produces writing that establishes an appropriate organizational structure, sets a context and engages the reader, maintains a coherent focus throughout, and signals a satisfying closure.
4	<b>GPS.05.LA.ELA5W1.a</b> - Selects a focus, an organizational structure, and a point of view based on purpose, genre expectations, audience, length, and format requirements.
4	<b>GPS.05.LA.ELA5W1.b</b> - Writes texts of a length appropriate to address the topic or tell the story.
4	<b>GPS.05.LA.ELA5W1.c</b> - Uses traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).
4	<b>GPS.05.LA.ELA5C1</b> - The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats.
4	<b>GPS.05.LA.ELA5C1.a</b> - Uses and identifies the eight parts of speech (e.g., noun, pronoun, verb, adverb, adjective, conjunction, preposition, interjection).

4	<b>GPS.05.LA.ELA5C1.b</b> - Expands or reduces sentences (e.g., adding or deleting modifiers, combining or revising sentences).
4	<b>GPS.05.LA.ELA5C1.d</b> - Recognizes that a word performs different functions according to its position in the sentence.