

Fifth Grade Language Arts
Assessment Pacing Guide

<u>First Nine Weeks</u>				
Competency	Mississippi Language Framework Objectives	DOK	Date Taught	Assessment
1a	The student will apply knowledge of roots and affixes (e.g., on-, trans-, over-, anti, inter-, super, semi, -tion, -or, -ion, -it, -ment, -ic, -ian, -ist, -ous, -eous, -ious) in multi-syllabic words. (ongoing)	2		
1b	The student will develop and apply expansive knowledge of words and word meanings to communicate. (ongoing)	1		
1c	The student will identify and produce grade level appropriate synonyms, antonyms, and homonyms. (ongoing)	2		
1d	The student will use definitional, synonym, antonym, or example clues to infer the meanings of unfamiliar words.	2		
1e	The student will apply knowledge of simple figurative language (simile and metaphor) to determine the meaning of text and to communicate.	2		
1g	The student will communicate using vocabulary that is appropriate for the context, purpose, and situation (e.g., formal and informal language). (ongoing)	2		
2a1	Text Features- titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, captions, illustrations, graphs, diagrams, maps, icons, pull down menus, key word searches, etc. (ongoing)	2		
2a2	Parts of a book- table of contents, glossary, index, appendix, footnotes, etc.	2		
2a3	Text structures-sequential order, description, simple cause and effect, procedure,	2		

	compare/contrast, order of importance, problem/solution, etc. (ongoing)			
2a4	Genres- Fiction, nonfiction, poetry, biographies, and autobiographies (ongoing)	2		
2d1	Story elements (e.g. setting, characters, character traits, plot, resolution, point of view) (ongoing)	3		
2d4	Author's purpose (e.g., inform, entertain, persuade)	3		
3a (1-5)	The student will use and reflect on an appropriate composing process (e.g. planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on text of increasing complexity of length. (ongoing)	3		
3d	The student will compose informational text clearly expressing a main idea with supporting details including but not limited to the following: text containing chronological order; procedural; cause and effect; comparison and contrast; order of importance; problem/solution.	3		
4a1	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])	1		
4a2	Verbs (action for pattern one sentences)	1		
4a5	Articles	1		
4a6	Adjectives (e.g., descriptive, comparative, and superlative)	1		
4a10	Adverbs (comparative forms)	1		
4b1	End punctuation (e.g., period, question mark, exclamation point)	1		
4b2	Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)	1		
4b3	Commas (e.g., dates, series, addresses,	1		

	greetings and closings of friendly letters, quotations, introductory prepositional phrases, nonessential appositive phrases.			
4b4	Apostrophes (possessives, contractions)	1		
4b6	Quotation marks (e.g., quotations, titles of poems, titles of songs, titles of short stories, titles of chapters, titles of magazine articles)	1		
4b7	Underlining/Italics (titles of books and movies)	1		
4b9	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)	1		
4b10	Spell words commonly found in fifth grade text. (ongoing)	1		
4b11	Produce legible text. (ongoing)	1		
4c4	Analyze sentences containing descriptive adjectives and adverbs.	2		
4c5	Compose sentences containing descriptive adjectives and adverbs.	2		

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<u>Second Nine Weeks</u>				
Competency	Mississippi Language Framework Objectives	DOK	Date Taught	Assessment
1a	The student will apply knowledge of roots and affixes (e.g., on-, trans-, over-, anti, inter-, super, semi, -tion, -or, -ion, -it, -ment, -ic, -ian, -ist, -ous, -eous, -ious) in multi-syllabic words. (ongoing)	2		
1b	The student will develop and apply expansive knowledge of words and word meanings to communicate. (ongoing)	1		
1c	The student will identify and produce grade level appropriate synonyms, antonyms, and homonyms. (ongoing)	2		
1e	The student will apply knowledge of simple figurative language (personification, hyperbole, and idiom) to determine the meaning of text and to communicate.	2		
1f	The student will select appropriate reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to understand or gain information from text regarding meaning, pronunciation, syllabication, synonyms, antonyms, and parts of speech for words.	1		
1g	The student will communicate using vocabulary that is appropriate for the context, purpose, and situation (e.g., formal and informal language). (ongoing)	2		
2b1	Identify and infer the main idea or topic in literary text, literary nonfiction, and informational text of increasing length and difficulty, citing text-based evidence.	2		
2b5	Predict a logical outcome based upon information stated in a text and confirm or	2		

	revise based upon subsequent text.			
2c	The student will recognize or generate a summary or paraphrase of the events or ideas in literary text, literary nonfiction, and informational text of increasing length and difficulty, citing text-based evidence.	2		
2d1	Story elements (e.g. setting, characters, character traits, plot, resolution, point of view) (ongoing)	3		
3a (1-5)	The student will use and reflect on an appropriate composing process (e.g. planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on text of increasing complexity of length. (ongoing)	3		
3b	The student will compose descriptive texts using specific details and vivid language.	3		
4a1	Nouns (direct object-pattern 2 sentence)	1		
4a2	Verbs (helping and irregular-inverted word order)	1		
4a3	Verb tense (present, past, future, present perfect, and past perfect)	1		
4a4	Subject-verb agreement	1		
4a5	Coordinating/subordinating conjunctions	1		
4a7	Prepositions	1		
4a8	Pronouns (subjective, objective, and possessive)	1		

4a9	Pronoun-antecedent agreement (number and gender)	1		
4a11	Interjections	1		
4b5	Semicolons (compound sentences)	1		
4b10	Spell words commonly found in fifth grade level text. (ongoing)	1		
4b11	Produce legible text. (ongoing)	1		
4c1	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		
4c2	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		
4c3	Avoid sentence fragments, run-on sentences, and comma splices.	2		
2a3	Text structures-sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc.	2		

	(ongoing)			
2a4	Genres- Fiction, nonfiction, poetry, biographies, and autobiographies (ongoing)	2		
2a1	Text Features- titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, captions, illustrations, graphs, diagrams, maps, icons, pull down menus, key word searches, etc. (ongoing)	2		

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<u>Third Nine Weeks</u>				
Competency	Mississippi Language Framework Objectives	DOK	Date Taught	Assessment
1a	The student will apply knowledge of roots and affixes (e.g., on-, trans-, over-, anti, inter-, super, semi, -tion, -or, -ion, -it, -ment, -ic, -ian, -ist, -ous, -eous, -ious) in multi-syllabic words. (ongoing)	2		
1b	The student will develop and apply expansive knowledge of words and word meanings to communicate. (ongoing)	1		
1c	The student will identify and produce grade level appropriate synonyms, antonyms, and homonyms. (ongoing)	2		
1g	The student will communicate using vocabulary that is appropriate for the context, purpose, and situation (e.g., formal and informal language). (ongoing)	2		
2a1	Text Features- titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, captions, illustrations, graphs, diagrams, maps, icons, pull down menus, key word searches, etc. (ongoing)	2		
2a3	Text structures-sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc. (ongoing)	2		
2a4	Genres- Fiction, nonfiction, poetry, biographies, and autobiographies (ongoing)	2		
2b3	Identify and infer cause and effect in texts.	2		
2b4	Synthesize information stated in the text with prior knowledge and experience to draw valid conclusions with supporting evidence including text-based evidence.	2		

2d2	Literary devices (e.g., imagery, exaggeration, dialogue) (ongoing through 4 th nine weeks)	3		
2d3	Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance) (ongoing through 4 th nine weeks)	3		
2e1	Distinguish between fact and opinion.	2		
2e2	Identify and interpret tools of persuasion (e.g. name calling, endorsement, repetition, air and rebut the other side's point of view, association, stereotypes, bandwagon).	2		
3a (1-5)	The student will use and reflect on an appropriate composing process (e.g. planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on text of increasing complexity of length. (ongoing)	3		
3e	The student will compose simple persuasive text clearly expressing a main idea with supporting details for a specific purpose and audience. (letters, speeches, and advertisements)	3		
4a1	Nouns (indirect objects-pattern 3 sentences, predicate nominative -pattern 4 sentences)	1		
4a2	Verbs (linking)	1		
4a8	Pronouns (reflexive, demonstrative, and interrogative)	1		
4b3	Commas (interrupters)	1		
4b8	Colons (business letters)	1		

4b10	Spell words commonly found in fifth grade level text. (ongoing)	1		
4b11	Produce legible text. (ongoing)	1		
4c4	Analyze sentences containing prepositional phrases (functioning as adjectives or adverbs), and appositive phrases.	2		
4c5	Compose sentences containing prepositional phrases (functioning as adjectives or adverbs), and appositive phrases.	2		
2d1	Story elements (e.g. setting, characters, character traits, plot, resolution, point of view) (ongoing)	3		

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Fourth Nine Weeks

Competency	Mississippi Language Framework Objectives	DOK	Date Taught	Assessment
1a	The student will apply knowledge of roots and affixes (e.g., on-, trans-, over-, anti, inter-, super, semi, -tion, -or, -ion, -it, -ment, -ic, -ian, -ist, -ous, -eous, -ious) in multi-syllabic words. (ongoing)	2		
1b	The student will develop and apply expansive knowledge of words and word meanings to communicate. (ongoing)	1		
1c	The student will identify and produce grade level appropriate synonyms, antonyms, and homonyms. (ongoing)	2		
1g	The student will communicate using vocabulary that is appropriate for the context, purpose, and situation (e.g., formal and informal language). (ongoing)	2		
2a1	Text Features- titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, captions, illustrations, graphs, diagrams, maps, icons, pull down menus, key word searches, etc. (ongoing)	2		
2a3	Text structures-sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc. (ongoing)	2		
2a4	Genres- Fiction, nonfiction, poetry, biographies, and autobiographies (ongoing)	2		
2b2	Apply knowledge of transitions and cue words to identify and sequence events in narrative text including text containing flashbacks and events not in time order.	2		

2d2	Literary devices (e.g., imagery, exaggeration, dialogue) (ongoing through 4 th nine weeks)	3		
2d3	Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance) (ongoing through 4 th nine weeks)	3		
3a (1-5)	The student will use and reflect on an appropriate composing process (e.g. planning, drafting, revising, editing, publishing) to express, communicate, evaluate, or exchange ideas with a focus on text of increasing complexity of length. (ongoing)	3		
3c	The student will compose narrative text relating an event with a clear beginning, middle, and end using specific details. (stories or retellings, narrative poems, PowerPoint presentations, plays, biographies or autobiographies, and video narratives.)	3		
3f	The student will compose text of a variety of modes based on inquiry and research. (generate questions, locate sources, [e.g., books, interviews, Internet] gather relevant information, identify and paraphrase important information from sources, and present the results.	3		
4a6	Predicate adjectives (pattern 5 sentence)	1		
4a10	Adverbs (avoiding double negatives)	1		
2d1	Story elements (e.g. setting, characters, character traits, plot, resolution, point of view) (ongoing)	3		
4b10	Spell words commonly found in fifth grade level text. (ongoing)	1		
4b11	Produce legible text. (ongoing)	1		

*Spend remainder of 4th nine weeks reviewing previously taught objectives.