

## Main Criteria: Frontiers in Writing

## Secondary Criteria: Mississippi College & Career Readiness Standards

## Subject: Language Arts

Grade: 5

Frontiers in Writing

Lesson 01: Unit 1 Note Making and Outlines, p. 11-18

Mississippi College & Career Readiness Standards

## Language Arts

Grade 5 - Adopted: 2016

## THEME Reading Informational Text

Subject	Key Ideas and Details
Standard	RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

THEME Reading Informational Text

Subject	Craft and Structure
Standard	RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

## THEME Reading Informational Text

STANDARD		Integration of Knowledge and Ideas
	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

## THEME Reading Informational Text

Page 6 of 11

STANDARD	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
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THEME Reading Foundational Skills

STANDARD		RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

OBJECTIVE RF.5.4a. Read grade-level text with purpose and understanding.

OBJECTIVE RF.5.4c. Use context to confirm or self-correct word recognition and understanding rereading as necessary.

## THEME Writing

SUBJECT	Production and Distribution of Writing	
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STANDARD	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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#### THEME Writing

SUBJECT	Research to Build and Present Knowledge	
STANDARD	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE	W.5.9b.	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
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#### THEME Speaking and Listening

SUBJECT	Comprehension and Collaboration	
STANDARD	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

OBJECTIVE	SL.5.1a.	Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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OBJECTIVE	SL.5.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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OBJECTIVE	SL.5.1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
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#### THEME Speaking and Listening

SUBJECT	Comprehension and Collaboration	
STANDARD	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

#### THEME Speaking and Listening

SUBJECT	Presentation of Knowledge and Ideas	
STANDARD	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

#### THEME Language

SUBJECT	Vocabulary Acquisition and Use	
STANDARD	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE	L.5.4a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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#### THEME Language

Subject	Vocabulary Acquisition and Use
Standard	L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Lesson 02: Unit 2 Writing from Notes, p. 19-28

Mississippi College & Career Readiness Standards

## Language Arts

Grade 5 - Adopted: 2016

THEME Reading Informational Text

Subject	Key Ideas and Details
Standard	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

## THEME Reading Informational Text

Subject	Craft and Structure
Standard	RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

## THEME Reading Informational Text

Subject	Integration of Knowledge and Ideas
Standard	RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

## THEME Reading Informational Text

Subject	Range of Reading and Level of Text Complexity
Standard	RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

## THEME Reading Foundational Skills

SUBJECT	Fluency	
STANDARD	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

OBJECTIVE RF.5.4a. Read grade-level text with purpose and understanding.

**OBJECTIVE** RF.5.4c. Use context to confirm or self-correct word recognition and understanding rereading as necessary.

## THEME Writing

## **SUBJECT** Text Types and Purposes

<b>STANDARD</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
OBJECTIVE	W.5.2a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE	W.5.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.5.2c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
OBJECTIVE	W.5.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.5.2e.	Provide a concluding statement or section related to the information or explanation presented.

**THEME** **Writing**

<b>SUBJECT</b>	<b>Production and Distribution of Writing</b>
STANDARD	W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

**THEME** **Writing**

<b>SUBJECT</b>	<b>Research to Build and Present Knowledge</b>
STANDARD	W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE	W.5.9b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
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**THEME** **Writing**

<b>SUBJECT</b>	<b>Range of Writing</b>
STANDARD	W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**THEME** **Speaking and Listening**

<b>SUBJECT</b>	<b>Comprehension and Collaboration</b>
STANDARD	SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
OBJECTIVE	SL.5.1a. Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

OBJECTIVE	SL.5.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.5.1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**THEME** **Speaking and Listening**

<b>SUBJECT</b>	<b>Comprehension and Collaboration</b>
STANDARD	SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**THEME** **Language**

<b>SUBJECT</b>	<b>Conventions of Standard English</b>
STANDARD	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

OBJECTIVE L.5.1d. Recognize and correct inappropriate shifts in verb tense.

**THEME** **Language**

<b>SUBJECT</b>	<b>Conventions of Standard English</b>
STANDARD	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.

**THEME** **Language**

<b>SUBJECT</b>	<b>Vocabulary Acquisition and Use</b>
STANDARD	L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE L.5.4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

**THEME** **Language**

<b>SUBJECT</b>	<b>Vocabulary Acquisition and Use</b>
STANDARD	L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Lesson 03: Unit 2 Writing from Notes, p. 29-34

**Mississippi College & Career Readiness Standards**

**Language Arts**

**Grade 5 - Adopted: 2016**

**THEME** **Reading Informational Text**

<b>SUBJECT</b>	<b>Key Ideas and Details</b>
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STANDARD	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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**THEME** **Reading Informational Text**

<b>SUBJECT</b>	<b>Craft and Structure</b>
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STANDARD	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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**THEME** **Reading Informational Text**

<b>SUBJECT</b>	<b>Integration of Knowledge and Ideas</b>
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STANDARD	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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**THEME** **Reading Informational Text**

<b>SUBJECT</b>	<b>Range of Reading and Level of Text Complexity</b>
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STANDARD	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
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**THEME** **Reading Foundational Skills**

<b>SUBJECT</b>	<b>Fluency</b>
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<b>STANDARD</b>	RF.5.4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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OBJECTIVE	RF.5.4a.	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.5.4c.	Use context to confirm or self-correct word recognition and understanding rereading as necessary.
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**THEME** **Writing**

<b>SUBJECT</b>	<b>Text Types and Purposes</b>
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<b>STANDARD</b>	W.5.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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OBJECTIVE	W.5.2a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.5.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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OBJECTIVE	W.5.2c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
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OBJECTIVE	W.5.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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OBJECTIVE	W.5.2e.	Provide a concluding statement or section related to the information or explanation presented.
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**THEME****Writing**

SUBJECT	Production and Distribution of Writing	
STANDARD	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

**THEME****Writing**

SUBJECT	Research to Build and Present Knowledge	
STANDARD	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**THEME****Writing**

SUBJECT	Research to Build and Present Knowledge	
STANDARD	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.5.9b.	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

**THEME****Writing**

SUBJECT	Range of Writing	
STANDARD	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**THEME****Speaking and Listening**

SUBJECT	Comprehension and Collaboration	
STANDARD	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
OBJECTIVE	SL.5.1a.	Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
OBJECTIVE	SL.5.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.5.1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**THEME****Speaking and Listening**

SUBJECT	Comprehension and Collaboration	
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STANDARD	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**THEME** **Language**

SUBJECT		<b>Conventions of Standard English</b>
STANDARD	L.5.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</b>

OBJECTIVE	L.5.1d.	Recognize and correct inappropriate shifts in verb tense.
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**THEME** **Language**

SUBJECT		<b>Conventions of Standard English</b>
STANDARD	L.5.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE	L.5.2e.	Spell grade-appropriate words correctly, consulting references as needed.
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**THEME** **Language**

SUBJECT		<b>Vocabulary Acquisition and Use</b>
STANDARD	L.5.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	L.5.4a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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**THEME** **Language**

SUBJECT		<b>Vocabulary Acquisition and Use</b>
STANDARD	L.5.5.	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

OBJECTIVE	L.5.5c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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**THEME** **Language**

SUBJECT		<b>Vocabulary Acquisition and Use</b>
STANDARD	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Lesson 04: Unit 2 Writing from Notes, p. 35-42

**Mississippi College & Career Readiness Standards**

**Language Arts**

**Grade 5 - Adopted: 2016**

**THEME** **Reading Informational Text**

SUBJECT		<b>Key Ideas and Details</b>
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STANDARD	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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**THEME** **Reading Informational Text**

<b>SUBJECT</b>	<b>Craft and Structure</b>
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STANDARD	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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**THEME** **Reading Informational Text**

<b>SUBJECT</b>	<b>Integration of Knowledge and Ideas</b>
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STANDARD	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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**THEME** **Reading Informational Text**

<b>SUBJECT</b>	<b>Range of Reading and Level of Text Complexity</b>
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STANDARD	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
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**THEME** **Reading Foundational Skills**

<b>SUBJECT</b>	<b>Fluency</b>
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<b>STANDARD</b>	RF.5.4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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OBJECTIVE	RF.5.4a.	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.5.4c.	Use context to confirm or self-correct word recognition and understanding rereading as necessary.
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**THEME** **Writing**

<b>SUBJECT</b>	<b>Text Types and Purposes</b>
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<b>STANDARD</b>	W.5.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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OBJECTIVE	W.5.2a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.5.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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OBJECTIVE	W.5.2c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
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OBJECTIVE	W.5.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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OBJECTIVE	W.5.2e.	Provide a concluding statement or section related to the information or explanation presented.
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**THEME****Writing**

SUBJECT	Production and Distribution of Writing	
STANDARD	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

**THEME****Writing**

SUBJECT	Research to Build and Present Knowledge	
STANDARD	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**THEME****Writing**

SUBJECT	Research to Build and Present Knowledge	
STANDARD	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.5.9b.	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

**THEME****Writing**

SUBJECT	Range of Writing	
STANDARD	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**THEME****Speaking and Listening**

SUBJECT	Comprehension and Collaboration	
STANDARD	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
OBJECTIVE	SL.5.1a.	Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
OBJECTIVE	SL.5.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.5.1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**THEME****Speaking and Listening**

SUBJECT	Comprehension and Collaboration	
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**STANDARD** SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

## THEME Language

SUBJECT		Conventions of Standard English
STANDARD	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

OBJECTIVE L.5.1d. Recognize and correct inappropriate shifts in verb tense.

## THEME Language

SUBJECT		Conventions of Standard English
STANDARD	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**OBJECTIVE** L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.

## THEME Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE L.5.4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

## THEME Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**OBJECTIVE** L.5.5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

## THEME Language

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Lesson 05: Unit 3 Retelling Narrative Stories, p. 43-48

Mississippi College & Career Readiness Standards

## Language Arts

Grade 5 - Adopted: 2016

THEME Reading Literature

### **SUBJECT** Key Ideas and Details

STANDARD	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
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**THEME** **Reading Literature**

SUBJECT		Range of Reading and Level of Text Complexity
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STANDARD	RL.5.10 .	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
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**THEME** **Reading Foundational Skills**

SUBJECT		Fluency
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STANDARD	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
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OBJECTIVE	RF.5.4a.	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.5.4c.	Use context to confirm or self-correct word recognition and understanding rereading as necessary.
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**THEME** **Writing**

SUBJECT		Production and Distribution of Writing
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STANDARD	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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**THEME** **Writing**

SUBJECT		Research to Build and Present Knowledge
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STANDARD	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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OBJECTIVE	W.5.9a.	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
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**THEME** **Speaking and Listening**

SUBJECT		Comprehension and Collaboration
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STANDARD	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
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OBJECTIVE	SL.5.1a.	Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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OBJECTIVE	SL.5.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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OBJECTIVE	SL.5.1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
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**THEME** **Speaking and Listening**

<b>Comprehension and Collaboration</b>		
STANDARD	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD	SL.5.3.	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
THEME	<b>Speaking and Listening</b>	
SUBJECT		<b>Presentation of Knowledge and Ideas</b>
STANDARD	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
THEME	<b>Language</b>	
SUBJECT		<b>Vocabulary Acquisition and Use</b>
STANDARD	L.5.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	L.5.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
THEME	<b>Language</b>	
SUBJECT		<b>Vocabulary Acquisition and Use</b>
STANDARD	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
<b>Lesson 06: Unit 3 Retelling Narrative Stories, p. 49-54</b>		
<b>Mississippi College &amp; Career Readiness Standards</b>		
<b>Language Arts</b>		
<b>Grade 5 - Adopted: 2016</b>		
THEME	<b>Writing</b>	
SUBJECT		<b>Text Types and Purposes</b>
STANDARD	W.5.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
OBJECTIVE	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
THEME	<b>Writing</b>	
SUBJECT		<b>Text Types and Purposes</b>
STANDARD	W.5.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

OBJECTIVE	W.5.3a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
OBJECTIVE	W.5.3c.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
OBJECTIVE	W.5.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
OBJECTIVE	W.5.3e.	Provide a conclusion that follows from the narrated experiences or events.

#### THEME Writing

SUBJECT	Production and Distribution of Writing	
STANDARD	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

#### THEME Writing

SUBJECT	Range of Writing	
STANDARD	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### THEME Speaking and Listening

SUBJECT	Comprehension and Collaboration	
STANDARD	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.5.1a.	Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
OBJECTIVE	SL.5.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.5.1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

#### THEME Language

SUBJECT	Conventions of Standard English	
STANDARD	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.5.1d.	Recognize and correct inappropriate shifts in verb tense.

#### THEME Language

<b>SUBJECT</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	L.5.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.

**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	L.5.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE L.5.4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	L.5.5.	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

OBJECTIVE L.5.5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

**Lesson 07: Unit 3 Retelling Narrative Stories, p. 55-62**

**Mississippi College & Career Readiness Standards**

**Language Arts**

**Grade 5 - Adopted: 2016**

**THEME** **Reading Literature**

<b>SUBJECT</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

**THEME** **Reading Literature**

<b>SUBJECT</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD</b>	RL.5.10 .	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

**THEME** **Reading Foundational Skills**

Subject	Fluency	
Standard	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

OBJECTIVE	RF.5.4a.	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.5.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## THEME Writing

SUBJECT		Text Types and Purposes
STANDARD	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

OBJECTIVE	W.5.2a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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## THEME Writing

SUBJECT		Text Types and Purposes
STANDARD	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

OBJECTIVE W.5.3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**OBJECTIVE** W.5.3c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

OBJECTIVE W.5.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

**OBJECTIVE** W.5.3e. Provide a conclusion that follows from the narrated experiences or events.

## THEME Writing

## **Production and Distribution of Writing**

**STANDARD** W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**STANDARD** W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5.)

## THEME Writing

SUBJECT	Research to Build and Present Knowledge	
STANDARD	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE W.5.9.a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

THEME	Writing	
SUBJECT	Range of Writing	
STANDARD	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
THEME	Speaking and Listening	
SUBJECT	Comprehension and Collaboration	
STANDARD	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.5.1a.	Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
OBJECTIVE	SL.5.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.5.1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
THEME	Speaking and Listening	
SUBJECT	Comprehension and Collaboration	
STANDARD	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
THEME	Language	
SUBJECT	Conventions of Standard English	
STANDARD	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.5.1d.	Recognize and correct inappropriate shifts in verb tense.
THEME	Language	
SUBJECT	Conventions of Standard English	
STANDARD	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.5.2e.	Spell grade-appropriate words correctly, consulting references as needed.
THEME	Language	
SUBJECT	Vocabulary Acquisition and Use	
STANDARD	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.5.4a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

OBJECTIVE	L.5.4c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	L.5.5.	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

OBJECTIVE	L.5.5c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Lesson 08: Unit 3 Retelling Narrative Stories, p. 63-72

**Mississippi College & Career Readiness Standards**

**Language Arts**

**Grade 5 - Adopted: 2016**

**THEME** **Reading Literature**

<b>SUBJECT</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

**THEME** **Reading Literature**

<b>SUBJECT</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD</b>	RL.5.10 .	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

**THEME** **Reading Foundational Skills**

<b>SUBJECT</b>		<b>Fluency</b>
<b>STANDARD</b>	RF.5.4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
OBJECTIVE	RF.5.4a.	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.5.4c.	Use context to confirm or self-correct word recognition and understanding rereading as necessary.

**THEME** **Writing**

<b>SUBJECT</b>		<b>Text Types and Purposes</b>
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<b>STANDARD</b>	<b>W.5.2.</b>	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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OBJECTIVE W.5.2a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

## THEME Writing

SUBJECT	Text Types and Purposes	
STANDARD	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

OBJECTIVE W.5.3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**OBJECTIVE** W.5.3c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

OBJECTIVE W.5.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

**OBJECTIVE** W.5.3e. Provide a conclusion that follows from the narrated experiences or events.

## THEME Writing

SUBJECT	Production and Distribution of Writing
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**STANDARD** W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**STANDARD** W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

## THEME Writing

## **SUBJECT** Research to Build and Present Knowledge

<b>STANDARD</b>	<b>W.5.9.</b>	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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OBJECTIVE	W.5.9.a.	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact!”).
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## THEME Writing

**SUBJECT** Range of Writing

**STANDARD** W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

THEME Speaking and Listening

## SUBJECT Comprehension and Collaboration

<b>STANDARD</b>	<b>SL.5.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>
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OBJECTIVE	SL.5.1a.	Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
OBJECTIVE	SL.5.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.5.1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**THEME** **Speaking and Listening**

<b>SUBJECT</b>	<b>Comprehension and Collaboration</b>
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STANDARD	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**THEME** **Language**

<b>SUBJECT</b>	<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>L.5.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

OBJECTIVE	L.5.1d.	Recognize and correct inappropriate shifts in verb tense.
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**THEME** **Language**

<b>SUBJECT</b>	<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>L.5.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE	L.5.2e.	Spell grade-appropriate words correctly, consulting references as needed.
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**THEME** **Language**

<b>SUBJECT</b>	<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.5.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE	L.5.4a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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**THEME** **Language**

<b>SUBJECT</b>	<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.5.5.</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

OBJECTIVE	L.5.5c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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**THEME** **Language**

<b>SUBJECT</b>	<b>Vocabulary Acquisition and Use</b>
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STANDARD	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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**Lesson 09: Unit 4 Summarizing a Reference, p. 73-80**

**Mississippi College & Career Readiness Standards**

**Language Arts**

**Grade 5 - Adopted: 2016**

**THEME** **Reading Informational Text**

SUBJECT		Key Ideas and Details
STANDARD	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**THEME** **Reading Informational Text**

SUBJECT		Craft and Structure
STANDARD	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

**THEME** **Reading Informational Text**

SUBJECT		Integration of Knowledge and Ideas
STANDARD	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

**THEME** **Reading Informational Text**

SUBJECT		Range of Reading and Level of Text Complexity
STANDARD	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

**THEME** **Reading Foundational Skills**

SUBJECT		Fluency
STANDARD	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.5.4a.	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.5.4c.	Use context to confirm or self-correct word recognition and understanding rereading as necessary.

**THEME** **Writing**

SUBJECT		Text Types and Purposes
STANDARD	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

OBJECTIVE	W.5.2a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE	W.5.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.5.2c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
OBJECTIVE	W.5.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.5.2e.	Provide a concluding statement or section related to the information or explanation presented.

**THEME** **Writing**

SUBJECT		Production and Distribution of Writing
STANDARD	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

**THEME** **Writing**

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**THEME** **Writing**

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.5.9b.	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

**THEME** **Writing**

SUBJECT		Range of Writing
STANDARD	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**THEME** **Speaking and Listening**

SUBJECT		Comprehension and Collaboration
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<b>STANDARD</b>	<b>SL.5.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>
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OBJECTIVE	SL.5.1a.	Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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OBJECTIVE	SL.5.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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OBJECTIVE	SL.5.1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
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**THEME** **Speaking and Listening**

<b>SUBJECT</b>		<b>Comprehension and Collaboration</b>
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STANDARD	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**THEME** **Language**

<b>SUBJECT</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</b>

OBJECTIVE	L.5.1d.	Recognize and correct inappropriate shifts in verb tense.
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**THEME** **Language**

<b>SUBJECT</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>L.5.2.</b>	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE	L.5.2e.	Spell grade-appropriate words correctly, consulting references as needed.
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**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.5.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	L.5.4a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.5.5.</b>	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

OBJECTIVE	L.5.5c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
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STANDARD	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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**Lesson 10: Unit 4 Summarizing a Reference, p. 81-88**

**Mississippi College & Career Readiness Standards**

**Language Arts**

**Grade 5 - Adopted: 2016**

**THEME** **Reading Informational Text**

SUBJECT		Key Ideas and Details
STANDARD	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**THEME** **Reading Informational Text**

SUBJECT		Craft and Structure
STANDARD	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

**THEME** **Reading Informational Text**

SUBJECT		Integration of Knowledge and Ideas
STANDARD	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

**THEME** **Reading Informational Text**

SUBJECT		Range of Reading and Level of Text Complexity
STANDARD	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

**THEME** **Reading Foundational Skills**

SUBJECT		Fluency
STANDARD	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.5.4a.	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.5.4c.	Use context to confirm or self-correct word recognition and understanding rereading as necessary.

**THEME** **Writing**

SUBJECT		Text Types and Purposes
STANDARD	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

OBJECTIVE	W.5.2a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE	W.5.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.5.2c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
OBJECTIVE	W.5.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.5.2e.	Provide a concluding statement or section related to the information or explanation presented.

**THEME** **Writing**

SUBJECT		Production and Distribution of Writing
STANDARD	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

**THEME** **Writing**

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**THEME** **Writing**

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.5.9b.	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

**THEME** **Writing**

SUBJECT		Range of Writing
STANDARD	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**THEME** **Speaking and Listening**

SUBJECT		Comprehension and Collaboration
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<b>STANDARD</b>	SL.5.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>
OBJECTIVE	SL.5.1a.	Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
OBJECTIVE	SL.5.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.5.1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**THEME** **Speaking and Listening**

<b>SUBJECT</b>		<b>Comprehension and Collaboration</b>
STANDARD	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**THEME** **Language**

<b>SUBJECT</b>		<b>Conventions of Standard English</b>
STANDARD	L.5.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</b>

OBJECTIVE L.5.1d. Recognize and correct inappropriate shifts in verb tense.

**THEME** **Language**

<b>SUBJECT</b>		<b>Conventions of Standard English</b>
STANDARD	L.5.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.

**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	L.5.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE L.5.4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

OBJECTIVE L.5.4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	L.5.5.	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

OBJECTIVE L.5.5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

THEME	Language	
SUBJECT	Vocabulary Acquisition and Use	
STANDARD	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
Lesson 11: Unit 4 Summarizing a Reference, p. 89-98		
<b>Mississippi College &amp; Career Readiness Standards</b>		
<b>Language Arts</b>		
<b>Grade 5 - Adopted: 2016</b>		
THEME	Reading Informational Text	
SUBJECT	Key Ideas and Details	
STANDARD	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
THEME	Reading Informational Text	
SUBJECT	Craft and Structure	
STANDARD	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
THEME	Reading Informational Text	
SUBJECT	Integration of Knowledge and Ideas	
STANDARD	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
THEME	Reading Informational Text	
SUBJECT	Range of Reading and Level of Text Complexity	
STANDARD	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
THEME	Reading Foundational Skills	
SUBJECT	Fluency	
STANDARD	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.5.4a.	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.5.4c.	Use context to confirm or self-correct word recognition and understanding rereading as necessary.
THEME	Writing	

<b>SUBJECT</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.5.2a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE	W.5.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.5.2c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
OBJECTIVE	W.5.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.5.2e.	Provide a concluding statement or section related to the information or explanation presented.

#### THEME Writing

<b>SUBJECT</b>		<b>Production and Distribution of Writing</b>
STANDARD	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

#### THEME Writing

<b>SUBJECT</b>		<b>Research to Build and Present Knowledge</b>
STANDARD	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

#### THEME Writing

<b>SUBJECT</b>		<b>Research to Build and Present Knowledge</b>
STANDARD	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE W.5.9b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

#### THEME Writing

<b>SUBJECT</b>		<b>Range of Writing</b>
STANDARD	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening		
SUBJECT	Comprehension and Collaboration	
STANDARD	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.5.1a.	Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
OBJECTIVE	SL.5.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.5.1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
THEME	Speaking and Listening	
SUBJECT	Comprehension and Collaboration	
STANDARD	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
THEME	Language	
SUBJECT	Conventions of Standard English	
STANDARD	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.5.1d.	Recognize and correct inappropriate shifts in verb tense.
THEME	Language	
SUBJECT	Conventions of Standard English	
STANDARD	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.5.2e.	Spell grade-appropriate words correctly, consulting references as needed.
THEME	Language	
SUBJECT	Vocabulary Acquisition and Use	
STANDARD	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.5.4a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.5.4c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
THEME	Language	
SUBJECT	Vocabulary Acquisition and Use	

<b>STANDARD</b>	L.5.5.	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>
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OBJECTIVE	L.5.5c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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<b>THEME</b>	<b>Language</b>
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<b>SUBJECT</b>	<b>Vocabulary Acquisition and Use</b>
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STANDARD	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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**Lesson 12: Unit 4 Summarizing a Reference, p. 99-110**

## **Mississippi College & Career Readiness Standards**

### **Language Arts**

**Grade 5 - Adopted: 2016**

<b>THEME</b>	<b>Reading Informational Text</b>
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<b>SUBJECT</b>	<b>Key Ideas and Details</b>
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STANDARD	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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<b>THEME</b>	<b>Reading Informational Text</b>
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<b>SUBJECT</b>	<b>Craft and Structure</b>
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STANDARD	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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<b>THEME</b>	<b>Reading Informational Text</b>
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<b>SUBJECT</b>	<b>Integration of Knowledge and Ideas</b>
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STANDARD	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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<b>THEME</b>	<b>Reading Informational Text</b>
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<b>SUBJECT</b>	<b>Range of Reading and Level of Text Complexity</b>
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STANDARD	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
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<b>THEME</b>	<b>Reading Foundational Skills</b>
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<b>SUBJECT</b>	<b>Fluency</b>
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<b>STANDARD</b>	RF.5.4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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OBJECTIVE	RF.5.4a.	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.5.4c.	Use context to confirm or self-correct word recognition and understanding rereading as necessary.
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**THEME** **Writing**

SUBJECT		<b>Text Types and Purposes</b>
STANDARD	W.5.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

OBJECTIVE	W.5.2a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.5.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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OBJECTIVE	W.5.2c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
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OBJECTIVE	W.5.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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OBJECTIVE	W.5.2e.	Provide a concluding statement or section related to the information or explanation presented.
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**THEME** **Writing**

SUBJECT		<b>Production and Distribution of Writing</b>
STANDARD	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

STANDARD	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
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**THEME** **Writing**

SUBJECT		<b>Research to Build and Present Knowledge</b>
STANDARD	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**THEME** **Writing**

SUBJECT		<b>Research to Build and Present Knowledge</b>
STANDARD	W.5.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

OBJECTIVE	W.5.9b.	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
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**THEME** **Writing**

SUBJECT		<b>Range of Writing</b>
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**STANDARD** W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

THEME	Speaking and Listening	
SUBJECT		Comprehension and Collaboration
STANDARD	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

OBJECTIVE	SL.5.1a.	Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
OBJECTIVE	SL.5.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.5.1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

THEME	Speaking and Listening
SUBJECT	Comprehension and Collaboration

**STANDARD** SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Theme	Language	
Subject	Conventions of Standard English	
Standard	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

OBJECTIVE	L.5.1a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
OBJECTIVE	L.5.1d.	Recognize and correct inappropriate shifts in verb tense.

Theme	Language	
Subject		Conventions of Standard English
Standard	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE L.5.2b. Use a comma to separate an introductory element from the rest of the sentence.

OBJECTIVE L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.

THEME	Language
SUBJECT	Vocabulary Acquisition and Use
STANDARD	L.5.4.
	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE	L.5.4a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.5.4c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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**THEME** **Language**

SUBJECT		<b>Vocabulary Acquisition and Use</b>
STANDARD	L.5.5.	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

OBJECTIVE	L.5.5c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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**THEME** **Language**

SUBJECT		<b>Vocabulary Acquisition and Use</b>
STANDARD	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

**Lesson 13: Unit 5 Writing from Pictures, p. 111-116**

**Mississippi College & Career Readiness Standards**

**Language Arts**

**Grade 5 - Adopted: 2016**

**THEME** **Reading Literature**

SUBJECT		<b>Integration of Knowledge and Ideas</b>
STANDARD	RL.5.7.	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

**THEME** **Writing**

SUBJECT		<b>Production and Distribution of Writing</b>
STANDARD	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

**THEME** **Speaking and Listening**

SUBJECT		<b>Comprehension and Collaboration</b>
STANDARD	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

OBJECTIVE	SL.5.1a.	Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
OBJECTIVE	SL.5.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.5.1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**THEME** **Speaking and Listening**

<b>SUBJECT</b>		<b>Presentation of Knowledge and Ideas</b>
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STANDARD	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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**THEME** **Language**

<b>SUBJECT</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	L.5.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</b>

OBJECTIVE	L.5.1a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
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**Lesson 14: Unit 5 Writing from Pictures, p.117-122**

**Mississippi College & Career Readiness Standards**

**Language Arts**

**Grade 5 - Adopted: 2016**

**THEME** **Reading Literature**

<b>SUBJECT</b>		<b>Integration of Knowledge and Ideas</b>
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STANDARD	RL.5.7.	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
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**THEME** **Writing**

<b>SUBJECT</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	W.5.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

OBJECTIVE	W.5.2a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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**THEME** **Writing**

<b>SUBJECT</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	W.5.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

OBJECTIVE	W.5.3a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
OBJECTIVE	W.5.3c.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
OBJECTIVE	W.5.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
OBJECTIVE	W.5.3e.	Provide a conclusion that follows from the narrated experiences or events.

**THEME** **Writing**

SUBJECT	Production and Distribution of Writing	
STANDARD	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

**THEME** **Writing**

SUBJECT	Research to Build and Present Knowledge	
STANDARD	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**THEME** **Writing**

SUBJECT	Range of Writing	
STANDARD	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**THEME** **Speaking and Listening**

SUBJECT	Comprehension and Collaboration	
STANDARD	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.5.1a.	Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
OBJECTIVE	SL.5.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.5.1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**THEME** **Language**

<b>SUBJECT</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	L.5.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</b>

OBJECTIVE L.5.1d. Recognize and correct inappropriate shifts in verb tense.

**THEME** **Language**

<b>SUBJECT</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	L.5.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.

**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	L.5.5.	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

OBJECTIVE L.5.5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	L.5.6.	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</b>

Lesson 15: Unit 5 Writing from Pictures, p.123-130

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 5 - Adopted: 2016

**THEME** **Reading Literature**

<b>SUBJECT</b>		<b>Integration of Knowledge and Ideas</b>
<b>STANDARD</b>	RL5.7.	<b>Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</b>

**THEME** **Writing**

<b>SUBJECT</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	W.5.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

OBJECTIVE W.5.2a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

**THEME****Writing**

SUBJECT		Text Types and Purposes
STANDARD	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

OBJECTIVE	W.5.3a.	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
OBJECTIVE	W.5.3c.	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
OBJECTIVE	W.5.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
OBJECTIVE	W.5.3e.	Provide a conclusion that follows from the narrated experiences or events.

**THEME****Writing**

SUBJECT		Production and Distribution of Writing
STANDARD	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

**THEME****Writing**

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**THEME****Writing**

SUBJECT		Range of Writing
STANDARD	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**THEME****Speaking and Listening**

SUBJECT		Comprehension and Collaboration
STANDARD	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.5.1a.	Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
OBJECTIVE	SL.5.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.

OBJECTIVE	SL.5.1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
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**THEME** **Language**

SUBJECT		<b>Conventions of Standard English</b>
STANDARD	L.5.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</b>

OBJECTIVE	L.5.1d.	Recognize and correct inappropriate shifts in verb tense.
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**THEME** **Language**

SUBJECT		<b>Conventions of Standard English</b>
STANDARD	L.5.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE	L.5.2b.	Use a comma to separate an introductory element from the rest of the sentence.
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OBJECTIVE	L.5.2e.	Spell grade-appropriate words correctly, consulting references as needed.
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**THEME** **Language**

SUBJECT		<b>Vocabulary Acquisition and Use</b>
STANDARD	L.5.5.	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

OBJECTIVE	L.5.5c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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**THEME** **Language**

SUBJECT		<b>Vocabulary Acquisition and Use</b>
STANDARD	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

**Lesson 16: Unit 6 Summarizing Multiple References, p. 131-138**

**Mississippi College & Career Readiness Standards**

**Language Arts**

**Grade 5 - Adopted: 2016**

**THEME** **Reading Informational Text**

SUBJECT		<b>Key Ideas and Details</b>
STANDARD	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**THEME** **Reading Informational Text**

SUBJECT		<b>Craft and Structure</b>
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STANDARD	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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**THEME** **Reading Informational Text**

<b>SUBJECT</b>	<b>Integration of Knowledge and Ideas</b>
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STANDARD	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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**THEME** **Reading Informational Text**

<b>SUBJECT</b>	<b>Range of Reading and Level of Text Complexity</b>
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STANDARD	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
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**THEME** **Reading Foundational Skills**

<b>SUBJECT</b>	<b>Fluency</b>
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<b>STANDARD</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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OBJECTIVE	RF.5.4a.	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.5.4c.	Use context to confirm or self-correct word recognition and understanding rereading as necessary.
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**THEME** **Writing**

<b>SUBJECT</b>	<b>Production and Distribution of Writing</b>
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STANDARD	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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**THEME** **Writing**

<b>SUBJECT</b>	<b>Research to Build and Present Knowledge</b>
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<b>STANDARD</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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OBJECTIVE	W.5.9b.	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
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**THEME** **Speaking and Listening**

<b>SUBJECT</b>	<b>Comprehension and Collaboration</b>
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<b>STANDARD</b>	<b>SL.5.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</b>
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OBJECTIVE	SL.5.1a.	Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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OBJECTIVE	SL.5.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.5.1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**THEME** **Speaking and Listening**

<b>SUBJECT</b>	<b>Comprehension and Collaboration</b>
STANDARD	SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**THEME** **Speaking and Listening**

<b>SUBJECT</b>	<b>Presentation of Knowledge and Ideas</b>
STANDARD	SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**THEME** **Language**

<b>SUBJECT</b>	<b>Vocabulary Acquisition and Use</b>
STANDARD	L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE	L.5.4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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**THEME** **Language**

<b>SUBJECT</b>	<b>Vocabulary Acquisition and Use</b>
STANDARD	L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Lesson 17: Unit 6 Summarizing Multiple References, p. 139-144

**Mississippi College & Career Readiness Standards**

**Language Arts**

**Grade 5 - Adopted: 2016**

**THEME** **Reading Informational Text**

<b>SUBJECT</b>	<b>Key Ideas and Details</b>
STANDARD	RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**THEME** **Reading Informational Text**

<b>SUBJECT</b>	<b>Craft and Structure</b>
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STANDARD	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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**THEME** **Reading Informational Text**

<b>SUBJECT</b>	<b>Integration of Knowledge and Ideas</b>
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STANDARD	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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**THEME** **Reading Informational Text**

<b>SUBJECT</b>	<b>Range of Reading and Level of Text Complexity</b>
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STANDARD	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
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**THEME** **Reading Foundational Skills**

<b>SUBJECT</b>	<b>Fluency</b>
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<b>STANDARD</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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OBJECTIVE	RF.5.4a.	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.5.4c.	Use context to confirm or self-correct word recognition and understanding rereading as necessary.
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**THEME** **Writing**

<b>SUBJECT</b>	<b>Text Types and Purposes</b>
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<b>STANDARD</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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OBJECTIVE	W.5.2a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.5.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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OBJECTIVE	W.5.2c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
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OBJECTIVE	W.5.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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OBJECTIVE	W.5.2e.	Provide a concluding statement or section related to the information or explanation presented.
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**THEME** **Writing**

<b>SUBJECT</b>	<b>Production and Distribution of Writing</b>
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STANDARD	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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**STANDARD** W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

## THEME Writing

## **SUBJECT** Research to Build and Present Knowledge

**STANDARD** W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

## THEME Writing

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE	W.5.9b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
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## THEME Writing

SUBJECT	Range of Writing
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**STANDARD** W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## THEME Speaking and Listening

## Comprehension and Collaboration

<b>STANDARD</b>	<b>SL.5.1.</b>	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
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**OBJECTIVE** SL.5.1a. Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**OBJECTIVE** SL.5.1b. Follow agreed-upon rules for discussions and carry out assigned roles.

**OBJECTIVE** SL.5.1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

## THEME Speaking and Listening

## **SUBJECT** Comprehension and Collaboration

**STANDARD** SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

## THEME Language

## SUBJECT Conventions of Standard English

<b>STANDARD</b>	<b>L.5.1.</b>	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
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OBJECTIVE L.5.1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

OBJECTIVE L.5.1d. Recognize and correct inappropriate shifts in verb tense.

Theme	Language	
Subject	Conventions of Standard English	
Standard	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE L.5.2b. Use a comma to separate an introductory element from the rest of the sentence.

OBJECTIVE L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.

## THEME Language

Subject	Vocabulary Acquisition and Use
Standard	L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE L.5.4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

## THEME Language

Vocabulary Acquisition and Use	
Standard	Description
L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

OBJECTIVE L.5.5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

## THEME Language

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Lesson 18: Unit 6 Summarizing Multiple References, p. 145-158

Mississippi College & Career Readiness Standards

## Language Arts

Grade 5 - Adopted: 2016

## THEME Reading Informational Text

**SUBJECT** Key Ideas and Details

STANDARD	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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**THEME** **Reading Informational Text**

<b>SUBJECT</b>	<b>Craft and Structure</b>
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STANDARD	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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**THEME** **Reading Informational Text**

<b>SUBJECT</b>	<b>Integration of Knowledge and Ideas</b>
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STANDARD	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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**THEME** **Reading Informational Text**

<b>SUBJECT</b>	<b>Range of Reading and Level of Text Complexity</b>
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STANDARD	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
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**THEME** **Reading Foundational Skills**

<b>SUBJECT</b>	<b>Fluency</b>
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<b>STANDARD</b>	RF.5.4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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OBJECTIVE	RF.5.4a.	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.5.4c.	Use context to confirm or self-correct word recognition and understanding rereading as necessary.
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**THEME** **Writing**

<b>SUBJECT</b>	<b>Production and Distribution of Writing</b>
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STANDARD	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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**THEME** **Writing**

<b>SUBJECT</b>	<b>Research to Build and Present Knowledge</b>
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<b>STANDARD</b>	W.5.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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OBJECTIVE	W.5.9b.	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
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**THEME** **Speaking and Listening**

<b>SUBJECT</b>	<b>Comprehension and Collaboration</b>
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<b>STANDARD</b>	<b>SL.5.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>
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OBJECTIVE	SL.5.1a.	Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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OBJECTIVE	SL.5.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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OBJECTIVE	SL.5.1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
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**THEME** **Speaking and Listening**

<b>SUBJECT</b>	<b>Comprehension and Collaboration</b>
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STANDARD	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**THEME** **Speaking and Listening**

<b>SUBJECT</b>	<b>Presentation of Knowledge and Ideas</b>
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STANDARD	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
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**THEME** **Language**

<b>SUBJECT</b>	<b>Vocabulary Acquisition and Use</b>
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STANDARD	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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OBJECTIVE	L.5.4a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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**THEME** **Language**

<b>SUBJECT</b>	<b>Vocabulary Acquisition and Use</b>
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STANDARD	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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Lesson 19: Unit 6 Summarizing Multiple References, p. 159-164

**Mississippi College & Career Readiness Standards**

**Language Arts**

**Grade 5 - Adopted: 2016**

**THEME** **Reading Informational Text**

<b>SUBJECT</b>	<b>Key Ideas and Details</b>
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STANDARD	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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**THEME** **Reading Informational Text**

<b>SUBJECT</b>		<b>Craft and Structure</b>
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STANDARD	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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**THEME** **Reading Informational Text**

<b>SUBJECT</b>		<b>Integration of Knowledge and Ideas</b>
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STANDARD	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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**THEME** **Reading Informational Text**

<b>SUBJECT</b>		<b>Range of Reading and Level of Text Complexity</b>
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STANDARD	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
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**THEME** **Reading Foundational Skills**

<b>SUBJECT</b>		<b>Fluency</b>
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<b>STANDARD</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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OBJECTIVE	RF.5.4a.	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.5.4c.	Use context to confirm or self-correct word recognition and understanding rereading as necessary.
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**THEME** **Writing**

<b>SUBJECT</b>		<b>Text Types and Purposes</b>
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<b>STANDARD</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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OBJECTIVE	W.5.2a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.5.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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OBJECTIVE	W.5.2c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
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OBJECTIVE	W.5.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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OBJECTIVE	W.5.2e.	Provide a concluding statement or section related to the information or explanation presented.
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THEME	Writing	
SUBJECT	Production and Distribution of Writing	
STANDARD	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
THEME	Writing	
SUBJECT	Research to Build and Present Knowledge	
STANDARD	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
THEME	Writing	
SUBJECT	Research to Build and Present Knowledge	
STANDARD	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.5.9b.	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
THEME	Writing	
SUBJECT	Range of Writing	
STANDARD	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
THEME	Speaking and Listening	
SUBJECT	Comprehension and Collaboration	
STANDARD	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
OBJECTIVE	SL.5.1a.	Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
OBJECTIVE	SL.5.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.5.1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
THEME	Speaking and Listening	
SUBJECT	Comprehension and Collaboration	

STANDARD	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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**THEME** **Language**

SUBJECT		<b>Conventions of Standard English</b>
STANDARD	L.5.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</b>

OBJECTIVE	L.5.1d.	Recognize and correct inappropriate shifts in verb tense.
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**THEME** **Language**

SUBJECT		<b>Conventions of Standard English</b>
STANDARD	L.5.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE	L.5.2b.	Use a comma to separate an introductory element from the rest of the sentence.
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OBJECTIVE	L.5.2e.	Spell grade-appropriate words correctly, consulting references as needed.
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**THEME** **Language**

SUBJECT		<b>Vocabulary Acquisition and Use</b>
STANDARD	L.5.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	L.5.4a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.5.4c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
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**THEME** **Language**

SUBJECT		<b>Vocabulary Acquisition and Use</b>
STANDARD	L.5.5.	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

OBJECTIVE	L.5.5c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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**THEME** **Language**

SUBJECT		<b>Vocabulary Acquisition and Use</b>
STANDARD	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Lesson 20: Unit 7 Inventive Writing, p. 165-172

## Language Arts

Grade 5 - Adopted: 2016

### THEME

#### Writing

SUBJECT		Text Types and Purposes
STANDARD	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.5.2a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE	W.5.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.5.2c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
OBJECTIVE	W.5.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.5.2e.	Provide a concluding statement or section related to the information or explanation presented.

### THEME

#### Writing

SUBJECT		Production and Distribution of Writing
STANDARD	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

### THEME

#### Writing

SUBJECT		Range of Writing
STANDARD	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### THEME

#### Speaking and Listening

SUBJECT		Comprehension and Collaboration
STANDARD	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.5.1a.	Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
OBJECTIVE	SL.5.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.

OBJECTIVE	SL.5.1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
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**THEME** **Language**

<b>SUBJECT</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	L.5.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</b>

OBJECTIVE	L.5.1d.	Recognize and correct inappropriate shifts in verb tense.
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**THEME** **Language**

<b>SUBJECT</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	L.5.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>

OBJECTIVE	L.5.2b.	Use a comma to separate an introductory element from the rest of the sentence.
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OBJECTIVE	L.5.2e.	Spell grade-appropriate words correctly, consulting references as needed.
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**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	L.5.5.	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>

OBJECTIVE	L.5.5c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
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Lesson 21: Unit 7 Inventive Writing, p. 173-180

**Mississippi College & Career Readiness Standards**

**Language Arts**

**Grade 5 - Adopted: 2016**

**THEME** **Reading Literature**

<b>SUBJECT</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**THEME** **Reading Informational Text**

<b>SUBJECT</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**THEME** **Reading Informational Text**

<b>SUBJECT</b>		<b>Integration of Knowledge and Ideas</b>
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STANDARD	RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
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**THEME** **Writing**

<b>SUBJECT</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	W.5.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

OBJECTIVE	W.5.2a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.5.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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OBJECTIVE	W.5.2c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
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OBJECTIVE	W.5.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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OBJECTIVE	W.5.2e.	Provide a concluding statement or section related to the information or explanation presented.
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**THEME** **Writing**

<b>SUBJECT</b>		<b>Production and Distribution of Writing</b>
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STANDARD	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
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**THEME** **Writing**

<b>SUBJECT</b>		<b>Research to Build and Present Knowledge</b>
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STANDARD	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
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**THEME** **Writing**

<b>SUBJECT</b>		<b>Range of Writing</b>
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STANDARD	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**THEME** **Speaking and Listening**

<b>SUBJECT</b>		<b>Comprehension and Collaboration</b>
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<b>STANDARD</b>	SL.5.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</b>
OBJECTIVE	SL.5.1a.	Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
OBJECTIVE	SL.5.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.5.1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Theme	Language	
Subject	Conventions of Standard English	
Standard	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

**OBJECTIVE** L.5.1d. Recognize and correct inappropriate shifts in verb tense.

Theme	Language	
Subject	Conventions of Standard English	
Standard	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE L.5.2b. Use a comma to separate an introductory element from the rest of the sentence.

**OBJECTIVE** L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.

Lesson 22: Unit 7 Inventive Writing, p. 181-188

Mississippi College & Career Readiness Standards

## Language Arts

Grade 5 - Adopted: 2016

Theme	Writing	
Subject	Text Types and Purposes	
Standard	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Objective	W.5.2a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
Objective	W.5.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
Objective	W.5.2c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
Objective	W.5.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

OBJECTIVE	W.5.2e.	Provide a concluding statement or section related to the information or explanation presented.
<b>THEME</b>	<b>Writing</b>	
<b>SUBJECT</b>	<b>Production and Distribution of Writing</b>	
STANDARD	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
<b>THEME</b>	<b>Writing</b>	
<b>SUBJECT</b>	<b>Range of Writing</b>	
STANDARD	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>THEME</b>	<b>Speaking and Listening</b>	
<b>SUBJECT</b>	<b>Comprehension and Collaboration</b>	
STANDARD	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.5.1a.	Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
OBJECTIVE	SL.5.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.5.1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>THEME</b>	<b>Language</b>	
<b>SUBJECT</b>	<b>Conventions of Standard English</b>	
STANDARD	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.5.1d.	Recognize and correct inappropriate shifts in verb tense.
<b>THEME</b>	<b>Language</b>	
<b>SUBJECT</b>	<b>Conventions of Standard English</b>	
STANDARD	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.5.2b.	Use a comma to separate an introductory element from the rest of the sentence.
OBJECTIVE	L.5.2e.	Spell grade-appropriate words correctly, consulting references as needed.

THEME	Language	
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.5.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	L.5.5c.	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Lesson 23: Unit 7 Inventive Writing, p. 189-196

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 5 - Adopted: 2016

THEME	Reading Literature	
SUBJECT		Key Ideas and Details
STANDARD	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

THEME	Reading Informational Text	
SUBJECT		Key Ideas and Details
STANDARD	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

THEME	Reading Informational Text	
SUBJECT		Integration of Knowledge and Ideas
STANDARD	RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

THEME	Writing	
SUBJECT		Text Types and Purposes
STANDARD	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.5.2a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE	W.5.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.5.2c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
OBJECTIVE	W.5.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

OBJECTIVE	W.5.2e.	Provide a concluding statement or section related to the information or explanation presented.
<b>THEME</b>	<b>Writing</b>	
<b>SUBJECT</b>	<b>Production and Distribution of Writing</b>	
STANDARD	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
<b>THEME</b>	<b>Writing</b>	
<b>SUBJECT</b>	<b>Research to Build and Present Knowledge</b>	
STANDARD	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
<b>THEME</b>	<b>Writing</b>	
<b>SUBJECT</b>	<b>Range of Writing</b>	
STANDARD	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>THEME</b>	<b>Speaking and Listening</b>	
<b>SUBJECT</b>	<b>Comprehension and Collaboration</b>	
STANDARD	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.5.1a.	Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
OBJECTIVE	SL.5.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.5.1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>THEME</b>	<b>Language</b>	
<b>SUBJECT</b>	<b>Conventions of Standard English</b>	
STANDARD	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.5.1d.	Recognize and correct inappropriate shifts in verb tense.
<b>THEME</b>	<b>Language</b>	
<b>SUBJECT</b>	<b>Conventions of Standard English</b>	

<b>STANDARD</b>	L.5.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
OBJECTIVE	L.5.2b.	Use a comma to separate an introductory element from the rest of the sentence.
OBJECTIVE	L.5.2e.	Spell grade-appropriate words correctly, consulting references as needed.

Lesson 24: Unit 8 Formal Essay Models, p. 197-206

Mississippi College & Career Readiness Standards

## Language Arts

Grade 5 - Adopted: 2016

THEME	Reading Literature	
SUBJECT	Key Ideas and Details	
STANDARD	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
THEME	Reading Informational Text	
SUBJECT	Key Ideas and Details	
STANDARD	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STANDARD	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
THEME	Reading Informational Text	
SUBJECT	Craft and Structure	
STANDARD	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
THEME	Reading Informational Text	
SUBJECT	Integration of Knowledge and Ideas	
STANDARD	RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
STANDARD	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
THEME	Reading Informational Text	
SUBJECT	Range of Reading and Level of Text Complexity	
STANDARD	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grade level expected for fifth grade.

<b>THEME</b>			<b>Reading Foundational Skills</b>
<b>SUBJECT</b>		<b>Fluency</b>	
<b>STANDARD</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>	
OBJECTIVE	RF.5.4.a.	Read grade-level text with purpose and understanding.	
OBJECTIVE	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding rereading as necessary.	
<b>THEME</b>	<b>Writing</b>		
<b>SUBJECT</b>		<b>Text Types and Purposes</b>	
<b>STANDARD</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>	
OBJECTIVE	W.5.2.a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	
OBJECTIVE	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	
OBJECTIVE	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	
OBJECTIVE	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
OBJECTIVE	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented.	
<b>THEME</b>	<b>Writing</b>		
<b>SUBJECT</b>		<b>Production and Distribution of Writing</b>	
STANDARD	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	
STANDARD	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)	
<b>THEME</b>	<b>Writing</b>		
<b>SUBJECT</b>		<b>Research to Build and Present Knowledge</b>	
STANDARD	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	
STANDARD	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	
<b>THEME</b>	<b>Writing</b>		

<b>SUBJECT</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD</b>	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE	W.5.9b.	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
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## THEME Writing

Subject		Range of Writing
STANDARD	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

THEME Speaking and Listening

<b>SUBJECT</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

OBJECTIVE	SL.5.1a.	Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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**OBJECTIVE** SL.5.1b. Follow agreed-upon rules for discussions and carry out assigned roles.

OBJECTIVE SL.5.1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

## THEME Speaking and Listening

<b>SUBJECT</b>	<b>Comprehension and Collaboration</b>	
STANDARD	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

## THEME Language

SUBJECT		Conventions of Standard English
STANDARD	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

OBJECTIVE L.5.1d. Recognize and correct inappropriate shifts in verb tense.

## THEME Language

<b>SUBJECT</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE L.5.2b. Use a comma to separate an introductory element from the rest of the sentence.

**OBJECTIVE** L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.

THEME	Language	
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE	L.5.4a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
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THEME	Language	
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Lesson 25: Unit 8 Formal Essay Models, p. 207-216

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 5 - Adopted: 2016

THEME	Reading Informational Text	
SUBJECT		Integration of Knowledge and Ideas
STANDARD	RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

THEME	Reading Informational Text	
SUBJECT		Range of Reading and Level of Text Complexity
STANDARD	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

THEME	Writing	
SUBJECT		Text Types and Purposes
STANDARD	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.5.2a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE	W.5.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.5.2c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

OBJECTIVE	W.5.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.5.2e.	Provide a concluding statement or section related to the information or explanation presented.

**THEME** **Writing**

SUBJECT		Production and Distribution of Writing
STANDARD	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

**THEME** **Writing**

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
STANDARD	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**THEME** **Writing**

SUBJECT		Range of Writing
STANDARD	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**THEME** **Speaking and Listening**

SUBJECT		Comprehension and Collaboration
STANDARD	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.5.1a.	Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
OBJECTIVE	SL.5.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.5.1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**THEME** **Language**

SUBJECT		Conventions of Standard English
STANDARD	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

OBJECTIVE L.5.1d. Recognize and correct inappropriate shifts in verb tense.

**THEME** **Language**

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE L.5.4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Lesson 26: Unit 8 Formal Essay Models, p. 217-222

**Mississippi College & Career Readiness Standards**

**Language Arts**

Grade 5 - Adopted: 2016

**THEME** **Reading Literature**

SUBJECT		Key Ideas and Details
STANDARD	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**THEME** **Reading Informational Text**

SUBJECT		Key Ideas and Details
STANDARD	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**THEME** **Writing**

SUBJECT		Text Types and Purposes
STANDARD	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

OBJECTIVE W.5.2a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

OBJECTIVE W.5.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

OBJECTIVE W.5.2c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

OBJECTIVE W.5.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

OBJECTIVE W.5.2e. Provide a concluding statement or section related to the information or explanation presented.

**THEME** **Writing**

SUBJECT	Production and Distribution of Writing	
STANDARD	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

STANDARD	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
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#### THEME Writing

SUBJECT	Research to Build and Present Knowledge	
STANDARD	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

#### THEME Writing

SUBJECT	Range of Writing	
STANDARD	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

#### THEME Speaking and Listening

SUBJECT	Comprehension and Collaboration	
STANDARD	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

OBJECTIVE	SL.5.1a.	Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
OBJECTIVE	SL.5.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.5.1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

#### THEME Language

SUBJECT	Conventions of Standard English	
STANDARD	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

OBJECTIVE	L.5.1a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
OBJECTIVE	L.5.1d.	Recognize and correct inappropriate shifts in verb tense.

#### THEME Language

SUBJECT	Conventions of Standard English	
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<b>STANDARD</b>	L.5.2.	<b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>
OBJECTIVE	L.5.2b.	Use a comma to separate an introductory element from the rest of the sentence.
OBJECTIVE	L.5.2e.	Spell grade-appropriate words correctly, consulting references as needed.

Lesson 27: Unit 9 Formal Critique, p. 223-232

Mississippi College & Career Readiness Standards

## Language Arts

Grade 5 - Adopted: 2016

Theme	Reading Literature	
Subject	Key Ideas and Details	
Standard	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

Theme	Reading Literature	
Subject	Range of Reading and Level of Text Complexity	
Standard	RL.5.10 .	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

Theme	Reading Foundational Skills	
Subject	Fluency	
Standard	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
Objective	RF.5.4a.	Read grade-level text with purpose and understanding.
Objective	RF.5.4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Theme	Writing	
Subject	Text Types and Purposes	
Standard	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Objective	W.5.2a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
Objective	W.5.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
Objective	W.5.2c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

OBJECTIVE	W.5.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.5.2e.	Provide a concluding statement or section related to the information or explanation presented.

**THEME** **Writing**

SUBJECT		Production and Distribution of Writing
STANDARD	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

**THEME** **Writing**

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE	W.5.9a.	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
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**THEME** **Writing**

SUBJECT		Range of Writing
STANDARD	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**THEME** **Speaking and Listening**

SUBJECT		Comprehension and Collaboration
STANDARD	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

OBJECTIVE	SL.5.1a.	Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
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OBJECTIVE	SL.5.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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OBJECTIVE	SL.5.1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
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**THEME** **Speaking and Listening**

SUBJECT		Comprehension and Collaboration
STANDARD	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

THEME	Language	
SUBJECT		Conventions of Standard English
STANDARD	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

OBJECTIVE L.5.1d. Recognize and correct inappropriate shifts in verb tense.

THEME	Language	
SUBJECT		Conventions of Standard English
STANDARD	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE L.5.2b. Use a comma to separate an introductory element from the rest of the sentence.

OBJECTIVE L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.

THEME	Language	
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE L.5.4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

THEME	Language	
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Lesson 28: Unit 9 Formal Critique, p. 233-240

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 5 - Adopted: 2016

THEME	Reading Literature	
SUBJECT		Key Ideas and Details
STANDARD	RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

STANDARD RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

THEME	Reading Informational Text	
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Key Ideas and Details		
STANDARD	RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
STANDARD	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
<b>THEME</b>	<b>Reading Informational Text</b>	
Craft and Structure		
STANDARD	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
<b>THEME</b>	<b>Reading Informational Text</b>	
Integration of Knowledge and Ideas		
STANDARD	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
<b>THEME</b>	<b>Reading Informational Text</b>	
Range of Reading and Level of Text Complexity		
STANDARD	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
<b>THEME</b>	<b>Reading Foundational Skills</b>	
Fluency		
STANDARD	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.5.4a.	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.5.4c.	Use context to confirm or self-correct word recognition and understanding rereading as necessary.
<b>THEME</b>	<b>Writing</b>	
Text Types and Purposes		
STANDARD	W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
OBJECTIVE	W.5.1a.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
OBJECTIVE	W.5.1b.	Provide logically ordered reasons that are supported by facts and detail
OBJECTIVE	W.5.1c.	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
<b>THEME</b>	<b>Writing</b>	
Text Types and Purposes		

STANDARD	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
OBJECTIVE	W.5.2a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE	W.5.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.5.2c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
OBJECTIVE	W.5.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.5.2e.	Provide a concluding statement or section related to the information or explanation presented.

## THEME Writing

<b>SUBJECT</b>		<b>Production and Distribution of Writing</b>
STANDARD	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

## THEME Writing

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.5.9b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

# THEME writing

Subject	Range of Writing
Standard	W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
STANDARD	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.5.1a.	Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

OBJECTIVE	SL.5.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.5.1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**THEME** **Speaking and Listening**

<b>SUBJECT</b>	<b>Comprehension and Collaboration</b>
STANDARD	SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**THEME** **Language**

<b>SUBJECT</b>	<b>Conventions of Standard English</b>
STANDARD	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

OBJECTIVE L.5.1d. Recognize and correct inappropriate shifts in verb tense.

**THEME** **Language**

<b>SUBJECT</b>	<b>Conventions of Standard English</b>
STANDARD	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

OBJECTIVE L.5.2b. Use a comma to separate an introductory element from the rest of the sentence.

OBJECTIVE L.5.2d. Use underlining, quotation marks, or italics to indicate titles of works.

OBJECTIVE L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.

**THEME** **Language**

<b>SUBJECT</b>	<b>Vocabulary Acquisition and Use</b>
STANDARD	L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE L.5.4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

**THEME** **Language**

<b>SUBJECT</b>	<b>Vocabulary Acquisition and Use</b>
STANDARD	L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Lesson 29: Unit 9 Formal Critique, p. 241-248

THEME	Reading Literature	
SUBJECT	Key Ideas and Details	
STANDARD	RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

THEME	Reading Literature	
SUBJECT	Range of Reading and Level of Text Complexity	
STANDARD	RL.5.10 .	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

THEME	Reading Foundational Skills	
SUBJECT	Fluency	
STANDARD	RF.5.4.	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
OBJECTIVE	RF.5.4a.	Read grade-level text with purpose and understanding.
OBJECTIVE	RF.5.4c.	Use context to confirm or self-correct word recognition and understanding rereading as necessary.

THEME	Writing	
SUBJECT	Text Types and Purposes	
STANDARD	W.5.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
OBJECTIVE	W.5.2a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE	W.5.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.5.2c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
OBJECTIVE	W.5.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.5.2e.	Provide a concluding statement or section related to the information or explanation presented.

THEME	Writing	
SUBJECT	Production and Distribution of Writing	
STANDARD	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**STANDARD** W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

## THEME Writing

Subject	Research to Build and Present Knowledge	
Standard	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE	W.5.9a.	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
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## THEME Writing

Subject	Range of Writing
Standard	W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## THEME Speaking and Listening

SUBJECT	Comprehension and Collaboration	
STANDARD	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

OBJECTIVE SL.5.1a. Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

**OBJECTIVE** SL.5.1b. Follow agreed-upon rules for discussions and carry out assigned roles.

OBJECTIVE SL.5.1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

## THEME Speaking and Listening

SUBJECT	Comprehension and Collaboration	
STANDARD	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

## THEME Language

SUBJECT		Conventions of Standard English
STANDARD	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

OBJECTIVE L.5.1d. Recognize and correct inappropriate shifts in verb tense.

## THEME Language

## SUBJECT Conventions of Standard English

<b>STANDARD</b>	<b>L.5.2.</b>	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE L.5.2b. Use a comma to separate an introductory element from the rest of the sentence.

**OBJECTIVE** L.5.e. Spell grade-appropriate words correctly, consulting references as needed.

## THEME Language

## SUBJECT Vocabulary Acquisition and Use

<b>STANDARD</b>	<b>L.5.4.</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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OBJECTIVE L.5.4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

## THEME Language

## **SUBJECT** Vocabulary Acquisition and Use

STANDARD	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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Lesson 30: Unit 9 Formal Critique, p. 249-261

Mississippi College & Career Readiness Standards

## Language Arts

Grade 5 - Adopted: 2016

THEME Reading Literature

SUBJECT	Key Ideas and Details
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**STANDARD** RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**STANDARD** RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

### THEME Reading Informational Text

## SUBJECT Key Ideas and Details

**STANDARD** RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**STANDARD** RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

THEME Reading Informational Text

## SUBJECT Craft and Structure

STANDARD	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
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**THEME** **Reading Informational Text**

<b>SUBJECT</b>	<b>Integration of Knowledge and Ideas</b>
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STANDARD	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
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**THEME** **Reading Informational Text**

<b>SUBJECT</b>	<b>Range of Reading and Level of Text Complexity</b>
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STANDARD	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
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**THEME** **Reading Foundational Skills**

<b>SUBJECT</b>	<b>Fluency</b>
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<b>STANDARD</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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OBJECTIVE	RF.5.4a.	Read grade-level text with purpose and understanding.
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OBJECTIVE	RF.5.4c.	Use context to confirm or self-correct word recognition and understanding rereading as necessary.
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**THEME** **Writing**

<b>SUBJECT</b>	<b>Text Types and Purposes</b>
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<b>STANDARD</b>	<b>W.5.1.</b>	<b>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</b>
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OBJECTIVE	W.5.1a.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
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OBJECTIVE	W.5.1b.	Provide logically ordered reasons that are supported by facts and detail
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OBJECTIVE	W.5.1c.	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
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**THEME** **Writing**

<b>SUBJECT</b>	<b>Text Types and Purposes</b>
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<b>STANDARD</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
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OBJECTIVE	W.5.2a.	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.5.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
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OBJECTIVE	W.5.2c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
OBJECTIVE	W.5.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.5.2e.	Provide a concluding statement or section related to the information or explanation presented.

**THEME** **Writing**

SUBJECT		Production and Distribution of Writing
STANDARD	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)

**THEME** **Writing**

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.5.9b.	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

**THEME** **Writing**

SUBJECT		Range of Writing
STANDARD	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**THEME** **Speaking and Listening**

SUBJECT		Comprehension and Collaboration
STANDARD	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
OBJECTIVE	SL.5.1a.	Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
OBJECTIVE	SL.5.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.5.1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>THEME</b>		<b>Speaking and Listening</b>
<b>SUBJECT</b>		<b>Comprehension and Collaboration</b>

**STANDARD** SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

THEME	Language	
SUBJECT		Conventions of Standard English
STANDARD	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

OBJECTIVE L.5.1d. Recognize and correct inappropriate shifts in verb tense.

Theme	Language	
Subject		Conventions of Standard English
Standard	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**OBJECTIVE** L.5.2b. Use a comma to separate an introductory element from the rest of the sentence.

OBJECTIVE L.5.2d. Use underlining, quotation marks, or italics to indicate titles of works.

**OBJECTIVE** L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.

Theme	Language	
Subject	Vocabulary Acquisition and Use	
Standard	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE L.5.4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

THEME	Language
SUBJECT	Vocabulary Acquisition and Use

STANDARD	L.5.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).
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