### $\textbf{Main Criteria:} \ \textbf{Structure and Style for Students}$

Secondary Criteria: Mississippi College & Career Readiness Standards

Subject: Language Arts

Grade: 5

# 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

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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.
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 103 up to and including grade 5.)
THEME		Writing
SUBJECT		Research to Build and Present Knowledge
STANDARD	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
THEME		Writing
SUBJECT		Research to Build and Present Knowledge
STANDARD	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.5.9b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
THEME		Writing
SUBJECT		Range of Writing
STANDARD	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline@specific tasks, purposes, and audiences.
THEME		Speaking and Listening
SUBJECT		Comprehension and Collaboration
STANDARD	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with divers 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 othe information known about the topic to explore ideas under discussion.
OBJECTIVE	SL.5.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.5.1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
THEME		Speaking and Listening

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

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and

Integration of Knowledge and Ideas

evidence support which point(s).

**SUBJECT** 

STANDARD

RI.5.8.

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 gradellevel 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 103 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
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 divers partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.5.1a.	Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
OBJECTIVE	SL.5.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.5.1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
THEME		Speaking and Listening
SUBJECT		Comprehension and Collaboration
STANDARD	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
THEME		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.

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 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
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 gradellevel 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. (Gradelspecific 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 103 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
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 divers partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

OBJECTIVE	SL.5.1a.	Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
OBJECTIVE	SL.5.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.5.1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
THEME		Speaking and Listening
SUBJECT		Comprehension and Collaboration
STANDARD	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
THEME		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.
THEME		Language
		Vocabulary Acquisition and Use
SUBJECT		

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.
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 103 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 a 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 divers 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 othe information known about the topic to explore ideas under discussion.
OBJECTIVE	SL.5.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.5.1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
THEME		Speaking and Listening
SUBJECT		Comprehension and Collaboration
STANDARD	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

THEME		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
THEME		Language  Knowledge of Language
	L.5.3.	
SUBJECT	<b>L.5.3</b> .	Knowledge of Language
SUBJECT		Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.
SUBJECT ST AND ARD OBJECTIVE	L.5.3a.	Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
SUBJECT ST ANDARD OBJECTIVE OBJECTIVE	L.5.3a.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
SUBJECT STANDARD OBJECTIVE OBJECTIVE THEME	L.5.3a.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.  Language
SUBJECT STANDARD OBJECTIVE OBJECTIVE THEME SUBJECT	L.5.3a.	Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.  Language  Vocabulary Acquisition and Use  Determine or clarify the meaning of unknown and multiple@meaning words and phrases based on grade
SUBJECT STANDARD OBJECTIVE OBJECTIVE THEME SUBJECT STANDARD	L.5.3a. L.5.3b.	Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.  Language  Vocabulary Acquisition and Use  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.
SUBJECT STANDARD OBJECTIVE OBJECTIVE THEME SUBJECT STANDARD OBJECTIVE	L.5.3a. L.5.3b.	Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.  Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.  Language  Vocabulary Acquisition and Use  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.  Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

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.
ST AND ARD  OBJECTIVE	RF.5.4a.	Read with sufficient accuracy and fluency to support comprehension.  Read grade level text with purpose and understanding.
OBJECTIVE	RF.5.4a.	Read gradelevel text with purpose and understanding.
OBJECTIVE OBJECTIVE	RF.5.4a.	Read grade level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding rereading as necessary.
OBJECTIVE OBJECTIVE THEME	RF.5.4a.	Read grade level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding rereading as necessary.  Writing
OBJECTIVE  OBJECTIVE  THEME  SUBJECT	RF.5.4a. RF.5.4c.	Read grade level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding rereading as necessary.  Writing  Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique,
OBJECTIVE  OBJECTIVE  THEME  SUBJECT  STANDARD	RF.5.4a. RF.5.4c.	Read grade level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding rereading as necessary.  Writing  Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event
OBJECTIVE  OBJECTIVE  THEME  SUBJECT  STANDARD  OBJECTIVE	RF.5.4a.  RF.5.4c.  W.5.3.	Read grade@level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding rereading as necessary.  Writing  Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
OBJECTIVE  OBJECTIVE  THEME  SUBJECT  STANDARD  OBJECTIVE	RF.5.4a.  RF.5.4c.  W.5.3.  W.5.3a.	Read grade@level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding rereading as necessary.  Writing  Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  Use concrete words and phrases and sensory details to convey experiences and events precisely.
OBJECTIVE  OBJECTIVE  THEME  SUBJECT  STANDARD  OBJECTIVE  OBJECTIVE	RF.5.4a.  RF.5.4c.  W.5.3.  W.5.3a.	Read gradellevel text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding rereading as necessary.  Writing  Text Types and Purposes  Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  Use concrete words and phrases and sensory details to convey experiences and events precisely.

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 103 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 divers 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.
ТНЕМЕ		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.
OD JEOTIVE	L.5.1d.	Recognize and correct inappropriate shifts in verb tense.
OBJECTIVE	2.0.20.	
THEME	2.0.124.	Language

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.
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
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
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.
ТНЕМЕ		Reading Foundational Skills
SUBJECT		Fluency
STANDARD	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	RF.5.4a.	Read gradellevel text with purpose and understanding.
OBJECTIVE	RF.5.4c.	Use context to confirm or self-correct word recognition and understanding rereading as necessary.
ТНЕМЕ		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, a 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 103 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 well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.
ТНЕМЕ		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

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 divers partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.5.1a.	Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
OBJECTIVE	SL.5.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.5.1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
THEME		Speaking and Listening
SUBJECT		Comprehension and Collaboration
STANDARD	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
THEME		Language
SUBJECT		Conventions of Standard English
STANDARD	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.5.1d.	Recognize and correct inappropriate shifts in verb tense.
THEME		Language
SUBJECT		Conventions of Standard English
STANDARD	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.5.2e.	Spell grade-appropriate words correctly, consulting references as needed.
THEME		Language
SUBJECT		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.
ТНЕМЕ		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 grad 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 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
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
ТНЕМЕ		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 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 a evidence support which point(s).
ТНЕМЕ		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 103 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 divers partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

OBJECTIVE	SL.5.1a.	Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
OBJECTIVE	SL.5.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.5.1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
THEME		Speaking and Listening
SUBJECT		Comprehension and Collaboration
STANDARD	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
THEME		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.
THEME		Language
		Vocabulary Acquisition and Use
SUBJECT		

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.
ТНЕМЕ		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
ТНЕМЕ		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).
ТНЕМЕ		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 gradellevel 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 W3.2s Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formating (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  OBJECTIVE W5.2s. Develop the topic with facts, deferitions, concrete debals, quotations, or other information and examples related to the optic.  OBJECTIVE W5.2s. Use precise language and domain/specific vocabulary to inform about or explain the topic.  THEME Writing  SUBJECT Production and Distribution of Writing  STANDARD W5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (Gradelspecific expectations by writing gives are defined in standards 1-3 above.)  STANDARD W5.5. With guidance and support from peers and aidalis, develop and siengifier writing, an interaction of collaborate with others: demonstrate command of Language standards 113 up to and including grade 5.)  STANDARD W5.5. 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 W5.8. Recall relevant information from experiences or garber relevant information from print and digital sources; summarize or paraphrase information in roles and finished work, and provide a list of sources.  THEME Writing  SUBJECT Research to Build and Present Knowledge  STANDARD W5.9. Draw evidence from illerary or informational texts to support analysis, reflection, and research.  OBJECTIVE W5.9b. Apply grade 5 Reading standards to informational texts to support analysis, reflection, and research.  STANDARD W5.9. Draw evidence from illerary or informational texts to support analysis, reflection, and research.  STANDARD W5.10. Support particular points in a text, identifying which reasons and evidence support which point(s)?  THEME Suppos			
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editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 133 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 stiting or a day or two) for a range of discipline/specific tasks, purposes, and audiences.  THEME Speaking and Listening  SUBJECT Comprehension and Collaboration  STANDARD SL5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	STANDARD	W.5.4.	
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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  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 SL5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  THEME Language	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.  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 disciplinellspecific 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	THEME		Writing
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 disciplinellspecific 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		Research to Build and Present Knowledge
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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.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  THEME Language	THEME		Writing
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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	STANDARD	W.5.10.	
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	THEME		Speaking and Listening
quantitatively, and orally.  THEME  Language	SUBJECT		Comprehension and Collaboration
	STANDARD	SL.5.2.	
SUBJECT Conventions of Standard English	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
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
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.
TUEME		Peading Informational Text

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 gradelevel 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.5.2b. W.5.2d.	
		topic.
OBJECTIVE		Use precise language and domain@specific vocabulary to inform about or explain the topic.
OBJECTIVE THEME		Use precise language and domain@specific vocabulary to inform about or explain the topic.  Writing
OBJECTIVE  THEME  SUBJECT	W.5.2d.	Use precise language and domain specific vocabulary to inform about or explain the topic.  Writing  Production and Distribution of Writing  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and
OBJECTIVE THEME SUBJECT STANDARD	W.5.2d. W.5.4.	Use precise language and domain@specific vocabulary to inform about or explain the topic.  Writing  Production and Distribution of Writing  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.)  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
OBJECTIVE  THEME  SUBJECT  STANDARD  STANDARD	W.5.2d. W.5.4. W.5.5.	Use precise language and domain@specific vocabulary to inform about or explain the topic.  Writing  Production and Distribution of Writing  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.)  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 103 up to and including grade 5.)  With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as
OBJECTIVE  THEME  SUBJECT  STANDARD  STANDARD	W.5.2d. W.5.4. W.5.5.	Use precise language and domain@specific vocabulary to inform about or explain the topic.  Writing  Production and Distribution of Writing  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.)  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 103 up to and including grade 5.)  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
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 divers partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.5.1a.	Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
OBJECTIVE	SL.5.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.5.1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
THEME		Speaking and Listening
SUBJECT		Comprehension and Collaboration
STANDARD	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
THEME		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.
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 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
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

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 gradellevel 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 103 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
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.5.1c.	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
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).
		LINIT E- WIDTING FROM RICTURES Wook 11 Page 92 100

UNIT 5: WRITING FROM PICTURES Week 11 Page 93-100

## 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
THEME		Reading Foundational Skills  Fluency
	RF.5.4.	
SUBJECT	<b>RF.5.4</b> .	Fluency  Read with sufficient accuracy and fluency to support comprehension.
SUBJECT		Fluency  Read with sufficient accuracy and fluency to support comprehension.
SUBJECT ST AND ARD OBJECTIVE	RF.5.4a.	Read with sufficient accuracy and fluency to support comprehension.  Read grade level text with purpose and understanding.
SUBJECT ST AND ARD OBJECTIVE OBJECTIVE	RF.5.4a.	Read with sufficient accuracy and fluency to support comprehension.  Read grade level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding rereading as necessary.
SUBJECT STANDARD OBJECTIVE OBJECTIVE THEME	RF.5.4a.	Fluency  Read with sufficient accuracy and fluency to support comprehension.  Read grade level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding rereading as necessary.  Writing
SUBJECT STANDARD OBJECTIVE OBJECTIVE THEME SUBJECT	RF.5.4a. RF.5.4c.	Fluency  Read with sufficient accuracy and fluency to support comprehension.  Read grade@level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding rereading as necessary.  Writing  Text Types and Purposes
SUBJECT STANDARD OBJECTIVE OBJECTIVE THEME SUBJECT STANDARD	RF.5.4a. RF.5.4c. W.5.2.	Fluency  Read with sufficient accuracy and fluency to support comprehension.  Read grade@level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding rereading as necessary.  Writing  Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic clearly, provide a general observation and focus, and group related information logically; include
SUBJECT STANDARD OBJECTIVE OBJECTIVE THEME SUBJECT STANDARD OBJECTIVE	RF.5.4a.  RF.5.4c.  W.5.2.	Fluency  Read with sufficient accuracy and fluency to support comprehension.  Read grade@level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding rereading as necessary.  Writing  Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  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.  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the
SUBJECT STANDARD  OBJECTIVE  OBJECTIVE  THEME SUBJECT STANDARD  OBJECTIVE	RF.5.4a.  RF.5.4c.  W.5.2.  W.5.2a.  W.5.2b.	Read with sufficient accuracy and fluency to support comprehension.  Read grade@level text with purpose and understanding.  Use context to confirm or self-correct word recognition and understanding rereading as necessary.  Writing  Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  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.  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

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 103 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
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.5.1c.	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
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
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 gradellevel 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.
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 103 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 a 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.5.2.	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.	Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
STANDARD OBJECTIVE	<b>L.5.1.</b> L.5.1a.	Demonstrate command of the conventions of standard English grammar and usage when writing
		Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.  Explain the function of conjunctions, prepositions, and interjections in general and their function in particular
OBJECTIVE	L.5.1a.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.  Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
OBJECTIVE  OBJECTIVE	L.5.1a. L.5.1c.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.  Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  Use verbs tense to convey various times, sequences, states, and conditions.
OBJECTIVE OBJECTIVE OBJECTIVE	L.5.1a. L.5.1c.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.  Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  Use verbs tense to convey various times, sequences, states, and conditions.  Recognize and correct inappropriate shifts in verb tense.
OBJECTIVE OBJECTIVE	L.5.1a. L.5.1c.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.  Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  Use verbs tense to convey various times, sequences, states, and conditions.  Recognize and correct inappropriate shifts in verb tense.  Language
OBJECTIVE OBJECTIVE OBJECTIVE THEME SUBJECT	L.5.1a.  L.5.1c.  L.5.1d.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.  Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  Use verbs tense to convey various times, sequences, states, and conditions.  Recognize and correct inappropriate shifts in verb tense.  Language  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and

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 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
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

# 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 gradellevel 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
SUBJECT ST AND ARD	W.5.2.	Text Types and Purposes  Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	<b>W.5.2.</b> W.5.2a.	
STANDARD		Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  Introduce a topic clearly, provide a general observation and focus, and group related information logically; include
ST AND ARD  OBJECTIVE	W.5.2a.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  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.  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the
ST ANDARD  OBJECTIVE  OBJECTIVE	W.5.2a. W.5.2b.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  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.  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE  OBJECTIVE	W.5.2a. W.5.2b.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  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.  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  Use precise language and domain@specific vocabulary to inform about or explain the topic.
ST ANDARD  OBJECTIVE  OBJECTIVE  THEME	W.5.2a. W.5.2b.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  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.  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  Use precise language and domain@specific vocabulary to inform about or explain the topic.  Writing
ST ANDARD  OBJECTIVE  OBJECTIVE  THEME  SUBJECT	W.5.2a. W.5.2b.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  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.  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  Use precise language and domain@specific vocabulary to inform about or explain the topic.  Writing  Production and Distribution of Writing  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and
STANDARD  OBJECTIVE  OBJECTIVE  THEME  SUBJECT  STANDARD	W.5.2a. W.5.2b. W.5.2d.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  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.  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  Use precise language and domain@specific vocabulary to inform about or explain the topic.  Writing  Production and Distribution of Writing  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.)  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

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.
	L.5.1d.	Recognize and correct inappropriate shifts in verb tense.  Language
	L.5.1d.	
THEME	L.5.1d.	Language
THEME		Language  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and
THEME SUBJECT STANDARD	L.5.2.	Language  Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
THEME SUBJECT STANDARD OBJECTIVE	L.5.2.	Conventions of Standard English  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  Spell grade-appropriate words correctly, consulting references as needed.

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 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
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.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons are 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 knowledgeable
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 topic.
OBJECTIVE	W.5.2d.	Use precise language and domain specific vocabulary to inform about or explain the topic.
THEME		Writing
THEME		
	W.5.4.	Writing  Production and Distribution of Writing
SUBJECT	W.5.4. W.5.5.	Writing  Production and Distribution of Writing  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, are audience. (Grade@specific expectations for writing types are defined in standards 1–3 above.)
<b>SUBJECT</b> STANDARD		Production and Distribution of Writing  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, an audience. (Grade@specific expectations for writing types are defined in standards 1–3 above.)  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 103 up to and including grade 5.)
STANDARD STANDARD	W.5.5.	Production and Distribution of Writing  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, an audience. (Grade@specific expectations for writing types are defined in standards 1–3 above.)  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 103 up to and including grade 5.)  With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as

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.
ТНЕМЕ		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.
ТНЕМЕ		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 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

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question

STANDARD

RI.5.7.

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 are 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 knowledgeable
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 gradellevel 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 topic.
OBJECTIVE	W.5.2d.	Use precise language and domain specific vocabulary to inform about or explain the topic.
THEME		Writing
THEME		Writing Production and Distribution of Writing
	W.5.4.	Production and Distribution of Writing
SUBJECT	W.5.4. W.5.5.	Production and Distribution of Writing  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, an audience. (Grade@specific expectations for writing types are defined in standards 1–3 above.)
<b>SUBJECT</b> STANDARD		Production and Distribution of Writing  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, an audience. (Grade@specific expectations for writing types are defined in standards 1–3 above.)  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 103 up to and including grade 5.)
STANDARD STANDARD	W.5.5.	Production and Distribution of Writing  Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, an audience. (Grade@specific expectations for writing types are defined in standards 1–3 above.)  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.)  With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as the support from adults and support from ad

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.
ТНЕМЕ		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.
ТНЕМЕ		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** 

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 103 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			

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 17 Page 147-152
		Mississippi College & Career Readiness Standards
		Language Arts
		Grade 5 - Adopted: 2016

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.	

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OBJECTIVE W5.2d. Use precise language and domain specific vocabulary to inform about or explain the topic.  OBJECTIVE W5.2e. Provide a concluding statement or section related to the information or explanation presented.  THEME Writing  SUBJECT Production and Distribution of Writing  STANDARD W5.4. Produce clear and coherent writing in which the development and organization are appropriate to task purpose, audience. (Gradesspecific expectations for writing types are defined in standards 1-3 above.)  STANDARD W5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revisit editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 123 up to and including grade 5.)  STANDARD W5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing  SUBJECT Research to Build and Present Knowledge  STANDARD W5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summa or paraphrase information in notes and finished work, and provide a list of sources.  THEME Writing  SUBJECT Range of Writing  STANDARD W5.10. 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 SL5.2. Summarize a written extread aboud or information presented in diverse media and formats, including visually, quantitatively, and orally.  THEME Language  Conventions of Standard English  STANDARD L5.1. Depolarities command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.	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 W5.2e. Provide a concluding statement or section related to the information or explanation presented.  Writing  SUBJECT Production and Distribution of Writing  STANDARD W5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, audience. (Grade/specific expectations for writing types are defined in standards 1-3 above.)  STANDARD W5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revisite eding, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 13 up to and including grade 5.)  STANDARD W5.6. With some guidance and support from adults, use technology, including the Internet to produce and publish writing  SUBJECT Research to Build and Present Knowledge  STANDARD W5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summer or paraphrase information in notes and finished work, and provide a list of sources.  THEME Writing  SUBJECT Range of Writing  STANDARD W5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single siting 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. Summanze 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. Esplain the function of conjunctions, prepositions, and interjections in general and their function in particular	OBJECTIVE	W.5.2b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
SUBJECT Produce clear and coherent writing  STANDARD W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, audience, (Gradetspecific 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 stengthen writing as needed by planning, revisit 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  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; summa 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 siting or a day or two) for a range of disciplinesspecific 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	W.5.2d.	Use precise language and domain@specific vocabulary to inform about or explain the topic.
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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	STANDARD	W.5.10.	
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	THEME		Speaking and Listening
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	SUBJECT		Comprehension and Collaboration
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	STANDARD	SL.5.2.	
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	STANDARD	L.5.1.	
	OBJECTIVE	L.5.1a.	

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/fistener 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 clean 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, revising, or trying a new approach. (Editing for conventions should demonstrate command of Language slandards 1.3 up to and including grade 5.)	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  SUBJECT 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		
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	THEME Writing	THEME Writing	
THEME Writing	SUBJECT Range of Writing	SUBJECT Range of Writing	

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.

Recognize and correct inappropriate shifts in verb tense.

OBJECTIVE

STANDARD

W.5.10.

L.5.1d.

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.5.6.	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 19 Page 159-176
		UNIT 8: FORMAL ESSAY MODELS Week 19 Page 159-176  Mississippi College & Career Readiness Standards
		·

**Key Ideas and Details** 

**SUBJECT** 

		Totaling Electricals
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

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.5.8.	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 gradellevel 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
CURTEGE		Text Types and Purposes
SUBJECT		
STANDARD	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	<b>W.5.2.</b> W.5.2a.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  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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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	THEME		Writing
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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		1110101	
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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			support particular points in a text, identifying which reasons and evidence support which point[s]").
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	THEME		support particular points in a text, identifying which reasons and evidence support which point[s]").  Writing
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	THEME	W.5.9b.	support particular points in a text, identifying which reasons and evidence support which point[s]").  Writing  Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
quantitatively, and orally.  THEME Language  SUBJECT Conventions of Standard English	THEME SUBJECT STANDARD	W.5.9b.	writing  Range of Writing  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.
SUBJECT Conventions of Standard English	THEME SUBJECT STANDARD THEME	W.5.9b.	support particular points in a text, identifying which reasons and evidence support which point[s]").  Writing  Range of Writing  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 disciplinell specific tasks, purposes, and audiences.  Speaking and Listening
	THEME SUBJECT STANDARD THEME SUBJECT	W.5.9b. W.5.10.	writing  Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline@specific tasks, purposes, and audiences.  Speaking and Listening  Comprehension and Collaboration  Summarize a written text read aloud or information presented in diverse media and formats, including visually,
CTANDADD LEA Downstand and Lead to the Company of t	THEME SUBJECT STANDARD THEME SUBJECT STANDARD	W.5.9b. W.5.10.	writing  Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline@specific tasks, purposes, and audiences.  Speaking and Listening  Comprehension and Collaboration  Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.	THEME SUBJECT STANDARD THEME SUBJECT STANDARD THEME	W.5.9b. W.5.10.	writing  Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline@specific tasks, purposes, and audiences.  Speaking and Listening  Comprehension and Collaboration  Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  Language

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.
ТНЕМЕ		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.
ТНЕМЕ		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.
ТНЕМЕ		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 20 Page 177-194
		Mississippi College & Career Readiness Standards
		Language Arts
		Grade 5 - Adopted: 2016

		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.5.8.	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		
CODULO!		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 103 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		support particular points in a text, identifying which reasons and evidence support which point[s]").  Writing
THEME		
	W.5.10.	Writing
SUBJECT	W.5.10.	Writing  Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a
SUBJECT	W.5.10.	Writing  Range of Writing  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.
SUBJECT  STANDARD  THEME	W.5.10. SL.5.2.	Writing  Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline@specific tasks, purposes, and audiences.  Speaking and Listening
SUBJECT STANDARD THEME SUBJECT		Writing  Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.  Speaking and Listening  Comprehension and Collaboration  Summarize a written text read aloud or information presented in diverse media and formats, including visually,
SUBJECT  STANDARD  THEME  SUBJECT  STANDARD		Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline@specific tasks, purposes, and audiences.  Speaking and Listening  Comprehension and Collaboration  Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SUBJECT  STANDARD  THEME  SUBJECT  STANDARD  THEME		Writing  Range of Writing  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 disciplined specific tasks, purposes, and audiences.  Speaking and Listening  Comprehension and Collaboration  Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  Language
SUBJECT  STANDARD  THEME  SUBJECT  THEME  SUBJECT	SL.5.2.	Writing  Range of Writing  Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline@specific tasks, purposes, and audiences.  Speaking and Listening  Comprehension and Collaboration  Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  Language  Conventions of Standard English  Demonstrate command of the conventions of standard English grammar and usage when writing

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).

# Mississippi College & Career Readiness Standards Language Arts

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

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.
ТНЕМЕ		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.
		Introduce a topic clearly, provide a general observation and focus, and group related information logically; include
OBJECTIVE	W.5.2a.	formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
OBJECTIVE	W.5.2a. W.5.2b.	
		formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the
OBJECTIVE  OBJECTIVE	W.5.2b.	formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
OBJECTIVE	W.5.2b.	formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  Use precise language and domain@specific vocabulary to inform about or explain the topic.

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 103 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.
ТНЕМЕ		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

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.
ГНЕМЕ		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.
ГНЕМЕ		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.
HEME		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 22 Page 217-232
		Mississippi College & Career Readiness Standards  Language Arts
ГНЕМЕ		Grade 5 - Adopted: 2016
		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.
ГНЕМЕ		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 gradellevel 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 103 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 divers partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.5.1a.	Come to discussion prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
OBJECTIVE	SL.5.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.5.1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
THEME		Speaking and Listening
SUBJECT		Comprehension and Collaboration
STANDARD	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
THEME		Language
SUBJECT		Conventions of Standard English
STANDARD	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.5.1a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
OBJECTIVE	L.5.1d.	Recognize and correct inappropriate shifts in verb tense.
THEME		Language
SUBJECT		Conventions of Standard English
STANDARD	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.5.2e.	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).
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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.
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 103 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 a well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills.
ТНЕМЕ		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 divers 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 othe information known about the topic to explore ideas under discussion.
OBJECTIVE	SL.5.1b.	Follow agreed-upon rules for discussions and carry out assigned roles.
OBJECTIVE	SL.5.1c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
THEME		Speaking and Listening
SUBJECT		Comprehension and Collaboration
STANDARD	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

THEME		Language
SUBJECT		Conventions of Standard English
STANDARD	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.5.1a.	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
OBJECTIVE	L.5.1d.	Recognize and correct inappropriate shifts in verb tense.
THEME		Language
SUBJECT		Conventions of Standard English
STANDARD	L.5.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
OBJECTIVE	L.5.2e.	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).
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		Mississinni College & Career Readiness Standards

Mississippi College & Career Readiness Standards Language Arts

Grade 5 - Adopted: 2016

THEME Reading Informational Text

SUBJECT
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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		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 103 up to and including grade 5.)
THEME		Writing
SUBJECT		Range of Writing
STANDARD	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.
THEME		Speaking and Listening
SUBJECT		Comprehension and Collaboration
STANDARD	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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).