

FIFTH GRADE
COURSE DESCRIPTION
Grade 5; one-year course

FIFTH GRADE

Each competency and objective assumes the student has mastered the competencies and objectives in fourth grade. New skills and objectives are bold-faced throughout the K-8 portion of the document; however, teachers should review previously taught skills and objectives with a focus on increasing complexity. The Mississippi Curriculum Test, 2nd Edition (MCT2) for fifth grade is based on the objectives found in the framework. At least fifty percent (50%) of the test items on the MCT2 must match the depth-of-knowledge level assigned to that objective.

The term “text,” as it is used throughout the Language Arts Framework, is defined as “a segment of spoken or written language available for description or analysis.” For the purposes of this document, text may include written materials, teacher read or taped passages, visual images, or film.

Fifth graders should read accurately instructional level materials (texts in which no more than approximately 1 in 10 words are difficult for the reader) with an appropriate reading rate. (A fifth grader should read between 140 and 170 words per minute by the end of fifth grade.)

Reading rates below 150 minutes might include either oral reading or silent reading. Because ordinary speech does not typically exceed 150 words per minute, rates above 150 minutes should be considered silent reading rates.

While competencies for grades 4 - 8 remain identical, objectives require an extension of knowledge and broader, deeper application of skills. A critical component at each grade level is text complexity. Text complexity is indicated by such elements as sophistication of language, content, and syntax. As students move from grade four to grade eight, texts should require a greater cognitive involvement by the student in order for the student to appreciate and comprehend the meaning and beauty inherent in language.

In fifth grade, students are presented with a wide, rich variety of texts that are read to, listened to, read by, or viewed by students and then discussed. Fifth grade students are expected to engage actively in language activities involving text as they continue to grow as fluent readers and writers.

New language added to objectives or numbered items is printed in bold for grades 4 – 8.

COMPETENCIES and Objectives

Each competency and objective assumes the student has mastered the competencies and objectives in fourth grade. New skills and objectives are bold-faced throughout the K-8 portion of the document; however, teachers should review previously taught skills and objectives with a focus on increasing complexity. The Mississippi Curriculum Test, 2nd Edition (MCT2) for fifth grade is based on the objectives found in the framework. At least fifty percent (50%) of the test items on the MCT2 must match the depth-of-knowledge level assigned to that objective.

State level assessments may reflect skills and objectives covered in kindergarten through grade five.

1. The student will use word recognition and vocabulary (word meaning) skills to communicate.
 - a. *The student will apply knowledge of roots and affixes (e.g., non-, trans-, over-, anti-, **inter-**, **super-**, **semi-**, -tion, -or, -ion, -ity, -ment, -ic, **-ian**, **-ist**, **-ous**, **-eous**, **-ious**) in multi-syllabic words. (DOK 2)*
 - b. *The student will develop and apply expansive knowledge of words and word meanings to communicate. (DOK 1)*
 - c. *The student will identify and produce grade level appropriate synonyms, antonyms, and homonyms. (DOK 2)*
 - d. *The student will use definitional, synonym, antonym, or **example** clues to infer the meanings of unfamiliar words. (DOK 2)*
 - e. *The student will apply knowledge of simple figurative language (e.g., simile, metaphor, personification, hyperbole, **idiom**) to determine the meaning of **text** and to communicate. (DOK 2)*
 - f. *The student will select the appropriate reference materials (e.g., dictionary, glossary, teacher or peer [as a resource], thesaurus, electronic dictionary) to understand or gain information from text regarding the meaning, pronunciation, syllabication, synonyms, antonyms, and parts of speech for words. [Note: These reference materials are not available during the administration of state tests.] (DOK 1)*
 - g. ***The student will communicate using vocabulary that is appropriate for the context, purpose, and situation (e.g., formal and informal language). (DOK 2)***

2. **The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.**
- a. *The student will apply knowledge of text features, parts of a book, text structures, and genres to understand, interpret, or analyze text. (DOK 2)*
- 1) 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.
 - 2) Parts of a book - title page, table of contents, glossary, index, appendix, footnotes, etc.
 - 3) Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, **order of importance, problem/solution**, etc.
 - 4) Genres – Fiction, nonfiction, poetry, **biographies, and autobiographies**
- b. *The student will analyze text to understand, infer, **draw conclusions**, or synthesize information. (DOK 2)*
- 1) **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) 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.**
 - 3) **Identify and infer cause and effect in texts.**
 - 4) Synthesize information stated in the text with prior knowledge and experience **to draw valid conclusions with supporting evidence including text-based evidence.**
 - 5) Predict a logical outcome based upon information stated in a text and confirm or revise based upon subsequent text.
- c. *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. (DOK 2)*
- d. *The student will respond to or interpret increasingly complex literary text, literary nonfiction, and informational text to compare and contrast information, citing text-based evidence. (DOK 3)*
- 1) Story elements (e.g., setting, characters, character traits, plot, resolution, point of view)

- 2) Literary devices (e.g., imagery, exaggeration, dialogue)
 - 3) Sound devices (e.g., rhyme, rhythm, alliteration, onomatopoeia, assonance)
 - 4) Author's purpose (e.g., inform, entertain, persuade)
- e. *The student will identify and **interpret facts**, opinions, or tools of persuasion in texts. (DOK 2)*
- 1) Distinguish between fact and opinion.
 - 2) 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**).
3. **The student will express, communicate, evaluate, or exchange ideas effectively.**
- a. *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 and length. [Note: Editing will be tested as a part of competency four.] (DOK 3)*
- 1) Planning
 - Plan for composing using a variety of strategies (e.g., brainstorming, drawing, graphic organizers, peer discussion, reading, viewing).
 - 2) Drafting
 - Draft with increasing fluency.
 - 3) Revising
 - Revise selected drafts by adding, elaborating, deleting, and rearranging text based on feedback on teacher/peer feedback, writer's checklist, or rubric.
 - 4) Editing
 - Edit/proofread drafts to ensure standard usage, mechanics, spelling, and varied sentence structure.
 - 5) Publishing/Sharing
 - Share writing with others formally and informally using a variety of media.
- b. *The student will compose descriptive texts using specific details and vivid language. (DOK 3)*
- c. *The student will compose narrative text relating an event with a clear beginning, middle, and end **using specific details**. (DOK 3)*
- 1) Stories or retellings

- 2) Narrative poems
- 3) PowerPoint presentations
- 4) **Plays**
- 5) **Biographies or autobiographies**
- 6) **Video narratives**

d. *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)*

- 1) Reports
- 2) Letters
- 3) Functional texts
- 4) Presentations
- 5) Poems
- 6) **Essays**

e. *The student will compose simple persuasive text clearly expressing a main idea with supporting details for a specific purpose and audience. (DOK 3)*

- 1) Letters
- 2) Speeches
- 3) Advertisements

f. *The student will compose text of a **variety of modes** based on inquiry and research. (DOK 3)*

- 1) Generate questions.
- 2) Locate sources (e.g., books, interviews, Internet) and gather relevant information.
- 3) Identify and paraphrase important information from sources.
- 4) Present the results.

4. The student will apply Standard English to communicate.

a. *The student will apply Standard English grammar to compose or edit. (DOK 1)*

- 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)

- 2) Verbs (e.g., helping verbs, irregular verbs, linking verbs)
- 3) Verb tense (conjugation and purpose for present, past, future; present perfect and **past perfect**)
- 4) Subject-verb agreement
- 5) Articles and coordinating/**subordinating** conjunctions
- 6) Adjectives (e.g., descriptive, comparative, superlative; **predicate adjectives**)
- 7) Prepositions
- 8) Pronouns (e.g., subject, object, reflexive, singular, singular possessive, plural, plural possessive, demonstrative, and **interrogative**)
- 9) Pronoun-antecedent agreement (number and gender)
- 10) Adverbs (e.g., comparative forms; avoiding double negatives)
- 11) Interjections

b. The student will apply Standard English mechanics to compose or edit. (DOK 1)

- 1) End punctuation (e.g., period, question mark, exclamation point)
- 2) Periods in common abbreviations (e.g., titles of address, days of the week, months of the year)
- 3) Commas (e.g., dates, series, addresses, greetings and closings of friendly letters, quotations, introductory prepositional phrases, nonessential appositive phrases, and **interrupters**)
- 4) Apostrophes (possessives; contractions)
- 5) **Semicolons (compound sentences)**
- 6) Quotation marks (e.g., quotations, titles of poems, titles of songs, titles of short stories, **titles of chapters, titles of magazine articles**)
- 7) Underlining/Italics (titles of books and movies)
- 8) Colons (e.g., time, before lists introduced by independent clauses, **business letters**)
- 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)
- 10) Spell words commonly found in **fifth grade** level text.
- 11) Produce legible text.

c. The student will apply knowledge of sentence structure in composing or editing. (DOK 2)

- 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) 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.
 - 3) Avoid sentence fragments, run-on sentences, and comma splices.
 - 4) Analyze sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), and appositive phrases.
 - 5) Compose sentences containing descriptive adjectives, adverbs, prepositional phrases (functioning as adjectives or adverbs), and appositive phrases.