

Third Grade Language Arts
Assessment Pacing Guide

<u>First Nine Weeks</u>				
Competency	Mississippi Language Framework Objectives	DOK	Date Taught	Assessment
1a1	Continue to use knowledge of vowel diagraphs, diphthongs, and r-controlled letter-sound correspondences to decode unknown words. (/oa/ and /ea/)	2		
1a2	Continue to use common spelling patterns to make new words. (e.g. make, take, lake, cake etc.)	2		
1a3	Use inflectional endings (e.g., -s, -es, -ed, or -ing) to produce and analyze new words.	2		
1a4	Create and analyze complex compound words(e.g., sky +scraper = skyscraper).	2		
1a6	Read 300 to 400 high frequency and/or irregularly spelled words in connected text.	2		
1b	Use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e, consonant + le) to decode words.	1		
1c	Manipulate and analyze root words and affixes (e.g., un-, re-, mis-, pre-, dis-, in-, im-, ir-, -s, -es, -ed, -ing, -y, -ly, -er, -est, -ful, -less, -able, -ness, -ish) to analyze words.	2		
1d1 and 1d2	Develop and apply knowledge of words and word meanings to communicate. ~Generate words into categories. ~Determine relationships among words organized in categories.	2		
1e	Identify and use synonyms, antonyms, and homonyms.	1		
1f	Use context to determine the meanings of unfamiliar or multiple meaning words.	2		
1h	Use reference materials to determine the meaning or pronunciation of unknown words. (e.g. elementary dictionary, glossary, thesaurus,	1		

	electronic dictionary, teacher, or peer as a resource)			
2a2	Use parts of the book (e.g. title page, table of contents, glossary, index etc.) to analyze text .	2		
2a3	Use text structures (e.g. sequential order, description, simple cause and effect, simple procedure etc.) to analyze text.	2		
2a4	Use genres (e.g. fiction, nonfiction, and poetry) to analyze text.	2		
2b2	Answer literal and inferential questions about main characters, setting, plot, and theme.	3		
2b5	Arrange in sequential order a listing of events found in narrative and/or informational text.	3		
2b6	Identify cause and effect as stated in text.	3		
2b8	Synthesize information stated in the text with prior knowledge and experience to draw a conclusion.	3		
2b9	Predict an outcome based on information stated in text and confirm or revise the prediction based upon subsequent text.	3		
2b10	Use key words in text to justify prediction(s).	3		
2c1	Retell a story orally and in writing including characters, setting, problem, important events and resolution. (summarizing)	2		
2d1	Interpret text through moving, drawing, speaking, or singing.(compare and contrast)	3		
2d2	Make connections between self and characters, events, and information in text or among texts. (compare and contrast)	3		
2d3	Compose visual images based upon text. (compare and contrast)	3		
3a1-5	Use an appropriate composing process (e.g. planning, drafting, revising, editing and publishing/sharing) to compose or edit.	3		
3c	Compose narrative text with a clear beginning, middle, and end.	3		
4a1	Nouns (singular, plural [including irregular	1		

	forms], common, proper, possessive)			
4a2	Verbs (helping verbs and irregular verbs)	1		
4a5	Articles and coordinating conjunctions	1		
4a6	Adjectives (e.g. possessive, comparative, superlative)	1		
4a10	Adverbs (avoiding double negatives)	1		
4b1	End punctuation (e.g., period, question mark, exclamation mark, comma)	1		
4b8	Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, pronoun "I")	1		
4b9	Spell words commonly found in third grade level text.	1		
4b10	Write legibly	1		
4c1	Analyze sentences to determine purpose (e.g., declarative, interrogative, exclamatory, imperative).	2		

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<u>Second Nine Weeks</u>				
Competency	Mississippi Language Framework Objectives	DOK	Date Taught	Assessment
1a1	Continue to use knowledge of vowel diagraphs, diphthongs, and r-controlled letter-sound correspondences to decode unknown words. (/oa/ and /ea/)	2		
1a3	Use inflectional endings (e.g., -s, -es, -ed, or -ing) to produce and analyze new words.	2		
1b	Use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e, consonant + le) to decode words.	1		
1d1 and 1d2	Develop and apply knowledge of words and word meanings to communicate. ~Generate words into categories. ~Determine relationships among words organized in categories.	2		
1e	Identify and use synonyms, antonyms, and homonyms.	1		
1f	Use context to determine the meanings of unfamiliar or multiple meaning words.	2		
1h	Use reference materials to determine the meaning or pronunciation of unknown words. (e.g. elementary dictionary, glossary, thesaurus, electronic dictionary, teacher, or peer as a resource)	1		
2a1	Use text features – titles, headings, captions, illustrations, graphs, charts, diagrams, etc. to analyze text.	2		
2a4	Use genres (e.g. fiction, nonfiction, and poetry) to analyze text.	2		
2b2	Answer literal and inferential questions about main characters, setting, plot, and theme.	3		

2b3	Answer literal and inferential questions about character's actions, motives, traits, and emotions.	3		
2b4	Identify the stated main idea of a narrative text or the topic of an informational text.	3		
2b8	Synthesize information stated in the text with prior knowledge and experience to draw a conclusion.	3		
2b11	Identify important themes from texts and examine from more than one point of view	3		
2c1	Retell a story orally and in writing including characters, setting, problem, important events and resolution. (summarizing)	2		
2c2	Write summaries that contain the main ideas of the reading selection and the most significant details.	2		
2d1	Interpret text through moving, drawing, speaking, or singing.(compare and contrast)	3		
2d2	Make connections between self and characters, events, and information in text or among texts. (compare and contrast)	3		
2d3	Compose visual images based upon text. (compare and contrast)	3		
3a1-5	Use an appropriate composing process (e.g. planning, drafting, revising, editing and publishing/sharing) to compose or edit.	3		
3e	Compose a simple persuasive text.	3		
4a1	Nouns (singular, plural [including irregular forms], common, proper, possessive)	1		
4a4	Subject-verb agreement	1		
4a5	Articles and coordinating conjunctions	1		
4a7	Prepositions	1		
4a8	Pronouns (e.g. subject pronouns, singular pronouns, plural pronouns, singular possessive pronouns, and plural possessive pronouns)	1		

4a9	Pronoun – antecedent agreement (number and gender)	1		
4b1	End punctuation (e.g., period, question mark, exclamation mark, comma)	1		
4b8	Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, pronoun “I”)	1		
4b9	Spell words commonly found in third grade level text.	1		
4b10	Write legibly	1		
4c2	Compose simple sentences with compound subjects and/or compound predicates; compound sentences.	2		
4c3	Avoid sentence fragments and run-on sentences.	2		

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1a4	Create and analyze complex compound words(e.g., sky +scraper = skyscraper).	2		
1b	Use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e, consonant + le) to decode words.	1		
1c	Manipulate and analyze root words and affixes (e.g., un-, re-, mis-, pre-, dis-, in-, im-, ir-, -s, -es, -ed, -ing, -y, -ly, -er, -est, -ful, -less, -able, -ness, -ish) to analyze words.	2		
1d1 and 1d2	Develop and apply knowledge of words and word meanings to communicate. ~Generate words into categories. ~Determine relationships among words organized in categories.	2		
1f	Use context to determine the meanings of unfamiliar or multiple meaning words.	2		
1g	Use context to determine the simple figurative meanings (e.g. simile, metaphor, and personification) of words.	2		
2a1	Use text features – titles, headings, captions, illustrations, graphs, charts, diagrams, etc. to analyze text.	2		
2a3	Use text structures (e.g. sequential order, description, simple cause and effect, simple procedure etc.) to analyze text.	2		
2a4	Use genres (e.g. fiction, nonfiction, and poetry) to analyze text.	2		
2b1	Answer and generate questions about purposes	3		

	for reading.			
2b4	Identify the stated main idea of a narrative text or the topic of an information text.	3		
2b5	Arrange in sequential order a listing of events found in narrative and/or informational text.	3		
2b6	Identify cause and effect as stated in text.	3		
2b7	Identify simple fact and opinion.	3		
2b8	Synthesize information stated in the text with prior knowledge and experience to draw a conclusion.	3		
2b11	Identify important themes from texts and examine from more than one point of view.	3		
2c1	Retell a story orally and in writing including characters, setting, problem, important events and resolution. (summarizing)	2		
2c2	Write summaries that contain the main ideas of the reading selection and the most significant details.	2		
3a1-5	Use an appropriate composing process (e.g. planning, drafting, revising, editing and publishing/sharing) to compose or edit.	3		
3b	Compose descriptive text using specific details and vivid language.	3		
3d	Compose informational text and at least 3 supporting details (reports, letters, thank you notes, invitations, functional texts (e.g. labels, directions, shopping lists)	3		
4a2	Verbs (helping verbs and irregular verbs)	1		
4a3	Verb tense (conjugation and purpose for past, present, and future)	1		
4a6	Adjectives (e.g. possessive, comparative, superlative)	1		
4a11	Interjections	1		
4b1	End punctuation (e.g., period, question mark, exclamation mark, comma)	1		
4b2	Periods in common abbreviations (e.g. titles of address, days of the week, months of the year)	1		

4b5	Underlining/ Italics (titles of books and movies)	1		
4b6	Apostrophes (e.g. contractions, possessives)	1		
4b7	Colons (in notation of time)	1		
4b8	Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, pronoun "I")	1		
4b9	Spell words commonly found in third grade level text.	1		
4b10	Write legibly	1		

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<u>Fourth</u> <u>Nine Weeks</u>				
Competency	Mississippi Language Framework Objectives	DOK	Date Taught	Assessment
1a1	Continue to use knowledge of vowel diagraphs, diphthongs, and r-controlled letter-sound correspondences to decode unknown words. (/oa/ and /ea/)	2		
1a5	Create and use complex contractions (e.g. will + not = won't) correctly.	2		
1b	Use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e, consonant + le) to decode words.	1		
1c	Manipulate and analyze root words and affixes (e.g., un-, re-, mis-, pre-, dis-, in-, im-, ir-, -s, -es, -ed, -ing, -y, -ly, -er, -est, -ful, -less, -able, -ness, -ish) to analyze words.	2		
1d1 and 1d2	Develop and apply knowledge of words and word meanings to communicate. ~Generate words into categories. ~Determine relationships among words organized in categories.	2		
1e	Identify and use synonyms, antonyms, and homonyms.	1		
1f	Use context to determine the meanings of unfamiliar or multiple meaning words.	2		
1h	Use reference materials to determine the meaning or pronunciation of unknown words (e.g. elementary dictionary, glossary, thesaurus, electronic dictionary, teacher or peer as a resource)	1		
2a1	Use text features – titles, headings, captions, illustrations, graphs, charts, diagrams, etc. to analyze text.	2		

2a2	Use parts of a book – title page, table of contents, glossary, index, etc. to analyze text.	2		
2a4	Use genres (e.g. fiction, nonfiction, and poetry) to analyze text.	2		
2b1	Answer and generate questions about purposes for reading.	3		
2b3	Answer literal and inferential questions about characters' actions, motives, traits, and emotions.	3		
2b4	Identify the stated main idea of a narrative text or the topic of an information text.	3		
2b7	Identify simple fact and opinion.	3		
2b8	Synthesize information stated in the text with prior knowledge and experience to draw a conclusion.	3		
2b11	Identify important themes from texts and examine from more than one point of view.	3		
2c1	Retell a story orally and in writing including characters, setting, problem, important events and resolution. (summarizing)	2		
2c2	Write summaries that contain the main ideas of the reading selection and the most significant details.	2		
3a1-5	Use an appropriate composing process (e.g. planning, drafting, revising, editing and publishing/sharing) to compose or edit.	3		
3f	Generate questions and use multiple sources to locate answers.	3		
4a1	Nouns (e.g. singular, plural, [including irregular forms], common, proper, possessive)	1		
4a6	Adjectives (e.g. possessive, comparative, superlative)	1		
4a10	Adverbs (avoiding double negatives)	1		
4b1	End punctuation (e.g., period, question mark, exclamation mark, comma)	1		
4b3	Commas (e.g. dates, series, addresses, greetings, closings, quotations)	1		

4b4	Quotation marks (e.g. quotations, titles of poems)	1		
4b8	Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, holidays, titles, initials, pronoun "I")	1		
4b9	Spell words commonly found in third grade level text.	1		
4b10	Write legibly	1		