

Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-18

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**

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 grades4–5 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.
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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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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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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
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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

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.5.9b.	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.
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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

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 **Speaking and Listening**

SUBJECT		Presentation of Knowledge and Ideas
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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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STANDARD	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)
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THEME **Language**

SUBJECT		Vocabulary Acquisition and Use
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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**

SUBJECT		Vocabulary Acquisition and Use
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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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UNIT 2: WRITING FROM NOTES Week 2 Page 19-30

**Mississippi College & Career Readiness Standards
Language Arts
Grade 5 - Adopted: 2016**

THEME **Reading Informational Text**

SUBJECT		Key Ideas and Details
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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**

SUBJECT		Craft and Structure
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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**

SUBJECT		Integration of Knowledge and Ideas
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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**

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 grades4–5 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.5.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

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.)
STANDARD	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.

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
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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
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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.

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 Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
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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.

STANDARD SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)

THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.5.1.	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.5.1d. Recognize and correct inappropriate shifts in verb tense.

THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.

THEME Language

SUBJECT		Knowledge of Language
STANDARD	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE L.5.3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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
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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).

UNIT 2: WRITING FROM NOTES Week 3 Page 31-36

Mississippi College & Career Readiness Standards
Language Arts
Grade 5 - Adopted: 2016

THEME Reading Informational Text

SUBJECT		Key Ideas and Details
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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.

THEME Reading Informational Text

SUBJECT		Craft and Structure
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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.

THEME Reading Informational Text

SUBJECT		Integration of Knowledge and Ideas
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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).

THEME Reading Informational Text

SUBJECT		Range of Reading and Level of Text Complexity
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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 grades4–5 text complexity band independently and proficiently.

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.

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
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STANDARD	W.5.2.	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.

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

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

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.)

STANDARD W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.

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.5.9b. 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
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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
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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

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 Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
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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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STANDARD	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)
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THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.5.1.	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.5.1d.	Recognize and correct inappropriate shifts in verb tense.
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THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	L.5.2e.	Spell grade-appropriate words correctly, consulting references as needed.
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THEME Language

SUBJECT		Knowledge of Language
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STANDARD	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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OBJECTIVE	L.5.3a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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THEME Language

SUBJECT		Vocabulary Acquisition and Use
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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.
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).

UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44

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	Craft and Structure	
STANDARD	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
STANDARD	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.

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.5.3.	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.5.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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OBJECTIVE	W.5.3e.	Provide a conclusion that follows from the narrated experiences or events.
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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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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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STANDARD	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.
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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 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.
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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

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 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.
STANDARD	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)

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		Knowledge of Language
STANDARD	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.5.3a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
OBJECTIVE	L.5.3b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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).

THEME Reading Literature

SUBJECT		Key Ideas and Details
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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		Craft and Structure
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STANDARD	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
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STANDARD	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.
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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		Text Types and Purposes
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STANDARD	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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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.
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OBJECTIVE	W.5.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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OBJECTIVE	W.5.3e.	Provide a conclusion that follows from the narrated experiences or events.
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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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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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STANDARD	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.
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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.5.9a.	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
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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

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
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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		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.
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THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.

THEME Language

SUBJECT		Knowledge of Language
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STANDARD	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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OBJECTIVE L.5.3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

OBJECTIVE L.5.3b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

THEME Language

SUBJECT		Vocabulary Acquisition and Use
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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.

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
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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).

UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 53-60

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.5.2. 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		Craft and Structure
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STANDARD RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

STANDARD RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.

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.

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.

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
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STANDARD	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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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.5.3d. 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.)

STANDARD W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.

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]”).

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.
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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

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		Conventions of Standard English
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STANDARD	L.5.1.	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.5.1d.	Recognize and correct inappropriate shifts in verb tense.
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THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	L.5.2e.	Spell grade-appropriate words correctly, consulting references as needed.
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THEME Language

SUBJECT		Knowledge of Language
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STANDARD	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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OBJECTIVE	L.5.3a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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OBJECTIVE	L.5.3b.	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
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THEME Language

SUBJECT		Vocabulary Acquisition and Use
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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.

THEME Language

SUBJECT	Vocabulary Acquisition and Use
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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).

UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-68

Mississippi College & Career Readiness Standards
Language Arts
Grade 5 - Adopted: 2016

THEME Reading Informational Text

SUBJECT	Key Ideas and Details
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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.

THEME Reading Informational Text

SUBJECT	Craft and Structure
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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.

THEME Reading Informational Text

SUBJECT	Integration of Knowledge and Ideas
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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).

THEME Reading Informational Text

SUBJECT	Range of Reading and Level of Text Complexity
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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 grades4–5 text complexity band independently and proficiently.

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.

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.5.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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.)
STANDARD	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.
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.
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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
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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

SUBJECT		Presentation of Knowledge and Ideas
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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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STANDARD	SL.5.6.	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)
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THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.5.1.	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.5.1d.	Recognize and correct inappropriate shifts in verb tense.
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THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	L.5.2e.	Spell grade-appropriate words correctly, consulting references as needed.
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THEME Language

SUBJECT		Knowledge of Language
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STANDARD	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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OBJECTIVE	L.5.3a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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THEME Language

SUBJECT		Vocabulary Acquisition and Use
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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.
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).

UNIT 4: SUMMARIZING A REFERENCE Week 8 Page 69-76

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 grades4–5 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.
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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.5.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

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.)
STANDARD	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.

THEME Writing

SUBJECT		Research to Build and Present Knowledge
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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

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.5.9b.	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.
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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		Conventions of Standard English
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STANDARD	L.5.1.	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.5.1d. Recognize and correct inappropriate shifts in verb tense.

THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.

THEME Language

SUBJECT		Knowledge of Language
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STANDARD	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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OBJECTIVE L.5.3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

THEME Language

SUBJECT		Vocabulary Acquisition and Use
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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.

THEME Language

SUBJECT		Vocabulary Acquisition and Use
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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).

UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 77-84

Mississippi College & Career Readiness Standards
Language Arts
Grade 5 - Adopted: 2016

THEME Reading Informational Text

SUBJECT		Key Ideas and Details
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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.

THEME Reading Informational Text

SUBJECT		Craft and Structure
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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.

THEME Reading Informational Text

SUBJECT		Integration of Knowledge and Ideas
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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**

SUBJECT		Range of Reading and Level of Text Complexity
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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 grades4–5 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		Text Types and Purposes
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STANDARD	W.5.2.	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.
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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.5.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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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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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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STANDARD	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.
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THEME **Writing**

SUBJECT		Research to Build and Present Knowledge
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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

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
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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
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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 Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
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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.

STANDARD SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)

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		Knowledge of Language
STANDARD	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE L.5.3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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
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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).

UNIT 5: WRITING FROM PICTURES Week 10 Page 85-92

Mississippi College & Career Readiness Standards

Language Arts

Grade 5 - Adopted: 2016

THEME Reading Informational Text

SUBJECT		Key Ideas and Details
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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.

THEME Reading Informational Text

SUBJECT		Craft and Structure
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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.

THEME Reading Informational Text

SUBJECT		Integration of Knowledge and Ideas
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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).

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 grades4–5 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.5.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

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.)
STANDARD	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.

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
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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
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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
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STANDARD	L.5.1.	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.5.1c. Use verbs tense to convey various times, sequences, states, and conditions.

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

THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.

THEME Language

SUBJECT		Knowledge of Language
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STANDARD	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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OBJECTIVE L.5.3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

THEME Language

SUBJECT		Vocabulary Acquisition and Use
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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.

THEME Language

SUBJECT		Vocabulary Acquisition and Use
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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).

Mississippi College & Career Readiness Standards
Language Arts
 Grade 5 - Adopted: 2016

THEME **Reading Informational Text**

SUBJECT		Key Ideas and Details
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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**

SUBJECT		Craft and Structure
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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**

SUBJECT		Integration of Knowledge and Ideas
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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**

SUBJECT		Range of Reading and Level of Text Complexity
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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 grades4–5 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		Text Types and Purposes
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STANDARD	W.5.2.	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.
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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.5.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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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.)
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.)
STANDARD	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.

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.
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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		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.5.1c.	Use verbs tense to convey various times, sequences, states, and conditions.
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OBJECTIVE	L.5.1d.	Recognize and correct inappropriate shifts in verb tense.
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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.
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THEME Language

SUBJECT		Knowledge of Language
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STANDARD	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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OBJECTIVE L.5.3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

THEME Language

SUBJECT		Vocabulary Acquisition and Use
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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.

THEME Language

SUBJECT		Vocabulary Acquisition and Use
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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).

UNIT 5: WRITING FROM PICTURES Week 12 Page 101-110

Mississippi College & Career Readiness Standards

Language Arts

Grade 5 - Adopted: 2016

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.

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.

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
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STANDARD	W.5.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
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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.5.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

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.)
STANDARD	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.

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]”).

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

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.5.1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

OBJECTIVE L.5.1c. Use verbs tense to convey various times, sequences, states, and conditions.

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		Knowledge of Language
STANDARD	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE L.5.3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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
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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).

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 111-122

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.

THEME Reading Informational Text

SUBJECT		Key Ideas and Details
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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
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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.

STANDARD RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts

STANDARD RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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).
STANDARD	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

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 grades4–5 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.5.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

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.)
STANDARD	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.

THEME **Writing**

SUBJECT		Research to Build and Present Knowledge
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STANDARD	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
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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

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.5.9b.	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.
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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		Conventions of Standard English
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STANDARD	L.5.1.	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.
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OBJECTIVE	L.5.1d.	Recognize and correct inappropriate shifts in verb tense.
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THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	L.5.2e.	Spell grade-appropriate words correctly, consulting references as needed.
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THEME Language

SUBJECT		Knowledge of Language
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STANDARD	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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OBJECTIVE	L.5.3a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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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
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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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UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 14 Page 123-134

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.
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THEME Reading Informational Text

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

SUBJECT		Craft and Structure
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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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STANDARD	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts
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STANDARD	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
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THEME Reading Informational Text

SUBJECT		Integration of Knowledge and Ideas
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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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STANDARD	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
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THEME **Reading Informational Text**

SUBJECT		Range of Reading and Level of Text Complexity
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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 grades4–5 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		Text Types and Purposes
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STANDARD	W.5.2.	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.
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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.5.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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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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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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STANDARD	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.
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THEME **Writing**

SUBJECT		Research to Build and Present Knowledge
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STANDARD	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
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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

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

SUBJECT		Knowledge of Language
STANDARD	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE	L.5.3a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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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).

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 135-138

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.
STANDARD	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts
STANDARD	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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).
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STANDARD	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
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THEME **Reading Informational Text**

SUBJECT		Range of Reading and Level of Text Complexity
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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 grades4–5 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		Text Types and Purposes
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STANDARD	W.5.2.	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.
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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.5.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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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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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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STANDARD	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.
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THEME **Writing**

SUBJECT		Research to Build and Present Knowledge
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STANDARD	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
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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

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

SUBJECT		Knowledge of Language
STANDARD	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE	L.5.3a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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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).

UNIT 7: INVENTIVE WRITING Week 16 Page 139-146

**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.5.2d. 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.)
STANDARD	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.

THEME Writing

SUBJECT		Research to Build and Present Knowledge
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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

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.
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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		Conventions of Standard English
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STANDARD	L.5.1.	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.
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OBJECTIVE	L.5.1d.	Recognize and correct inappropriate shifts in verb tense.
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THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE	L.5.2e.	Spell grade-appropriate words correctly, consulting references as needed.
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THEME Language

SUBJECT		Knowledge of Language
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STANDARD	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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OBJECTIVE	L.5.3a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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THEME Writing

SUBJECT		Text Types and Purposes
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STANDARD	W.5.2.	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.
OBJECTIVE	W.5.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.5.2d.	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.)
STANDARD	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.

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

THEME Language

SUBJECT		Knowledge of Language
STANDARD	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE L.5.3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

UNIT 7: INVENTIVE WRITING Week 18 Page 153-158

Mississippi College & Career Readiness Standards
Language Arts
Grade 5 - Adopted: 2016

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

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.)
STANDARD	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.

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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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
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STANDARD	L.5.1.	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
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STANDARD	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.

THEME Language

SUBJECT		Knowledge of Language
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STANDARD	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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OBJECTIVE L.5.3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

THEME Language

SUBJECT		Vocabulary Acquisition and Use
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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).

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.

THEME Reading Informational Text

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

SUBJECT		Craft and Structure
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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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STANDARD	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts
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STANDARD	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
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THEME **Reading Informational Text**

SUBJECT		Integration of Knowledge and Ideas
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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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STANDARD	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
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THEME **Reading Informational Text**

SUBJECT		Range of Reading and Level of Text Complexity
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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 grades4–5 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		Text Types and Purposes
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STANDARD	W.5.2.	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.
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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.5.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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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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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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STANDARD	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.
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THEME Writing

SUBJECT		Research to Build and Present Knowledge
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STANDARD	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
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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

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.5.9b.	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.
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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		Conventions of Standard English
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STANDARD	L.5.1.	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.
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OBJECTIVE	L.5.1d.	Recognize and correct inappropriate shifts in verb tense.
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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.
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THEME Language

SUBJECT		Knowledge of Language
STANDARD	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE	L.5.3a.	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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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).

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.
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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.
STANDARD	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts
STANDARD	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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).
STANDARD	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

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 grades4–5 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.5.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

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.)
STANDARD	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.

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

THEME Language

SUBJECT		Knowledge of Language
STANDARD	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE L.5.3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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).

UNIT 8: FORMAL ESSAY MODELS Week 21 Page 195-216

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
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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.
STANDARD	RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts
STANDARD	RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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).
STANDARD	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

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 grades4–5 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.5.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

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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STANDARD	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.
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THEME Writing

SUBJECT		Research to Build and Present Knowledge
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STANDARD	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
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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

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.5.9b.	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.
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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		Conventions of Standard English
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STANDARD	L.5.1.	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.
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OBJECTIVE	L.5.1d.	Recognize and correct inappropriate shifts in verb tense.
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THEME Language

SUBJECT		Conventions of Standard English
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STANDARD	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.

THEME Language

SUBJECT		Knowledge of Language
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STANDARD	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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OBJECTIVE L.5.3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

THEME Language

SUBJECT		Vocabulary Acquisition and Use
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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.

THEME Language

SUBJECT		Vocabulary Acquisition and Use
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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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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.5.2. 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		Craft and Structure
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STANDARD RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

STANDARD RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.

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.

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.5.3.	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.5.3d. 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.)
STANDARD	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.

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]).

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
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STANDARD	L.5.1.	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
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STANDARD	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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OBJECTIVE L.5.2e. Spell grade-appropriate words correctly, consulting references as needed.

THEME **Language**

SUBJECT		Knowledge of Language
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STANDARD	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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OBJECTIVE L.5.3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

OBJECTIVE L.5.3b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

THEME **Language**

SUBJECT		Vocabulary Acquisition and Use
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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.
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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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	Craft and Structure	
STANDARD	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
STANDARD	RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.

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.5.3.	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.5.3d.	Use concrete words and phrases and sensory details to convey experiences and events precisely.
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OBJECTIVE	W.5.3e.	Provide a conclusion that follows from the narrated experiences or events.
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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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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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STANDARD	W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.
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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 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.
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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

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

THEME Language

SUBJECT		Knowledge of Language
STANDARD	L.5.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE L.5.3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

OBJECTIVE L.5.3b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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).

UNIT 9: FORMAL CRITIQUE Week 24 Page 245-245

Mississippi College & Career Readiness Standards
Language Arts
Grade 5 - Adopted: 2016

THEME Reading Informational Text

SUBJECT		Craft and Structure
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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 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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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.5.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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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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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		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.
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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		Vocabulary Acquisition and Use
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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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