

# Main Criteria: Wonders of Science Writing Lessons

## Secondary Criteria: Mississippi College & Career Readiness Standards

### Subject: Language Arts

Grades: 6, 7, 8

### Wonders of Science Writing Lessons

Lesson 01: Unit 1 Note Making and Outlines, p. 11-16

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 6 - Adopted: 2016

#### THEME Reading Informational Text

SUBJECT		Key Ideas and Details
STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

#### THEME Reading Informational Text

SUBJECT		Craft and Structure
STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

#### THEME Reading Informational Text

SUBJECT		Integration of Knowledge and Ideas
STANDARD	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

#### THEME Writing

SUBJECT		Production and Distribution of Writing
STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

#### THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
STANDARD	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

#### THEME

#### Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
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STANDARD	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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#### THEME

#### Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence ) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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#### THEME

#### Language

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Mississippi College & Career Readiness Standards

### Language Arts

Grade 7 - Adopted: 2016

#### THEME

#### Reading Informational Text

SUBJECT		Key Ideas and Details
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STANDARD	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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STANDARD	RI.7.2.	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.
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STANDARD	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
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**THEME** **Reading Informational Text**

SUBJECT		Craft and Structure
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STANDARD	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
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**THEME** **Writing**

SUBJECT		Production and Distribution of Writing
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STANDARD	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined as standards 1-3 above.
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**THEME** **Speaking and Listening**

SUBJECT		Comprehension and Collaboration
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STANDARD	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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OBJECTIVE	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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OBJECTIVE	SL.7.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**THEME** **Speaking and Listening**

SUBJECT		Presentation of Knowledge and Ideas
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STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**THEME** **Language**

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
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OBJECTIVE	L.7.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.7.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>THEME</b>		<b>Language</b>
<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 8 - Adopted: 2016

<b>THEME</b>		<b>Reading Informational Text</b>
<b>SUBJECT</b>		<b>Key Ideas and Details</b>
STANDARD	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.8.2.	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.

<b>THEME</b>		<b>Reading Informational Text</b>
<b>SUBJECT</b>		<b>Craft and Structure</b>
STANDARD	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

<b>THEME</b>		<b>Writing</b>
<b>SUBJECT</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
OBJECTIVE	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

<b>THEME</b>		<b>Writing</b>
<b>SUBJECT</b>		<b>Production and Distribution of Writing</b>
STANDARD	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

<b>THEME</b>		<b>Speaking and Listening</b>
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<b>SUBJECT</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

OBJECTIVE	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
OBJECTIVE	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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

<b>SUBJECT</b>		<b>Presentation of Knowledge and Ideas</b>
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STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	L.8.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
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STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 02: Unit 2 Writing from Notes, p. 17-26

**Mississippi College & Career Readiness Standards**

**Language Arts**

Grade 6 - Adopted: 2016

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

SUBJECT		Key Ideas and Details
STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

#### THEME

#### Reading Informational Text

SUBJECT		Craft and Structure
STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

#### THEME

#### Reading Informational Text

SUBJECT		Integration of Knowledge and Ideas
STANDARD	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

#### THEME

#### Writing

SUBJECT		Text Types and Purposes
STANDARD	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

OBJECTIVE	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, an cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.

#### THEME

#### Writing

SUBJECT		Production and Distribution of Writing
STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STANDARD	W.6.5.	With some 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 6.)
THEME		Writing
SUBJECT		Range of Writing
STANDARD	W.6.10.	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.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
THEME		Language
SUBJECT		Conventions of Standard English
STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
THEME		Language
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence ) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME****Language****SUBJECT****Vocabulary Acquisition and Use**

STANDARD

L.6.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Mississippi College & Career Readiness Standards****Language Arts**

Grade 7 - Adopted: 2016

**THEME****Reading Informational Text****SUBJECT****Key Ideas and Details**

STANDARD

RI.7.1.

Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STANDARD

RI.7.2.

Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.

STANDARD

RI.7.3.

Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

**THEME****Reading Informational Text****SUBJECT****Craft and Structure**

STANDARD

RI.7.4.

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

**THEME****Writing****SUBJECT****Text Types and Purposes****STANDARD**

W.7.2.

**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

OBJECTIVE

W.7.2a.

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

OBJECTIVE

W.7.2b.

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

OBJECTIVE

W.7.2c.

Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

OBJECTIVE

W.7.2d.

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



OBJECTIVE	W.7.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
THEME		Writing
SUBJECT		Production and Distribution of Writing
STANDARD	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined as standards 1-3 above.)
STANDARD	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
THEME		Writing
SUBJECT		Research to Build and Present Knowledge
STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
THEME		Writing
SUBJECT		Range of Writing
STANDARD	W.7.10.	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.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
OBJECTIVE	SL.7.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
THEME		Speaking and Listening
SUBJECT		Presentation of Knowledge and Ideas

STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
THEME		Language
SUBJECT		Knowledge of Language
STANDARD	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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THEME		Language
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE	L.7.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.7.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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THEME		Language
SUBJECT		Vocabulary Acquisition and Use

STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Mississippi College & Career Readiness Standards

### Language Arts

Grade 8 - Adopted: 2016

THEME		Reading Informational Text
SUBJECT		Key Ideas and Details
STANDARD	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.8.2.	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.
THEME		Reading Informational Text
SUBJECT		Craft and Structure

STANDARD	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
THEME		Writing
SUBJECT		Text Types and Purposes
STANDARD	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
THEME		Writing
SUBJECT		Production and Distribution of Writing
STANDARD	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
THEME		Writing
SUBJECT		Research to Build and Present Knowledge
STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
THEME		Writing
SUBJECT		Range of Writing
STANDARD	W.8.10.	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.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

OBJECTIVE	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
OBJECTIVE	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**THEME** Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
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STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**THEME** Language

SUBJECT		Conventions of Standard English
STANDARD	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

OBJECTIVE	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**THEME** Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE	L.8.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** Language

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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# Mississippi College & Career Readiness Standards

## Language Arts

Grade 6 - Adopted: 2016

### THEME

### Reading Informational Text

SUBJECT		Key Ideas and Details
STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

### THEME

### Reading Informational Text

SUBJECT		Craft and Structure
STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

### THEME

### Reading Informational Text

SUBJECT		Integration of Knowledge and Ideas
STANDARD	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

### THEME

### Writing

SUBJECT		Text Types and Purposes
STANDARD	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.

### THEME

### Writing

SUBJECT		Production and Distribution of Writing
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STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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STANDARD	W.6.5.	With some 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 6.)
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#### THEME

#### Writing

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE	W.6.9b.	Apply grade 6 Reading standards to literary nonfiction and/or informational text (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
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#### THEME

#### Writing

SUBJECT		Range of Writing
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STANDARD	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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#### THEME

#### Speaking and Listening

SUBJECT		Comprehension and Collaboration
STANDARD	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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#### THEME

#### Language

SUBJECT		Conventions of Standard English
STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

OBJECTIVE	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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OBJECTIVE	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>THEME</b>		<b>Language</b>
<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence ) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>THEME</b>		<b>Language</b>
<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.6.6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 7 - Adopted: 2016

<b>THEME</b>		<b>Reading Informational Text</b>
<b>SUBJECT</b>		<b>Key Ideas and Details</b>
STANDARD	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.7.2.	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.

STANDARD	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
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<b>THEME</b>		<b>Reading Informational Text</b>
<b>SUBJECT</b>		<b>Craft and Structure</b>
STANDARD	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

<b>THEME</b>		<b>Writing</b>
<b>SUBJECT</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

OBJECTIVE	W.7.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.7.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.7.2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.7.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.7.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

#### THEME

#### Writing

SUBJECT		Production and Distribution of Writing
STANDARD	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined as standards 1-3 above.)
STANDARD	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

#### THEME

#### Writing

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

#### THEME

#### Writing

SUBJECT		Range of Writing
STANDARD	W.7.10.	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.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.



OBJECTIVE	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
OBJECTIVE	SL.7.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

**THEME** Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
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STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**THEME** Language

SUBJECT		Knowledge of Language
STANDARD	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**THEME** Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE	L.7.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.7.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 8 - Adopted: 2016

**THEME** Reading Informational Text

SUBJECT		Key Ideas and Details
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STANDARD	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.8.2.	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.
THEME		Reading Informational Text
SUBJECT		Craft and Structure
STANDARD	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
THEME		Writing
SUBJECT		Text Types and Purposes
STANDARD	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
THEME		Writing
SUBJECT		Production and Distribution of Writing
STANDARD	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
THEME		Writing
SUBJECT		Research to Build and Present Knowledge

STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
THEME		Writing
SUBJECT		Range of Writing
STANDARD	W.8.10.	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.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
OBJECTIVE	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
THEME		Speaking and Listening
SUBJECT		Presentation of Knowledge and Ideas
STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
THEME		Language
SUBJECT		Conventions of Standard English
STANDARD	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
THEME		Language
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE	L.8.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>THEME</b>		<b>Language</b>
<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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## Mississippi College & Career Readiness Standards

### Language Arts

Grade 6 - Adopted: 2016

<b>THEME</b>		<b>Reading Informational Text</b>
<b>SUBJECT</b>		<b>Key Ideas and Details</b>
STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
<b>THEME</b>		<b>Reading Informational Text</b>
<b>SUBJECT</b>		<b>Craft and Structure</b>
STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
<b>THEME</b>		<b>Reading Informational Text</b>
<b>SUBJECT</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
<b>THEME</b>		<b>Writing</b>
<b>SUBJECT</b>		<b>Text Types and Purposes</b>
STANDARD	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

OBJECTIVE	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, an cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.

#### THEME

#### Writing

SUBJECT		Production and Distribution of Writing
STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.6.5.	With some 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 6.)

#### THEME

#### Writing

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.6.9b.	Apply grade 6 Reading standards to literary nonfiction and/or informational text (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

#### THEME

#### Writing

SUBJECT		Range of Writing
STANDARD	W.6.10.	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.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.
OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

#### THEME

#### Language

SUBJECT		Conventions of Standard English
STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

#### THEME

#### Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence ) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

#### THEME

#### Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Mississippi College & Career Readiness Standards

### Language Arts

#### Grade 7 - Adopted: 2016

#### THEME

#### Reading Informational Text

SUBJECT		Key Ideas and Details
STANDARD	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.7.2.	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.

STANDARD	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
THEME		Reading Informational Text
SUBJECT		Craft and Structure
STANDARD	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
THEME		Writing
SUBJECT		Text Types and Purposes
STANDARD	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.7.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.7.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.7.2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.7.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.7.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
THEME		Writing
SUBJECT		Production and Distribution of Writing
STANDARD	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined as standards 1-3 above.
STANDARD	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
THEME		Writing
SUBJECT		Research to Build and Present Knowledge
STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
THEME		Writing

SUBJECT		Range of Writing
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STANDARD	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**THEME** Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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OBJECTIVE	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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OBJECTIVE	SL.7.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**THEME** Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
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STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**THEME** Language

SUBJECT		Knowledge of Language
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STANDARD	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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OBJECTIVE	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**THEME** Language

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
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OBJECTIVE	L.7.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.7.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** Language



SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 8 - Adopted: 2016

#### THEME Reading Informational Text

SUBJECT		Key Ideas and Details
STANDARD	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.8.2.	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.

#### THEME Reading Informational Text

SUBJECT		Craft and Structure
STANDARD	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

#### THEME Writing

SUBJECT		Text Types and Purposes
STANDARD	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

#### THEME Writing

SUBJECT		Production and Distribution of Writing
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STANDARD	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
THEME		Writing
SUBJECT		Research to Build and Present Knowledge
STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
THEME		Writing
SUBJECT		Range of Writing
STANDARD	W.8.10.	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.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
OBJECTIVE	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
THEME		Speaking and Listening
SUBJECT		Presentation of Knowledge and Ideas
STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
THEME		Language
SUBJECT		Conventions of Standard English

STANDARD	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
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OBJECTIVE L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.

**THEME** Language

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
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OBJECTIVE L.8.4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE L.8.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME** Language

SUBJECT		Vocabulary Acquisition and Use
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STANDARD L.8.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Lesson 05: Unit 3 Retelling Narrative Stories, p. 41-50

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 6 - Adopted: 2016

**THEME** Reading Literature

SUBJECT		Key Ideas and Details
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STANDARD RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STANDARD RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text based upon this determination.

STANDARD RL.6.3. Describe how the plot of a literary text unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**THEME** Reading Literature

SUBJECT		Craft and Structure
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STANDARD RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

**THEME** Reading Literature

SUBJECT		Range of Reading and Level of Text Complexity
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STANDARD	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
THEME		Writing
SUBJECT		Text Types and Purposes
STANDARD	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
OBJECTIVE	W.6.3a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
OBJECTIVE	W.6.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
OBJECTIVE	W.6.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
OBJECTIVE	W.6.3e.	Provide a conclusion that follows from the narrated experiences or events.
THEME		Writing
SUBJECT		Production and Distribution of Writing
STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.6.5.	With some 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 6.)
THEME		Writing
SUBJECT		Range of Writing
STANDARD	W.6.10.	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.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

#### THEME

#### Language

SUBJECT		Conventions of Standard English
STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

OBJECTIVE	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

#### THEME

#### Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence ) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.6.4c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
OBJECTIVE	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

#### THEME

#### Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Mississippi College & Career Readiness Standards

### Language Arts

#### Grade 7 - Adopted: 2016

#### THEME

#### Reading Literature

SUBJECT		Key Ideas and Details
STANDARD	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RL.7.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.

STANDARD	RL.7.3.	Analyze how particular elements of a literary text interact (e.g., how setting shapes the characters or plot).
THEME		Reading Literature
SUBJECT		Range of Reading and Level of Text Complexity
STANDARD	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
THEME		Writing
SUBJECT		Text Types and Purposes
STANDARD	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
OBJECTIVE	W.7.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
OBJECTIVE	W.7.3e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
THEME		Writing
SUBJECT		Production and Distribution of Writing
STANDARD	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined as standards 1-3 above.
STANDARD	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
THEME		Writing
SUBJECT		Research to Build and Present Knowledge
STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
THEME		Writing
SUBJECT		Range of Writing
STANDARD	W.7.10.	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.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

OBJECTIVE	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
OBJECTIVE	SL.7.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

#### THEME

#### Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
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STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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#### THEME

#### Language

SUBJECT		Knowledge of Language
STANDARD	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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#### THEME

#### Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE	L.7.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.7.4c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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OBJECTIVE	L.7.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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#### THEME

#### Language

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Language Arts

Grade 8 - Adopted: 2016

### THEME Reading Literature

SUBJECT		Key Ideas and Details
STANDARD	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RL.8.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.

### THEME Reading Literature

SUBJECT		Craft and Structure
STANDARD	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

### THEME Reading Literature

SUBJECT		Integration of Knowledge and Ideas
STANDARD	RL.8.9.	Analyze how myths, traditional stories, or religious works such as the Bible influence themes, patterns of events, or character types in a modern work, including how the material is rendered new.

### THEME Reading Literature

SUBJECT		Range of Reading and Level of Text Complexity
STANDARD	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

### THEME Writing

SUBJECT		Text Types and Purposes
STANDARD	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

### THEME Writing

SUBJECT		Text Types and Purposes
STANDARD	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
OBJECTIVE	W.8.3c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
OBJECTIVE	W.8.3e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.



## THEME

## Writing

SUBJECT		Production and Distribution of Writing
STANDARD	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

## THEME

## Writing

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

## THEME

## Writing

SUBJECT		Range of Writing
STANDARD	W.8.10.	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.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
OBJECTIVE	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

## THEME

## Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**THEME****Language****SUBJECT****Conventions of Standard English****STANDARD****L.8.1.****Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.****OBJECTIVE**

L.8.1d.

Recognize and correct inappropriate shifts in verb voice and mood.

**THEME****Language****SUBJECT****Vocabulary Acquisition and Use****STANDARD****L.8.4.****Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.****OBJECTIVE**

L.8.4a.

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**OBJECTIVE**

L.8.4c.

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**OBJECTIVE**

L.8.4d.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME****Language****SUBJECT****Vocabulary Acquisition and Use****STANDARD**

L.8.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Lesson 06: Unit 3 Retelling Narrative Stories, p. 51-60****Mississippi College & Career Readiness Standards****Language Arts****Grade 6 - Adopted: 2016****THEME****Reading Literature****SUBJECT****Key Ideas and Details****STANDARD**

RL.6.1.

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**STANDARD**

RL.6.2.

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text based upon this determination.

**STANDARD**

RL.6.3.

Describe how the plot of a literary text unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**THEME****Reading Literature**

<b>SUBJECT</b>		<b>Craft and Structure</b>
STANDARD	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
<b>THEME</b>		<b>Reading Literature</b>
<b>SUBJECT</b>		<b>Range of Reading and Level of Text Complexity</b>
STANDARD	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>THEME</b>		<b>Writing</b>
<b>SUBJECT</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
OBJECTIVE	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
<b>THEME</b>		<b>Writing</b>
<b>SUBJECT</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
OBJECTIVE	W.6.3a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
OBJECTIVE	W.6.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
OBJECTIVE	W.6.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
OBJECTIVE	W.6.3e.	Provide a conclusion that follows from the narrated experiences or events.
<b>THEME</b>		<b>Writing</b>
<b>SUBJECT</b>		<b>Production and Distribution of Writing</b>
STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.6.5.	With some 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 6.)
<b>THEME</b>		<b>Writing</b>
<b>SUBJECT</b>		<b>Research to Build and Present Knowledge</b>

STANDARD	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
THEME		Writing
SUBJECT		Range of Writing
STANDARD	W.6.10.	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.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
THEME		Language
SUBJECT		Conventions of Standard English
STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
THEME		Language
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence ) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.6.4c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

OBJECTIVE	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>THEME</b>		<b>Language</b>
<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 7 - Adopted: 2016

<b>THEME</b>		<b>Reading Literature</b>
<b>SUBJECT</b>		<b>Key Ideas and Details</b>
STANDARD	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RL.7.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.
STANDARD	RL.7.3.	Analyze how particular elements of a literary text interact (e.g., how setting shapes the characters or plot).

<b>THEME</b>		<b>Reading Literature</b>
<b>SUBJECT</b>		<b>Range of Reading and Level of Text Complexity</b>
STANDARD	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

<b>THEME</b>		<b>Writing</b>
<b>SUBJECT</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

OBJECTIVE	W.7.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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<b>THEME</b>		<b>Writing</b>
<b>SUBJECT</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	<b>W.7.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

OBJECTIVE	W.7.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
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OBJECTIVE	W.7.3e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>THEME</b>		<b>Writing</b>
<b>SUBJECT</b>		<b>Production and Distribution of Writing</b>
STANDARD	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined as standards 1-3 above.
STANDARD	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
<b>THEME</b>		<b>Writing</b>
<b>SUBJECT</b>		<b>Research to Build and Present Knowledge</b>
STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>THEME</b>		<b>Writing</b>
<b>SUBJECT</b>		<b>Range of Writing</b>
STANDARD	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>THEME</b>		<b>Speaking and Listening</b>
<b>SUBJECT</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>SL.7.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
OBJECTIVE	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
OBJECTIVE	SL.7.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>THEME</b>		<b>Speaking and Listening</b>
<b>SUBJECT</b>		<b>Presentation of Knowledge and Ideas</b>

STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>THEME</b>		<b>Language</b>
SUBJECT		Knowledge of Language
STANDARD	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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<b>THEME</b>		<b>Language</b>
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE	L.7.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.7.4c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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OBJECTIVE	L.7.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>THEME</b>		<b>Language</b>
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.7.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

OBJECTIVE	L.7.5b.	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
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<b>THEME</b>		<b>Language</b>
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 8 - Adopted: 2016

<b>THEME</b>		<b>Reading Literature</b>
SUBJECT		Key Ideas and Details

STANDARD	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RL.8.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.
THEME		Reading Literature
SUBJECT		Craft and Structure
STANDARD	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
THEME		Reading Literature
SUBJECT		Range of Reading and Level of Text Complexity
STANDARD	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
THEME		Writing
SUBJECT		Text Types and Purposes
STANDARD	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
THEME		Writing
SUBJECT		Text Types and Purposes
STANDARD	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
OBJECTIVE	W.8.3c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
OBJECTIVE	W.8.3e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
THEME		Writing
SUBJECT		Production and Distribution of Writing
STANDARD	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)



**THEME** **Writing**

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**THEME** **Writing**

SUBJECT		Range of Writing
STANDARD	W.8.10.	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.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
OBJECTIVE	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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

SUBJECT		Presentation of Knowledge and Ideas
STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**THEME** **Language**

SUBJECT		Conventions of Standard English
STANDARD	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.

**THEME** **Language**

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.8.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.8.4c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
OBJECTIVE	L.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

#### THEME

#### Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

OBJECTIVE	L.8.5b.	Use the relationship between particular words to better understand each of the words.
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#### THEME

#### Language

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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### Lesson 07: Unit 3 Retelling Narrative Stories, p. 61-70

## Mississippi College & Career Readiness Standards

### Language Arts

#### Grade 6 - Adopted: 2016

#### THEME

#### Reading Literature

SUBJECT		Key Ideas and Details
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STANDARD	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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STANDARD	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text based upon this determination.
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STANDARD	RL.6.3.	Describe how the plot of a literary text unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
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#### THEME

#### Reading Literature

SUBJECT		Craft and Structure
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STANDARD	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
<b>THEME</b>		<b>Reading Literature</b>
<b>SUBJECT</b>		<b>Range of Reading and Level of Text Complexity</b>
STANDARD	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>THEME</b>		<b>Writing</b>
<b>SUBJECT</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
OBJECTIVE	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
<b>THEME</b>		<b>Writing</b>
<b>SUBJECT</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
OBJECTIVE	W.6.3a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
OBJECTIVE	W.6.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
OBJECTIVE	W.6.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
OBJECTIVE	W.6.3e.	Provide a conclusion that follows from the narrated experiences or events.
<b>THEME</b>		<b>Writing</b>
<b>SUBJECT</b>		<b>Production and Distribution of Writing</b>
STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.6.5.	With some 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 6.)
<b>THEME</b>		<b>Writing</b>
<b>SUBJECT</b>		<b>Research to Build and Present Knowledge</b>

STANDARD	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
THEME		Writing
SUBJECT		Range of Writing
STANDARD	W.6.10.	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.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
THEME		Language
SUBJECT		Conventions of Standard English
STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
THEME		Language
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence ) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

THEME		Language
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 7 - Adopted: 2016

THEME		Reading Literature
SUBJECT		Key Ideas and Details
STANDARD	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RL.7.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.
STANDARD	RL.7.3.	Analyze how particular elements of a literary text interact (e.g., how setting shapes the characters or plot).

THEME		Reading Literature
SUBJECT		Range of Reading and Level of Text Complexity
STANDARD	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

THEME		Writing
SUBJECT		Text Types and Purposes
STANDARD	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.7.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

THEME		Writing
SUBJECT		Text Types and Purposes
STANDARD	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
OBJECTIVE	W.7.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
OBJECTIVE	W.7.3e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

**THEME****Writing**

SUBJECT		Production and Distribution of Writing
STANDARD	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined as standards 1-3 above.)
STANDARD	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

**THEME****Writing**

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**THEME****Writing**

SUBJECT		Range of Writing
STANDARD	W.7.10.	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.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
OBJECTIVE	SL.7.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

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

SUBJECT		Presentation of Knowledge and Ideas
STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**THEME****Language**

SUBJECT		Knowledge of Language
STANDARD	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**THEME****Language**

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE	L.7.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.7.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME****Language**

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Mississippi College & Career Readiness Standards****Language Arts****Grade 8 - Adopted: 2016****THEME****Reading Literature**

SUBJECT		Key Ideas and Details
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STANDARD	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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STANDARD	RL.8.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.
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**THEME****Reading Literature**

SUBJECT		Craft and Structure
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STANDARD	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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**THEME****Reading Literature**

SUBJECT		Range of Reading and Level of Text Complexity
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STANDARD	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
THEME	Writing	
SUBJECT		Text Types and Purposes
STANDARD	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
THEME	Writing	
SUBJECT		Text Types and Purposes
STANDARD	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
OBJECTIVE	W.8.3c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
OBJECTIVE	W.8.3e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
THEME	Writing	
SUBJECT		Production and Distribution of Writing
STANDARD	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
THEME	Writing	
SUBJECT		Research to Build and Present Knowledge
STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
THEME	Writing	
SUBJECT		Range of Writing
STANDARD	W.8.10.	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.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
OBJECTIVE	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**THEME** Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**THEME** Language

SUBJECT		Conventions of Standard English
STANDARD	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.8.1b.	Form and use verbs in the active and passive voice.
OBJECTIVE	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.

**THEME** Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.8.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME** Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Mississippi College &amp; Career Readiness Standards

## Language Arts

Grade 6 - Adopted: 2016

## THEME Reading Literature

## SUBJECT Key Ideas and Details

STANDARD	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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STANDARD	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text based upon this determination.
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STANDARD	RL.6.3.	Describe how the plot of a literary text unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
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## THEME Reading Literature

## SUBJECT Craft and Structure

STANDARD	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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## THEME Reading Literature

## SUBJECT Range of Reading and Level of Text Complexity

STANDARD	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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## THEME Writing

## SUBJECT Text Types and Purposes

STANDARD	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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## THEME Writing

## SUBJECT Text Types and Purposes

STANDARD	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
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OBJECTIVE	W.6.3a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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OBJECTIVE	W.6.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
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OBJECTIVE	W.6.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
OBJECTIVE	W.6.3e.	Provide a conclusion that follows from the narrated experiences or events.
THEME		Writing
SUBJECT		Production and Distribution of Writing
STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.6.5.	With some 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 6.)
THEME		Writing
SUBJECT		Research to Build and Present Knowledge
STANDARD	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
THEME		Writing
SUBJECT		Range of Writing
STANDARD	W.6.10.	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.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
THEME		Language
SUBJECT		Conventions of Standard English

<b>STANDARD</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</b>
OBJECTIVE	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

OBJECTIVE	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence ) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
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STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Mississippi College & Career Readiness Standards

### Language Arts

Grade 7 - Adopted: 2016

**THEME** **Reading Literature**

<b>SUBJECT</b>		<b>Key Ideas and Details</b>
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STANDARD	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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STANDARD	RL.7.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.
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STANDARD	RL.7.3.	Analyze how particular elements of a literary text interact (e.g., how setting shapes the characters or plot).
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**THEME** **Reading Literature**

<b>SUBJECT</b>		<b>Range of Reading and Level of Text Complexity</b>
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STANDARD	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**THEME** **Writing**

SUBJECT		Text Types and Purposes
STANDARD	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.7.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
THEME		Writing
SUBJECT		Text Types and Purposes
STANDARD	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
OBJECTIVE	W.7.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
OBJECTIVE	W.7.3e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
THEME		Writing
SUBJECT		Production and Distribution of Writing
STANDARD	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined as standards 1-3 above.)
STANDARD	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
THEME		Writing
SUBJECT		Research to Build and Present Knowledge
STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
THEME		Writing
SUBJECT		Range of Writing
STANDARD	W.7.10.	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.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

OBJECTIVE	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
OBJECTIVE	SL.7.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

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

SUBJECT		Presentation of Knowledge and Ideas
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STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**THEME** **Language**

SUBJECT		Knowledge of Language
STANDARD	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**THEME** **Language**

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE	L.7.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.7.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** **Language**

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 8 - Adopted: 2016

**THEME** **Reading Literature**

SUBJECT		Key Ideas and Details
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STANDARD	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RL.8.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.
THEME		Reading Literature
SUBJECT		Craft and Structure
STANDARD	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
THEME		Reading Literature
SUBJECT		Range of Reading and Level of Text Complexity
STANDARD	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
THEME		Writing
SUBJECT		Text Types and Purposes
STANDARD	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
THEME		Writing
SUBJECT		Text Types and Purposes
STANDARD	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
OBJECTIVE	W.8.3c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
OBJECTIVE	W.8.3e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
THEME		Writing
SUBJECT		Production and Distribution of Writing
STANDARD	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

**THEME** **Writing**

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**THEME** **Writing**

SUBJECT		Range of Writing
STANDARD	W.8.10.	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.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
OBJECTIVE	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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

SUBJECT		Presentation of Knowledge and Ideas
STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**THEME** **Language**

SUBJECT		Conventions of Standard English
STANDARD	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.8.1b.	Form and use verbs in the active and passive voice.
OBJECTIVE	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.

**THEME** **Language**



<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	L.8.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE	L.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 09: Unit 4 Summarizing a Reference, p. 81-88

**Mississippi College & Career Readiness Standards**

**Language Arts**

Grade 6 - Adopted: 2016

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

<b>SUBJECT</b>		<b>Key Ideas and Details</b>
STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

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

<b>SUBJECT</b>		<b>Craft and Structure</b>
STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

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

<b>SUBJECT</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**THEME** **Writing**

<b>SUBJECT</b>		<b>Text Types and Purposes</b>
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STANDARD	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, an cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.

#### THEME

#### Writing

SUBJECT		Production and Distribution of Writing
STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.6.5.	With some 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 6.)

#### THEME

#### Writing

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

#### THEME

#### Writing

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### OBJECTIVE

W.6.9b.

Apply grade 6 Reading standards to literary nonfiction and/or informational text (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

#### THEME

#### Writing

SUBJECT		Range of Writing
STANDARD	W.6.10.	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.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

#### THEME

#### Language

SUBJECT		Conventions of Standard English
STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

OBJECTIVE	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

#### THEME

#### Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence ) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

#### THEME

#### Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 7 - Adopted: 2016

#### THEME

#### Reading Informational Text

SUBJECT		Key Ideas and Details
STANDARD	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.7.2.	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.
STANDARD	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

#### THEME

#### Reading Informational Text

SUBJECT		Craft and Structure
STANDARD	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

#### THEME

#### Writing

SUBJECT		Text Types and Purposes
STANDARD	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.7.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.7.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.7.2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.7.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.7.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

#### THEME

#### Writing

SUBJECT		Production and Distribution of Writing
STANDARD	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined as standards 1-3 above.)
STANDARD	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

**THEME Writing**

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**THEME Writing**

SUBJECT		Range of Writing
STANDARD	W.7.10.	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.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
OBJECTIVE	SL.7.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

**THEME Speaking and Listening**

SUBJECT		Presentation of Knowledge and Ideas
STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**THEME Language**

SUBJECT		Knowledge of Language
STANDARD	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**THEME Language**

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.7.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.7.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
THEME		Language
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 8 - Adopted: 2016

THEME		Reading Informational Text
SUBJECT		Key Ideas and Details
STANDARD	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.8.2.	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.
THEME		Reading Informational Text
SUBJECT		Craft and Structure
STANDARD	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
THEME		Writing
SUBJECT		Text Types and Purposes
STANDARD	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

OBJECTIVE	W.8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
THEME		Writing
SUBJECT		Production and Distribution of Writing
STANDARD	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
THEME		Writing
SUBJECT		Research to Build and Present Knowledge
STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
THEME		Writing
SUBJECT		Range of Writing
STANDARD	W.8.10.	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.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
OBJECTIVE	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
THEME		Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

#### THEME

#### Language

SUBJECT		Conventions of Standard English
STANDARD	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

OBJECTIVE	L.8.1b.	Form and use verbs in the active and passive voice.
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OBJECTIVE	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
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#### THEME

#### Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE	L.8.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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#### THEME

#### Language

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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### Lesson 10: Unit 4 Summarizing a Reference, p. 89-96

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 6 - Adopted: 2016

#### THEME

#### Reading Informational Text

SUBJECT		Key Ideas and Details
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STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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STANDARD	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
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STANDARD	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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**THEME** **Reading Informational Text**

SUBJECT		Craft and Structure
STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

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

SUBJECT		Integration of Knowledge and Ideas
STANDARD	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

**THEME** **Writing**

SUBJECT		Text Types and Purposes
STANDARD	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, an cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.

**THEME** **Writing**

SUBJECT		Production and Distribution of Writing
STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.6.5.	With some 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 6.)

**THEME** **Writing**

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**THEME** **Writing**

<b>SUBJECT</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

OBJECTIVE	W.6.9b.	Apply grade 6 Reading standards to literary nonfiction and/or informational text (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
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**THEME** **Writing**

<b>SUBJECT</b>		<b>Range of Writing</b>
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STANDARD	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**THEME** **Speaking and Listening**

<b>SUBJECT</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
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**THEME** **Language**

<b>SUBJECT</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</b>

OBJECTIVE	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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OBJECTIVE	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
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**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence ) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.6.4c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
OBJECTIVE	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>THEME</b>		<b>Language</b>
<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 7 - Adopted: 2016

<b>THEME</b>		<b>Reading Informational Text</b>
<b>SUBJECT</b>		<b>Key Ideas and Details</b>
STANDARD	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.7.2.	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.
STANDARD	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

<b>THEME</b>		<b>Reading Informational Text</b>
<b>SUBJECT</b>		<b>Craft and Structure</b>
STANDARD	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

<b>THEME</b>		<b>Writing</b>
<b>SUBJECT</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
OBJECTIVE	W.7.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.7.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

OBJECTIVE	W.7.2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.7.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.7.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>THEME</b>		<b>Writing</b>
<b>SUBJECT</b>		<b>Production and Distribution of Writing</b>
STANDARD	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined as standards 1-3 above.)
STANDARD	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
<b>THEME</b>		<b>Writing</b>
<b>SUBJECT</b>		<b>Research to Build and Present Knowledge</b>
STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>THEME</b>		<b>Writing</b>
<b>SUBJECT</b>		<b>Range of Writing</b>
STANDARD	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>THEME</b>		<b>Speaking and Listening</b>
<b>SUBJECT</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>SL.7.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
OBJECTIVE	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
OBJECTIVE	SL.7.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

**THEME****Speaking and Listening****SUBJECT****Presentation of Knowledge and Ideas****STANDARD**

SL.7.4.

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**THEME****Language****SUBJECT****Knowledge of Language****STANDARD**

L.7.3.

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**OBJECTIVE**

L.7.3a.

Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**THEME****Language****SUBJECT****Vocabulary Acquisition and Use****STANDARD**

L.7.4.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

**OBJECTIVE**

L.7.4a.

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**OBJECTIVE**

L.7.4c.

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

**OBJECTIVE**

L.7.4d.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME****Language****SUBJECT****Vocabulary Acquisition and Use****STANDARD**

L.7.5.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**OBJECTIVE**

L.7.5b.

Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

**THEME****Language****SUBJECT****Vocabulary Acquisition and Use****STANDARD**

L.7.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Mississippi College & Career Readiness Standards****Language Arts**

Grade 8 - Adopted: 2016

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

SUBJECT		Key Ideas and Details
STANDARD	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.8.2.	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.
THEME		Reading Informational Text
SUBJECT		Craft and Structure
STANDARD	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
THEME		Writing
SUBJECT		Text Types and Purposes
STANDARD	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
THEME		Writing
SUBJECT		Production and Distribution of Writing
STANDARD	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
THEME		Writing
SUBJECT		Research to Build and Present Knowledge

STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
THEME		Writing
SUBJECT		Range of Writing
STANDARD	W.8.10.	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.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
OBJECTIVE	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
THEME		Speaking and Listening
SUBJECT		Presentation of Knowledge and Ideas
STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
THEME		Language
SUBJECT		Conventions of Standard English
STANDARD	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.8.1b.	Form and use verbs in the active and passive voice.
OBJECTIVE	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
THEME		Language
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE	L.8.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.8.4c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
OBJECTIVE	L.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

#### THEME

#### Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.8.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

OBJECTIVE L.8.5b. Use the relationship between particular words to better understand each of the words.

#### THEME

#### Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Lesson 11: Unit 4 Summarizing a Reference, p. 97-106

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 6 - Adopted: 2016

#### THEME

#### Reading Informational Text

SUBJECT		Key Ideas and Details
STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

#### THEME

#### Reading Informational Text

SUBJECT		Craft and Structure
STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

#### THEME

#### Reading Informational Text



SUBJECT		Integration of Knowledge and Ideas
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STANDARD	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
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**THEME** Writing

SUBJECT		Text Types and Purposes
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STANDARD	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, an cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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OBJECTIVE	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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OBJECTIVE	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.
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**THEME** Writing

SUBJECT		Production and Distribution of Writing
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STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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STANDARD	W.6.5.	With some 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 6.)
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**THEME** Writing

SUBJECT		Research to Build and Present Knowledge
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STANDARD	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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**THEME** Writing

SUBJECT		Research to Build and Present Knowledge
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STANDARD	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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OBJECTIVE	W.6.9b.	Apply grade 6 Reading standards to literary nonfiction and/or informational text (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").
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**THEME** **Writing**

SUBJECT		Range of Writing
STANDARD	W.6.10.	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.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**THEME** **Language**

SUBJECT		Conventions of Standard English
STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**THEME** **Language**

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence ) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME** **Language**

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Mississippi College & Career Readiness Standards

### Language Arts

Grade 7 - Adopted: 2016

#### THEME Reading Informational Text

SUBJECT		Key Ideas and Details
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STANDARD	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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STANDARD	RI.7.2.	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.
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STANDARD	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
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#### THEME Reading Informational Text

SUBJECT		Craft and Structure
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STANDARD	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
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#### THEME Writing

SUBJECT		Text Types and Purposes
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STANDARD	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE	W.7.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.7.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE	W.7.2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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OBJECTIVE	W.7.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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OBJECTIVE	W.7.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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#### THEME Writing

SUBJECT		Production and Distribution of Writing
STANDARD	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined as standards 1-3 above.
STANDARD	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
THEME		Writing
SUBJECT		Research to Build and Present Knowledge
STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
THEME		Writing
SUBJECT		Range of Writing
STANDARD	W.7.10.	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.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
OBJECTIVE	SL.7.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
THEME		Speaking and Listening
SUBJECT		Presentation of Knowledge and Ideas
STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
THEME		Language
SUBJECT		Conventions of Standard English

STANDARD	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.7.1b.	Choose among simple, compound, complex, and compound–complex sentences to signal differing relationships among ideas.
THEME		Language
SUBJECT		Knowledge of Language
STANDARD	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
THEME		Language
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.7.4.	Determine or clarify the meaning of unknown and multiple–meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.7.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.7.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
THEME		Language
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.7.6.	Acquire and use accurately grade–appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 8 - Adopted: 2016

THEME		Reading Informational Text
SUBJECT		Key Ideas and Details
STANDARD	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.8.2.	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.
THEME		Reading Informational Text
SUBJECT		Craft and Structure

STANDARD	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
THEME		Writing
SUBJECT		Text Types and Purposes
STANDARD	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
THEME		Writing
SUBJECT		Production and Distribution of Writing
STANDARD	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
THEME		Writing
SUBJECT		Research to Build and Present Knowledge
STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
THEME		Writing
SUBJECT		Range of Writing
STANDARD	W.8.10.	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.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

OBJECTIVE	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
OBJECTIVE	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**THEME** Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
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STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**THEME** Language

SUBJECT		Conventions of Standard English
STANDARD	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

OBJECTIVE	L.8.1b.	Form and use verbs in the active and passive voice.
OBJECTIVE	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.

**THEME** Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE	L.8.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME** Language

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Mississippi College &amp; Career Readiness Standards

## Language Arts

Grade 6 - Adopted: 2016

## THEME

## Reading Informational Text

SUBJECT		Key Ideas and Details
STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

## THEME

## Reading Informational Text

SUBJECT		Craft and Structure
STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

## THEME

## Reading Informational Text

SUBJECT		Integration of Knowledge and Ideas
STANDARD	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

## THEME

## Writing

SUBJECT		Text Types and Purposes
STANDARD	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.



**THEME****Writing****SUBJECT****Production and Distribution of Writing**

STANDARD

W.6.4.

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

STANDARD

W.6.5.

With some 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 6.)

**THEME****Writing****SUBJECT****Research to Build and Present Knowledge**

STANDARD

W.6.8.

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**THEME****Writing****SUBJECT****Research to Build and Present Knowledge**

STANDARD

W.6.9.

**Draw evidence from literary or informational texts to support analysis, reflection, and research.**

OBJECTIVE

W.6.9b.

Apply grade 6 Reading standards to literary nonfiction and/or informational text (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

**THEME****Writing****SUBJECT****Range of Writing**

STANDARD

W.6.10.

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.6.1.

**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.**

OBJECTIVE

SL.6.1a.

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

OBJECTIVE

SL.6.1b.

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

OBJECTIVE

SL.6.1c.

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>THEME</b>		<b>Language</b>
SUBJECT		Conventions of Standard English
STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>THEME</b>		<b>Language</b>
SUBJECT		Knowledge of Language
STANDARD	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
<b>THEME</b>		<b>Language</b>
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence ) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>THEME</b>		<b>Language</b>
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 7 - Adopted: 2016

<b>THEME</b>		<b>Reading Informational Text</b>
SUBJECT		Key Ideas and Details
STANDARD	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STANDARD	RI.7.2.	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.
STANDARD	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
THEME		Reading Informational Text
SUBJECT		Craft and Structure
STANDARD	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
THEME		Writing
SUBJECT		Text Types and Purposes
STANDARD	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.7.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.7.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.7.2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.7.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.7.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
THEME		Writing
SUBJECT		Production and Distribution of Writing
STANDARD	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined as standards 1-3 above.
STANDARD	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
THEME		Writing
SUBJECT		Research to Build and Present Knowledge

STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
THEME		Writing
SUBJECT		Range of Writing
STANDARD	W.7.10.	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.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
OBJECTIVE	SL.7.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
THEME		Speaking and Listening
SUBJECT		Presentation of Knowledge and Ideas
STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
THEME		Language
SUBJECT		Conventions of Standard English
STANDARD	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.7.1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
THEME		Language
SUBJECT		Knowledge of Language
STANDARD	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

**THEME****Language**

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE	L.7.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.7.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME****Language**

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Mississippi College & Career Readiness Standards****Language Arts**

Grade 8 - Adopted: 2016

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

SUBJECT		Key Ideas and Details
STANDARD	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

STANDARD	RI.8.2.	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.
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**THEME****Reading Informational Text**

SUBJECT		Craft and Structure
STANDARD	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**THEME****Writing**

SUBJECT		Text Types and Purposes
STANDARD	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

OBJECTIVE	W.8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE	W.8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

OBJECTIVE	W.8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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**THEME** **Writing**

SUBJECT		<b>Production and Distribution of Writing</b>
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STANDARD	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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STANDARD	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
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**THEME** **Writing**

SUBJECT		<b>Research to Build and Present Knowledge</b>
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STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**THEME** **Writing**

SUBJECT		<b>Range of Writing</b>
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STANDARD	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**THEME** **Speaking and Listening**

SUBJECT		<b>Comprehension and Collaboration</b>
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STANDARD	SL.8.1.	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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OBJECTIVE	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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OBJECTIVE	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**THEME** Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
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STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**THEME** Language

SUBJECT		Conventions of Standard English
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STANDARD	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
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OBJECTIVE	L.8.1b.	Form and use verbs in the active and passive voice.
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OBJECTIVE	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**THEME** Language

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
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OBJECTIVE	L.8.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** Language

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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### Lesson 13: Unit 5 Writing from Pictures, p. 119-128

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 6 - Adopted: 2016

**THEME** Reading Informational Text

SUBJECT		Key Ideas and Details
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STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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STANDARD	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrate, and elaborated in a text (e.g., through examples or anecdotes).
THEME		Reading Informational Text
SUBJECT		Craft and Structure
STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
THEME		Reading Informational Text
SUBJECT		Integration of Knowledge and Ideas
STANDARD	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
THEME		Writing
SUBJECT		Text Types and Purposes
STANDARD	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
THEME		Writing
SUBJECT		Text Types and Purposes
STANDARD	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
OBJECTIVE	W.6.3a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
OBJECTIVE	W.6.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
OBJECTIVE	W.6.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
OBJECTIVE	W.6.3e.	Provide a conclusion that follows from the narrated experiences or events.
THEME		Writing
SUBJECT		Production and Distribution of Writing
STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)



STANDARD	W.6.5.	With some 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 6.)
THEME		Writing
SUBJECT		Research to Build and Present Knowledge
STANDARD	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
THEME		Writing
SUBJECT		Range of Writing
STANDARD	W.6.10.	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.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
THEME		Language
SUBJECT		Conventions of Standard English
STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
THEME		Language
SUBJECT		Knowledge of Language
STANDARD	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
<b>THEME</b>		<b>Language</b>
<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence ) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>THEME</b>		<b>Language</b>
<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 7 - Adopted: 2016

<b>THEME</b>		<b>Reading Informational Text</b>
<b>SUBJECT</b>		<b>Key Ideas and Details</b>
STANDARD	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.7.2.	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.
STANDARD	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
<b>THEME</b>		<b>Reading Informational Text</b>
<b>SUBJECT</b>		<b>Craft and Structure</b>
STANDARD	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
<b>THEME</b>		<b>Writing</b>
<b>SUBJECT</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

OBJECTIVE	W.7.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
THEME		Writing
SUBJECT		Text Types and Purposes
STANDARD	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
OBJECTIVE	W.7.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
OBJECTIVE	W.7.3e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
THEME		Writing
SUBJECT		Production and Distribution of Writing
STANDARD	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined as standards 1-3 above.
STANDARD	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
THEME		Writing
SUBJECT		Research to Build and Present Knowledge
STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
THEME		Writing
SUBJECT		Range of Writing
STANDARD	W.7.10.	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.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

OBJECTIVE	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
OBJECTIVE	SL.7.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>THEME</b>		<b>Speaking and Listening</b>
SUBJECT		Presentation of Knowledge and Ideas
STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>THEME</b>		<b>Language</b>
SUBJECT		Conventions of Standard English
STANDARD	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.7.1b.	Choose among simple, compound, complex, and compound–complex sentences to signal differing relationships among ideas.
<b>THEME</b>		<b>Language</b>
SUBJECT		Knowledge of Language
STANDARD	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>THEME</b>		<b>Language</b>
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.7.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.7.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>THEME</b>		<b>Language</b>
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 8 - Adopted: 2016

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

SUBJECT		Key Ideas and Details
STANDARD	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.8.2.	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.

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

SUBJECT		Craft and Structure
STANDARD	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**THEME** **Writing**

SUBJECT		Text Types and Purposes
STANDARD	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

**THEME** **Writing**

SUBJECT		Text Types and Purposes
STANDARD	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
OBJECTIVE	W.8.3c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
OBJECTIVE	W.8.3e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.

**THEME** **Writing**

SUBJECT		Production and Distribution of Writing
STANDARD	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

**THEME** **Writing**

SUBJECT		Research to Build and Present Knowledge
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STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
THEME		Writing
SUBJECT		Range of Writing
STANDARD	W.8.10.	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.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
OBJECTIVE	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
THEME		Speaking and Listening
SUBJECT		Presentation of Knowledge and Ideas
STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
THEME		Language
SUBJECT		Conventions of Standard English
STANDARD	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.8.1b.	Form and use verbs in the active and passive voice.
OBJECTIVE	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
THEME		Language
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE	L.8.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>THEME</b>		<b>Language</b>
<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 14: Unit 5 Writing from Pictures, p. 129-138

**Mississippi College & Career Readiness Standards**

**Language Arts**

Grade 6 - Adopted: 2016

<b>THEME</b>		<b>Writing</b>
<b>SUBJECT</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
OBJECTIVE	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
<b>THEME</b>		<b>Writing</b>
<b>SUBJECT</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>
OBJECTIVE	W.6.3a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
OBJECTIVE	W.6.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
OBJECTIVE	W.6.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
OBJECTIVE	W.6.3e.	Provide a conclusion that follows from the narrated experiences or events.
<b>THEME</b>		<b>Writing</b>
<b>SUBJECT</b>		<b>Production and Distribution of Writing</b>
STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STANDARD	W.6.5.	With some 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 6.)
THEME		Writing
SUBJECT		Research to Build and Present Knowledge
STANDARD	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
THEME		Writing
SUBJECT		Range of Writing
STANDARD	W.6.10.	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.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
THEME		Language
SUBJECT		Conventions of Standard English
STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
THEME		Language
SUBJECT		Knowledge of Language
STANDARD	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.



OBJECTIVE	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
<b>THEME</b>		<b>Language</b>
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE	L.6.4c.	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
<b>THEME</b>		<b>Language</b>
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 7 - Adopted: 2016

<b>THEME</b>		<b>Writing</b>
SUBJECT		Text Types and Purposes
STANDARD	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.7.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
<b>THEME</b>		<b>Writing</b>
SUBJECT		Text Types and Purposes
STANDARD	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
OBJECTIVE	W.7.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
OBJECTIVE	W.7.3e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>THEME</b>		<b>Writing</b>
SUBJECT		Production and Distribution of Writing
STANDARD	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined as standards 1-3 above.)
STANDARD	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

**THEME****Writing****SUBJECT****Research to Build and Present Knowledge****STANDARD**

W.7.8.

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**THEME****Writing****SUBJECT****Range of Writing****STANDARD**

W.7.10.

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.7.1.

**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.**

**OBJECTIVE**

SL.7.1a.

Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**OBJECTIVE**

SL.7.1b.

Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

**OBJECTIVE**

SL.7.1c.

Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

**OBJECTIVE**

SL.7.1d.

Acknowledge new information expressed by others and, when warranted, modify their own views.

**THEME****Speaking and Listening****SUBJECT****Presentation of Knowledge and Ideas****STANDARD**

SL.7.4.

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**THEME****Language****SUBJECT****Conventions of Standard English****STANDARD**

L.7.1.

**Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.**

**OBJECTIVE**

L.7.1b.

Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

**THEME****Language**

SUBJECT		Knowledge of Language
STANDARD	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**THEME****Language**

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE	L.7.4c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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**THEME****Language**

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Mississippi College & Career Readiness Standards****Language Arts****Grade 8 - Adopted: 2016****THEME****Writing**

SUBJECT		Text Types and Purposes
STANDARD	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

OBJECTIVE	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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**THEME****Writing**

SUBJECT		Text Types and Purposes
STANDARD	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE	W.8.3c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
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OBJECTIVE	W.8.3e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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**THEME****Writing**

SUBJECT		Production and Distribution of Writing
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STANDARD	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
THEME		Writing
SUBJECT		Research to Build and Present Knowledge
STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
THEME		Writing
SUBJECT		Range of Writing
STANDARD	W.8.10.	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.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
OBJECTIVE	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
THEME		Speaking and Listening
SUBJECT		Presentation of Knowledge and Ideas
STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
THEME		Language
SUBJECT		Conventions of Standard English

<b>STANDARD</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</b>
OBJECTIVE	L.8.1b.	Form and use verbs in the active and passive voice.

OBJECTIVE	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
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#### THEME

#### Language

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	L.8.4c.	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
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#### THEME

#### Language

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
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STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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### Lesson 15: Unit 5 Writing from Pictures, p. 139-147

## Mississippi College & Career Readiness Standards

### Language Arts

#### Grade 6 - Adopted: 2016

#### THEME

#### Writing

<b>SUBJECT</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

OBJECTIVE	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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#### THEME

#### Writing

<b>SUBJECT</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	<b>W.6.3.</b>	<b>Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</b>

OBJECTIVE	W.6.3a.	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
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OBJECTIVE	W.6.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
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OBJECTIVE	W.6.3d.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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OBJECTIVE	W.6.3e.	Provide a conclusion that follows from the narrated experiences or events.
THEME		Writing
SUBJECT		Production and Distribution of Writing
STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.6.5.	With some 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 6.)
THEME		Writing
SUBJECT		Research to Build and Present Knowledge
STANDARD	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
THEME		Writing
SUBJECT		Range of Writing
STANDARD	W.6.10.	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.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
THEME		Language
SUBJECT		Conventions of Standard English
STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

OBJECTIVE	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>THEME</b>		<b>Language</b>
SUBJECT		Knowledge of Language
STANDARD	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
<b>THEME</b>		<b>Language</b>
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 7 - Adopted: 2016

<b>THEME</b>		<b>Writing</b>
SUBJECT		Text Types and Purposes
STANDARD	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.7.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
<b>THEME</b>		<b>Writing</b>
SUBJECT		Text Types and Purposes
STANDARD	W.7.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
OBJECTIVE	W.7.3c.	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
OBJECTIVE	W.7.3e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
<b>THEME</b>		<b>Writing</b>
SUBJECT		Production and Distribution of Writing
STANDARD	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined as standards 1-3 above.)

STANDARD	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
THEME		Writing
SUBJECT		Research to Build and Present Knowledge
STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
THEME		Writing
SUBJECT		Range of Writing
STANDARD	W.7.10.	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.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
OBJECTIVE	SL.7.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
THEME		Speaking and Listening
SUBJECT		Presentation of Knowledge and Ideas
STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
THEME		Language
SUBJECT		Conventions of Standard English
STANDARD	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.7.1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.



**THEME****Language**

SUBJECT		Knowledge of Language
STANDARD	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**THEME****Language**

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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**Mississippi College & Career Readiness Standards****Language Arts****Grade 8 - Adopted: 2016****THEME****Writing**

SUBJECT		Text Types and Purposes
STANDARD	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

OBJECTIVE	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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**THEME****Writing**

SUBJECT		Text Types and Purposes
STANDARD	W.8.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

OBJECTIVE	W.8.3c.	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
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OBJECTIVE	W.8.3e.	Provide a conclusion that follows from and reflects on the narrated experiences or events.
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**THEME****Writing**

SUBJECT		Production and Distribution of Writing
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STANDARD	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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STANDARD	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
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**THEME****Writing**

<b>SUBJECT</b>		<b>Research to Build and Present Knowledge</b>
STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>THEME</b>	<b>Writing</b>	
<b>SUBJECT</b>		<b>Range of Writing</b>
STANDARD	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>THEME</b>	<b>Speaking and Listening</b>	
<b>SUBJECT</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>SL.8.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
OBJECTIVE	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
OBJECTIVE	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
<b>THEME</b>	<b>Speaking and Listening</b>	
<b>SUBJECT</b>		<b>Presentation of Knowledge and Ideas</b>
STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>THEME</b>	<b>Language</b>	
<b>SUBJECT</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</b>
OBJECTIVE	L.8.1b.	Form and use verbs in the active and passive voice.
OBJECTIVE	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>THEME</b>	<b>Language</b>	
<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>

STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 16: Unit 6 Summarizing Multiple References, p. 147-156

# Mississippi College & Career Readiness Standards

## Language Arts

Grade 6 - Adopted: 2016

THEME		Reading Informational Text
SUBJECT		Key Ideas and Details
STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
THEME		Reading Informational Text
SUBJECT		Craft and Structure
STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
THEME		Reading Informational Text
SUBJECT		Integration of Knowledge and Ideas
STANDARD	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
THEME		Writing
SUBJECT		Text Types and Purposes
STANDARD	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, an cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.

OBJECTIVE	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>THEME</b>		<b>Writing</b>
<b>SUBJECT</b>		<b>Production and Distribution of Writing</b>
STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.6.5.	With some 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 6.)
<b>THEME</b>		<b>Writing</b>
<b>SUBJECT</b>		<b>Research to Build and Present Knowledge</b>
STANDARD	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STANDARD	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
<b>THEME</b>		<b>Writing</b>
<b>SUBJECT</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
OBJECTIVE	W.6.9b.	Apply grade 6 Reading standards to literary nonfiction and/or informational text (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
<b>THEME</b>		<b>Writing</b>
<b>SUBJECT</b>		<b>Range of Writing</b>
STANDARD	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>THEME</b>		<b>Speaking and Listening</b>
<b>SUBJECT</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</b>
OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

#### THEME

#### Language

SUBJECT		Conventions of Standard English
STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

OBJECTIVE	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

#### THEME

#### Language

SUBJECT		Knowledge of Language
STANDARD	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
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#### THEME

#### Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence ) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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#### THEME

#### Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 7 - Adopted: 2016

#### THEME

#### Reading Informational Text

SUBJECT		Key Ideas and Details
STANDARD	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.7.2.	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.
STANDARD	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

#### THEME

#### Reading Informational Text

SUBJECT		Craft and Structure
STANDARD	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

#### THEME

#### Writing

SUBJECT		Text Types and Purposes
STANDARD	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.7.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.7.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.7.2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.7.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.7.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

#### THEME

#### Writing

SUBJECT		Production and Distribution of Writing
STANDARD	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined as standards 1-3 above.)
STANDARD	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

**THEME** **Writing**

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**THEME** **Writing**

SUBJECT		Range of Writing
STANDARD	W.7.10.	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.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
OBJECTIVE	SL.7.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

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

SUBJECT		Presentation of Knowledge and Ideas
STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

**THEME** **Language**

SUBJECT		Conventions of Standard English
STANDARD	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.7.1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

**THEME** **Language**

SUBJECT		Knowledge of Language
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STANDARD	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
THEME		Language
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.7.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.7.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
THEME		Language
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 8 - Adopted: 2016

THEME		Reading Informational Text
SUBJECT		Key Ideas and Details
STANDARD	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.8.2.	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.
THEME		Reading Informational Text
SUBJECT		Craft and Structure
STANDARD	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
THEME		Writing
SUBJECT		Text Types and Purposes
STANDARD	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.



OBJECTIVE	W.8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

#### THEME

#### Writing

SUBJECT		Production and Distribution of Writing
STANDARD	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

#### THEME

#### Writing

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

#### THEME

#### Writing

SUBJECT		Range of Writing
STANDARD	W.8.10.	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.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

OBJECTIVE	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
OBJECTIVE	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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

<b>SUBJECT</b>		<b>Presentation of Knowledge and Ideas</b>
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STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**THEME** **Language**

<b>SUBJECT</b>		<b>Conventions of Standard English</b>
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<b>STANDARD</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</b>
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OBJECTIVE	L.8.1b.	Form and use verbs in the active and passive voice.
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OBJECTIVE	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
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<b>STANDARD</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
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OBJECTIVE	L.8.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
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STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 17: Unit 6 Summarizing Multiple References, p. 157-172

## Language Arts

Grade 6 - Adopted: 2016

### THEME

### Reading Informational Text

SUBJECT		Key Ideas and Details
STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

### THEME

### Reading Informational Text

SUBJECT		Craft and Structure
STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

### THEME

### Reading Informational Text

SUBJECT		Integration of Knowledge and Ideas
STANDARD	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
STANDARD	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person)

### THEME

### Writing

SUBJECT		Text Types and Purposes
STANDARD	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, an cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.

### THEME

### Writing

SUBJECT		Production and Distribution of Writing
STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.6.5.	With some 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 6.)
THEME		Writing
SUBJECT		Research to Build and Present Knowledge
STANDARD	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STANDARD	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
THEME		Writing
SUBJECT		Research to Build and Present Knowledge
STANDARD		Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.6.9b.	Apply grade 6 Reading standards to literary nonfiction and/or informational text (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
THEME		Writing
SUBJECT		Range of Writing
STANDARD	W.6.10.	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		Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>THEME</b>		<b>Language</b>
SUBJECT		Conventions of Standard English
STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>THEME</b>		<b>Language</b>
SUBJECT		Knowledge of Language
STANDARD	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
<b>THEME</b>		<b>Language</b>
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence ) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>THEME</b>		<b>Language</b>
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 7 - Adopted: 2016

<b>THEME</b>		<b>Reading Informational Text</b>
SUBJECT		Key Ideas and Details
STANDARD	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STANDARD	RI.7.2.	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.
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STANDARD	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
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#### THEME

#### Reading Informational Text

SUBJECT		Craft and Structure
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STANDARD	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
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#### THEME

#### Reading Informational Text

SUBJECT		Integration of Knowledge and Ideas
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STANDARD	RI.7.9.	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
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#### THEME

#### Writing

SUBJECT		Text Types and Purposes
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STANDARD	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE	W.7.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.7.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE	W.7.2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
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OBJECTIVE	W.7.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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OBJECTIVE	W.7.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
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#### THEME

#### Writing

SUBJECT		Production and Distribution of Writing
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STANDARD	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined as standards 1-3 above.
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STANDARD	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
THEME		Writing
SUBJECT		Research to Build and Present Knowledge
STANDARD	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
THEME		Writing
SUBJECT		Range of Writing
STANDARD	W.7.10.	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.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
OBJECTIVE	SL.7.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
THEME		Speaking and Listening
SUBJECT		Presentation of Knowledge and Ideas
STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
THEME		Language
SUBJECT		Conventions of Standard English
STANDARD	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

OBJECTIVE	L.7.1b.	Choose among simple, compound, complex, and compound–complex sentences to signal differing relationships among ideas.
<b>THEME</b>		<b>Language</b>
<b>SUBJECT</b>		<b>Knowledge of Language</b>
<b>STANDARD</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

OBJECTIVE	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>THEME</b>		<b>Language</b>
<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.7.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	L.7.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.7.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>THEME</b>		<b>Language</b>
<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 8 - Adopted: 2016

<b>THEME</b>		<b>Reading Informational Text</b>
<b>SUBJECT</b>		<b>Key Ideas and Details</b>
STANDARD	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.8.2.	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.
<b>THEME</b>		<b>Reading Informational Text</b>
<b>SUBJECT</b>		<b>Craft and Structure</b>

STANDARD	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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**THEME** **Writing**

SUBJECT		Text Types and Purposes
STANDARD	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

**THEME** **Writing**

SUBJECT		Production and Distribution of Writing
STANDARD	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

**THEME** **Writing**

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**THEME** **Writing**

SUBJECT		Range of Writing
STANDARD	W.8.10.	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.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

OBJECTIVE	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
OBJECTIVE	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**THEME** Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
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STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**THEME** Language

SUBJECT		Conventions of Standard English
STANDARD	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

OBJECTIVE	L.8.1b.	Form and use verbs in the active and passive voice.
OBJECTIVE	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.

**THEME** Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE	L.8.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME** Language

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Mississippi College &amp; Career Readiness Standards

## Language Arts

Grade 6 - Adopted: 2016

## THEME Reading Informational Text

SUBJECT		Key Ideas and Details
STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

## THEME Reading Informational Text

SUBJECT		Craft and Structure
STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

## THEME Reading Informational Text

SUBJECT		Integration of Knowledge and Ideas
STANDARD	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

## THEME Writing

SUBJECT		Text Types and Purposes
STANDARD	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, an cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.

**THEME** **Writing**

SUBJECT		Production and Distribution of Writing
STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.6.5.	With some 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 6.)

**THEME** **Writing**

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STANDARD	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**THEME** **Writing**

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.6.9b.	Apply grade 6 Reading standards to literary nonfiction and/or informational text (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

**THEME** **Writing**

SUBJECT		Range of Writing
STANDARD	W.6.10.	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.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>THEME</b>		<b>Language</b>
SUBJECT		Conventions of Standard English
STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>THEME</b>		<b>Language</b>
SUBJECT		Knowledge of Language
STANDARD	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
<b>THEME</b>		<b>Language</b>
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence ) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>THEME</b>		<b>Language</b>
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 7 - Adopted: 2016

<b>THEME</b>		<b>Reading Informational Text</b>
SUBJECT		Key Ideas and Details

STANDARD	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.7.2.	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.
STANDARD	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

#### THEME

#### Reading Informational Text

SUBJECT		Craft and Structure
STANDARD	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

#### THEME

#### Writing

SUBJECT		Text Types and Purposes
STANDARD	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.7.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.7.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.7.2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.7.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.7.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

#### THEME

#### Writing

SUBJECT		Production and Distribution of Writing
STANDARD	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined as standards 1-3 above.
STANDARD	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

#### THEME

#### Writing

SUBJECT		Research to Build and Present Knowledge
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STANDARD	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
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STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**THEME** Writing

SUBJECT		Range of Writing
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STANDARD	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**THEME** Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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OBJECTIVE	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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OBJECTIVE	SL.7.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**THEME** Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
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STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**THEME** Language

SUBJECT		Conventions of Standard English
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STANDARD	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
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OBJECTIVE	L.7.1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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**THEME** Language

SUBJECT		Knowledge of Language
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<b>STANDARD</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
OBJECTIVE	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>THEME</b>		<b>Language</b>
<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.7.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	L.7.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.7.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>THEME</b>		<b>Language</b>
<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Mississippi College & Career Readiness Standards

### Language Arts

#### Grade 8 - Adopted: 2016

<b>THEME</b>		<b>Reading Informational Text</b>
<b>SUBJECT</b>		<b>Key Ideas and Details</b>
STANDARD	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.8.2.	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.
<b>THEME</b>		<b>Reading Informational Text</b>
<b>SUBJECT</b>		<b>Craft and Structure</b>
STANDARD	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>THEME</b>		<b>Writing</b>
<b>SUBJECT</b>		<b>Text Types and Purposes</b>
STANDARD	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.



OBJECTIVE	W.8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

#### THEME

#### Writing

SUBJECT		Production and Distribution of Writing
STANDARD	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

#### THEME

#### Writing

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

#### THEME

#### Writing

SUBJECT		Range of Writing
STANDARD	W.8.10.	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.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

OBJECTIVE	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
OBJECTIVE	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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

<b>SUBJECT</b>		<b>Presentation of Knowledge and Ideas</b>
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STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**THEME** **Language**

<b>SUBJECT</b>		<b>Conventions of Standard English</b>
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<b>STANDARD</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</b>
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OBJECTIVE	L.8.1b.	Form and use verbs in the active and passive voice.
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OBJECTIVE	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
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<b>STANDARD</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>
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OBJECTIVE	L.8.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
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STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 19: Unit 6 Summarizing Multiple References, p. 183-194

## Language Arts

Grade 6 - Adopted: 2016

### THEME Reading Informational Text

SUBJECT		Key Ideas and Details
STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

### THEME Reading Informational Text

SUBJECT		Craft and Structure
STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

### THEME Reading Informational Text

SUBJECT		Integration of Knowledge and Ideas
STANDARD	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

### THEME Writing

SUBJECT		Text Types and Purposes
STANDARD	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, an cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.

### THEME Writing

SUBJECT		Production and Distribution of Writing
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STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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STANDARD	W.6.5.	With some 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 6.)
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#### THEME

#### Writing

SUBJECT		Research to Build and Present Knowledge
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STANDARD	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
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STANDARD	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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#### THEME

#### Writing

SUBJECT		Research to Build and Present Knowledge
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STANDARD	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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OBJECTIVE	W.6.9b.	Apply grade 6 Reading standards to literary nonfiction and/or informational text (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
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#### THEME

#### Writing

SUBJECT		Range of Writing
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STANDARD	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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#### THEME

#### Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>THEME</b>		<b>Language</b>
SUBJECT		Conventions of Standard English
STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>THEME</b>		<b>Language</b>
SUBJECT		Knowledge of Language
STANDARD	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
<b>THEME</b>		<b>Language</b>
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence ) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>THEME</b>		<b>Language</b>
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 7 - Adopted: 2016

<b>THEME</b>		<b>Reading Informational Text</b>
SUBJECT		Key Ideas and Details
STANDARD	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STANDARD	RI.7.2.	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.
STANDARD	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
THEME		Reading Informational Text
SUBJECT		Craft and Structure
STANDARD	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
THEME		Writing
SUBJECT		Text Types and Purposes
STANDARD	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.7.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.7.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.7.2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.7.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.7.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
THEME		Writing
SUBJECT		Production and Distribution of Writing
STANDARD	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined as standards 1-3 above.
STANDARD	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
THEME		Writing
SUBJECT		Research to Build and Present Knowledge

STANDARD	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
THEME		Writing
SUBJECT		Range of Writing
STANDARD	W.7.10.	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.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
OBJECTIVE	SL.7.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
THEME		Speaking and Listening
SUBJECT		Presentation of Knowledge and Ideas
STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
THEME		Language
SUBJECT		Conventions of Standard English
STANDARD	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.7.1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
THEME		Language
SUBJECT		Knowledge of Language

STANDARD	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
THEME	Language	
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.7.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.7.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
THEME	Language	
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 8 - Adopted: 2016

THEME	Reading Informational Text	
SUBJECT		Key Ideas and Details
STANDARD	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.8.2.	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.
THEME	Reading Informational Text	
SUBJECT		Craft and Structure
STANDARD	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
THEME	Writing	
SUBJECT		Text Types and Purposes
STANDARD	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.



OBJECTIVE	W.8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

#### THEME

#### Writing

SUBJECT		Production and Distribution of Writing
STANDARD	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

#### THEME

#### Writing

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

#### THEME

#### Writing

SUBJECT		Range of Writing
STANDARD	W.8.10.	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.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

OBJECTIVE	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
OBJECTIVE	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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

<b>SUBJECT</b>		<b>Presentation of Knowledge and Ideas</b>
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STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**THEME** **Language**

<b>SUBJECT</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</b>

OBJECTIVE	L.8.1b.	Form and use verbs in the active and passive voice.
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OBJECTIVE	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.8.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	L.8.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 20: Unit 7 Inventive Writing, p. 195-202

## Language Arts

Grade 6 - Adopted: 2016

### THEME Reading Informational Text

SUBJECT		Key Ideas and Details
STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

### THEME Reading Informational Text

SUBJECT		Craft and Structure
STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

### THEME Reading Informational Text

SUBJECT		Integration of Knowledge and Ideas
STANDARD	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

### THEME Writing

SUBJECT		Production and Distribution of Writing
STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

### THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
STANDARD	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>THEME</b>		<b>Speaking and Listening</b>
<b>SUBJECT</b>		<b>Presentation of Knowledge and Ideas</b>

STANDARD	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
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<b>THEME</b>		<b>Language</b>
<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence ) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>THEME</b>		<b>Language</b>
<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 7 - Adopted: 2016

<b>THEME</b>		<b>Reading Informational Text</b>
<b>SUBJECT</b>		<b>Key Ideas and Details</b>
STANDARD	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.7.2.	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.
STANDARD	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
<b>THEME</b>		<b>Reading Informational Text</b>
<b>SUBJECT</b>		<b>Craft and Structure</b>

STANDARD	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
THEME		Writing
SUBJECT		Production and Distribution of Writing
STANDARD	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined as standards 1-3 above.
THEME		Speaking and Listening
SUBJECT		Comprehension and Collaboration
STANDARD	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
OBJECTIVE	SL.7.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
THEME		Speaking and Listening
SUBJECT		Presentation of Knowledge and Ideas
STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
THEME		Language
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.7.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.7.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
THEME		Language
SUBJECT		Vocabulary Acquisition and Use

STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Mississippi College & Career Readiness Standards

### Language Arts

Grade 8 - Adopted: 2016

#### THEME Reading Informational Text

SUBJECT		Key Ideas and Details
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STANDARD	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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STANDARD	RI.8.2.	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.
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#### THEME Reading Informational Text

SUBJECT		Craft and Structure
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STANDARD	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
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#### THEME Writing

SUBJECT		Text Types and Purposes
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STANDARD	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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OBJECTIVE	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
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#### THEME Writing

SUBJECT		Production and Distribution of Writing
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STANDARD	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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#### THEME Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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OBJECTIVE	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
OBJECTIVE	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**THEME** Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**THEME** Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.8.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME** Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 21: Unit 7 Inventive Writing, p. 203-212

**Mississippi College & Career Readiness Standards**

**Language Arts**

Grade 6 - Adopted: 2016

**THEME** Reading Informational Text

SUBJECT		Key Ideas and Details
STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

STANDARD	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrate, and elaborated in a text (e.g., through examples or anecdotes).
THEME		Reading Informational Text
SUBJECT		Craft and Structure
STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
THEME		Reading Informational Text
SUBJECT		Integration of Knowledge and Ideas
STANDARD	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
THEME		Writing
SUBJECT		Text Types and Purposes
STANDARD	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, an cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.
THEME		Writing
SUBJECT		Production and Distribution of Writing
STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.6.5.	With some 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 6.)
THEME		Writing
SUBJECT		Range of Writing



STANDARD	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>THEME</b>		<b>Speaking and Listening</b>
SUBJECT		Comprehension and Collaboration
STANDARD	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
<b>THEME</b>		<b>Language</b>
SUBJECT		Conventions of Standard English
STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>THEME</b>		<b>Language</b>
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence ) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>THEME</b>		<b>Language</b>
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# Mississippi College & Career Readiness Standards

## Language Arts

Grade 7 - Adopted: 2016

### THEME

### Reading Informational Text

SUBJECT		Key Ideas and Details
STANDARD	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.7.2.	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.
STANDARD	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

### THEME

### Reading Informational Text

SUBJECT		Craft and Structure
STANDARD	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

### THEME

### Writing

SUBJECT		Text Types and Purposes
STANDARD	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.7.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.7.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.7.2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.7.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.7.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

### THEME

### Writing

SUBJECT		Production and Distribution of Writing
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STANDARD	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined as standards 1-3 above.
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STANDARD	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
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**THEME** Writing

SUBJECT		Research to Build and Present Knowledge
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STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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**THEME** Writing

SUBJECT		Range of Writing
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STANDARD	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**THEME** Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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OBJECTIVE	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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OBJECTIVE	SL.7.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**THEME** Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
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STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**THEME** Language

SUBJECT		Knowledge of Language
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<b>STANDARD</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
OBJECTIVE	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>THEME</b>		<b>Language</b>
<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.7.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>
OBJECTIVE	L.7.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.7.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>THEME</b>		<b>Language</b>
<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Mississippi College & Career Readiness Standards

### Language Arts

#### Grade 8 - Adopted: 2016

<b>THEME</b>		<b>Reading Informational Text</b>
<b>SUBJECT</b>		<b>Key Ideas and Details</b>
STANDARD	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.8.2.	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.
<b>THEME</b>		<b>Reading Informational Text</b>
<b>SUBJECT</b>		<b>Craft and Structure</b>
STANDARD	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
<b>THEME</b>		<b>Writing</b>
<b>SUBJECT</b>		<b>Text Types and Purposes</b>
STANDARD	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

OBJECTIVE	W.8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

#### THEME

#### Writing

SUBJECT		Production and Distribution of Writing
STANDARD	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

#### THEME

#### Writing

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

#### THEME

#### Writing

SUBJECT		Range of Writing
STANDARD	W.8.10.	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.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

OBJECTIVE	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
OBJECTIVE	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**THEME** Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**THEME** Language

SUBJECT		Conventions of Standard English
STANDARD	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.

**THEME** Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.8.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME** Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 22: Unit 7 Inventive Writing, p. 213-220

**Mississippi College & Career Readiness Standards**

**Language Arts**

Grade 6 - Adopted: 2016

**THEME** Reading Informational Text

SUBJECT		Key Ideas and Details
STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrate, and elaborated in a text (e.g., through examples or anecdotes).

#### THEME

#### Reading Informational Text

SUBJECT		Craft and Structure
STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

#### THEME

#### Reading Informational Text

SUBJECT		Integration of Knowledge and Ideas
STANDARD	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

#### THEME

#### Writing

SUBJECT		Text Types and Purposes
STANDARD	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

OBJECTIVE	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, an cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.

#### THEME

#### Writing

SUBJECT		Production and Distribution of Writing
STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STANDARD	W.6.5.	With some 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 6.)
THEME	Writing	
SUBJECT		Research to Build and Present Knowledge
STANDARD	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	W.6.9b.	Apply grade 6 Reading standards to literary nonfiction and/or informational text (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
THEME	Writing	
SUBJECT		Range of Writing
STANDARD	W.6.10.	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.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
THEME	Language	
SUBJECT		Conventions of Standard English
STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
THEME	Language	
SUBJECT		Vocabulary Acquisition and Use



STANDARD	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence ) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
THEME		Language
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 7 - Adopted: 2016

THEME		Reading Informational Text
SUBJECT		Key Ideas and Details
STANDARD	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.7.2.	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.
STANDARD	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
THEME		Reading Informational Text
SUBJECT		Craft and Structure
STANDARD	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
THEME		Writing
SUBJECT		Text Types and Purposes
STANDARD	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.7.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

OBJECTIVE	W.7.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.7.2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.7.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.7.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

#### THEME

#### Writing

SUBJECT		Production and Distribution of Writing
STANDARD	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined as standards 1-3 above.)
STANDARD	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

#### THEME

#### Writing

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

#### THEME

#### Writing

SUBJECT		Range of Writing
STANDARD	W.7.10.	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.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

OBJECTIVE	SL.7.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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**THEME** Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
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STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**THEME** Language

SUBJECT		Knowledge of Language
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STANDARD	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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OBJECTIVE	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**THEME** Language

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
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OBJECTIVE	L.7.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.7.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** Language

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Mississippi College & Career Readiness Standards

### Language Arts

Grade 8 - Adopted: 2016

**THEME** Reading Informational Text

SUBJECT		Key Ideas and Details
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STANDARD	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
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STANDARD	RI.8.2.	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.
THEME		Reading Informational Text
SUBJECT		Craft and Structure
STANDARD	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
THEME		Writing
SUBJECT		Text Types and Purposes
STANDARD	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
THEME		Writing
SUBJECT		Production and Distribution of Writing
STANDARD	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
THEME		Writing
SUBJECT		Research to Build and Present Knowledge
STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
THEME		Writing

SUBJECT		Range of Writing
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STANDARD	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**THEME** Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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OBJECTIVE	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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OBJECTIVE	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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**THEME** Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
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STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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**THEME** Language

SUBJECT		Conventions of Standard English
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STANDARD	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
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OBJECTIVE	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
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**THEME** Language

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
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OBJECTIVE	L.8.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 23: Unit 7 Inventive Writing, p. 221-228

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 6 - Adopted: 2016

#### THEME Reading Informational Text

SUBJECT		Key Ideas and Details
STANDARD	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
STANDARD	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

#### THEME Reading Informational Text

SUBJECT		Craft and Structure
STANDARD	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

#### THEME Reading Informational Text

SUBJECT		Integration of Knowledge and Ideas
STANDARD	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

#### THEME Writing

SUBJECT		Text Types and Purposes
STANDARD	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, an cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.

OBJECTIVE	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.
<b>THEME</b>		<b>Writing</b>
<b>SUBJECT</b>		<b>Production and Distribution of Writing</b>
STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.6.5.	With some 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 6.)
<b>THEME</b>		<b>Writing</b>
<b>SUBJECT</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD</b>	<b>W.6.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
OBJECTIVE	W.6.9b.	Apply grade 6 Reading standards to literary nonfiction and/or informational text (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).
<b>THEME</b>		<b>Writing</b>
<b>SUBJECT</b>		<b>Range of Writing</b>
STANDARD	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>THEME</b>		<b>Speaking and Listening</b>
<b>SUBJECT</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>SL.6.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</b>
OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**THEME****Language**

SUBJECT		Conventions of Standard English
STANDARD	L.6.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</b>

OBJECTIVE	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

**THEME****Language**

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.6.4.	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence ) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME****Language**

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Mississippi College & Career Readiness Standards****Language Arts**

Grade 7 - Adopted: 2016

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

SUBJECT		Key Ideas and Details
STANDARD	RI.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.7.2.	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.
STANDARD	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

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

SUBJECT		Craft and Structure
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STANDARD	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
THEME		Writing
SUBJECT		Text Types and Purposes
STANDARD	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.7.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.7.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.7.2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.7.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.7.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
THEME		Writing
SUBJECT		Production and Distribution of Writing
STANDARD	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined as standards 1-3 above.)
STANDARD	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
THEME		Writing
SUBJECT		Research to Build and Present Knowledge
STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
THEME		Writing
SUBJECT		Range of Writing
STANDARD	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
THEME		Speaking and Listening

<b>SUBJECT</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>SL.7.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>

OBJECTIVE	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
OBJECTIVE	SL.7.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.

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

<b>SUBJECT</b>		<b>Presentation of Knowledge and Ideas</b>
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STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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**THEME** **Language**

<b>SUBJECT</b>		<b>Knowledge of Language</b>
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<b>STANDARD</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
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OBJECTIVE	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
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<b>STANDARD</b>	<b>L.7.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</b>
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OBJECTIVE	L.7.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.7.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
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STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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# Mississippi College & Career Readiness Standards

## Language Arts

Grade 8 - Adopted: 2016

### THEME Reading Informational Text

SUBJECT		Key Ideas and Details
STANDARD	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RI.8.2.	Determine a central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.

### THEME Reading Informational Text

SUBJECT		Craft and Structure
STANDARD	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

### THEME Writing

SUBJECT		Text Types and Purposes
STANDARD	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

### THEME Writing

SUBJECT		Production and Distribution of Writing
STANDARD	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STANDARD	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
THEME		Writing
SUBJECT		Research to Build and Present Knowledge
STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
THEME		Writing
SUBJECT		Range of Writing
STANDARD	W.8.10.	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.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
OBJECTIVE	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
THEME		Speaking and Listening
SUBJECT		Presentation of Knowledge and Ideas
STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
THEME		Language
SUBJECT		Conventions of Standard English
STANDARD	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.

**THEME****Language**

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE	L.8.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME****Language**

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Lesson 24: Unit 8 Formal Essay Models, p. 229-240

**Mississippi College & Career Readiness Standards****Language Arts**

Grade 6 - Adopted: 2016

**THEME****Writing**

SUBJECT		Text Types and Purposes
STANDARD	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

OBJECTIVE	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, an cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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OBJECTIVE	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
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OBJECTIVE	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
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OBJECTIVE	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.
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**THEME****Writing**

SUBJECT		Production and Distribution of Writing
STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STANDARD	W.6.5.	With some 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 6.)
THEME		Writing
SUBJECT		Research to Build and Present Knowledge
STANDARD	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STANDARD	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
THEME		Writing
SUBJECT		Range of Writing
STANDARD	W.6.10.	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.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
THEME		Language
SUBJECT		Conventions of Standard English
STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
THEME		Language

<b>SUBJECT</b>		<b>Knowledge of Language</b>
<b>STANDARD</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
<b>OBJECTIVE</b>	<b>L.6.3a.</b>	<b>Vary sentence patterns for meaning, reader/listener interest, and style.</b>

**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.6.6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 7 - Adopted: 2016

**THEME** **Writing**

<b>SUBJECT</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

<b>OBJECTIVE</b>	<b>W.7.2a.</b>	<b>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</b>
<b>OBJECTIVE</b>	<b>W.7.2b.</b>	<b>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</b>
<b>OBJECTIVE</b>	<b>W.7.2c.</b>	<b>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</b>
<b>OBJECTIVE</b>	<b>W.7.2d.</b>	<b>Use precise language and domain-specific vocabulary to inform about or explain the topic.</b>
<b>OBJECTIVE</b>	<b>W.7.2f.</b>	<b>Provide a concluding statement or section that follows from and supports the information or explanation presented.</b>

**THEME** **Writing**

<b>SUBJECT</b>		<b>Production and Distribution of Writing</b>
<b>STANDARD</b>	<b>W.7.4.</b>	<b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined as standards 1-3 above.)</b>
<b>STANDARD</b>	<b>W.7.5.</b>	<b>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)</b>

**THEME** **Writing**

<b>SUBJECT</b>		<b>Research to Build and Present Knowledge</b>
STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
<b>THEME</b>	<b>Writing</b>	
<b>SUBJECT</b>		<b>Range of Writing</b>
STANDARD	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
<b>THEME</b>	<b>Speaking and Listening</b>	
<b>SUBJECT</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>SL.7.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
OBJECTIVE	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
OBJECTIVE	SL.7.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
<b>THEME</b>	<b>Speaking and Listening</b>	
<b>SUBJECT</b>		<b>Presentation of Knowledge and Ideas</b>
STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
<b>THEME</b>	<b>Language</b>	
<b>SUBJECT</b>		<b>Conventions of Standard English</b>
<b>STANDARD</b>	<b>L.7.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.</b>
OBJECTIVE	L.7.1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
<b>THEME</b>	<b>Language</b>	
<b>SUBJECT</b>		<b>Knowledge of Language</b>
<b>STANDARD</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>



OBJECTIVE	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
<b>THEME</b>	<b>Language</b>	
<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 8 - Adopted: 2016

<b>THEME</b>	<b>Writing</b>	
<b>SUBJECT</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	<b>W.8.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
OBJECTIVE	W.8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
<b>THEME</b>	<b>Writing</b>	
<b>SUBJECT</b>		<b>Production and Distribution of Writing</b>
STANDARD	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
<b>THEME</b>	<b>Writing</b>	
<b>SUBJECT</b>		<b>Research to Build and Present Knowledge</b>

STANDARD	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
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STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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#### THEME

#### Writing

SUBJECT		Range of Writing
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STANDARD	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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#### THEME

#### Speaking and Listening

SUBJECT		Comprehension and Collaboration
STANDARD	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

OBJECTIVE	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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OBJECTIVE	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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#### THEME

#### Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
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STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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#### THEME

#### Language

SUBJECT		Conventions of Standard English
STANDARD	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

OBJECTIVE	L.8.1a.	Explain the function of verbal's (gerunds, participles, infinitives) in general and their function in particular sentences.
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OBJECTIVE	L.8.1b.	Form and use verbs in the active and passive voice.
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OBJECTIVE	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>THEME</b>		<b>Language</b>
<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 25: Unit 8 Formal Essay Models, p. 241-252

**Mississippi College & Career Readiness Standards**

**Language Arts**

Grade 6 - Adopted: 2016

<b>THEME</b>		<b>Reading Informational Text</b>
<b>SUBJECT</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

<b>THEME</b>		<b>Writing</b>
<b>SUBJECT</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

OBJECTIVE	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, an cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.

<b>THEME</b>		<b>Writing</b>
<b>SUBJECT</b>		<b>Production and Distribution of Writing</b>
STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

STANDARD	W.6.5.	With some 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 6.)
THEME		Writing
SUBJECT		Research to Build and Present Knowledge
STANDARD	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STANDARD	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
THEME		Writing
SUBJECT		Range of Writing
STANDARD	W.6.10.	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.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
THEME		Language
SUBJECT		Conventions of Standard English
STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
THEME		Language

<b>SUBJECT</b>		<b>Knowledge of Language</b>
<b>STANDARD</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
<b>OBJECTIVE</b>	<b>L.6.3a.</b>	<b>Vary sentence patterns for meaning, reader/listener interest, and style.</b>

**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.6.6.</b>	<b>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b>

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 7 - Adopted: 2016

**THEME** **Writing**

<b>SUBJECT</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	<b>W.7.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

<b>OBJECTIVE</b>	<b>W.7.2a.</b>	<b>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</b>
<b>OBJECTIVE</b>	<b>W.7.2b.</b>	<b>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</b>
<b>OBJECTIVE</b>	<b>W.7.2c.</b>	<b>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</b>
<b>OBJECTIVE</b>	<b>W.7.2d.</b>	<b>Use precise language and domain-specific vocabulary to inform about or explain the topic.</b>
<b>OBJECTIVE</b>	<b>W.7.2f.</b>	<b>Provide a concluding statement or section that follows from and supports the information or explanation presented.</b>

**THEME** **Writing**

<b>SUBJECT</b>		<b>Production and Distribution of Writing</b>
<b>STANDARD</b>	<b>W.7.4.</b>	<b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined as standards 1-3 above.)</b>
<b>STANDARD</b>	<b>W.7.5.</b>	<b>With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)</b>

**THEME** **Writing**

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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#### THEME

#### Writing

SUBJECT		Range of Writing
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STANDARD	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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#### THEME

#### Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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OBJECTIVE	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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OBJECTIVE	SL.7.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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#### THEME

#### Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
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STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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#### THEME

#### Language

SUBJECT		Conventions of Standard English
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STANDARD	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
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OBJECTIVE	L.7.1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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#### THEME

#### Language

SUBJECT		Knowledge of Language
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STANDARD	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
THEME		Language
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 8 - Adopted: 2016

THEME		Writing
SUBJECT		Text Types and Purposes
STANDARD	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.
THEME		Writing
SUBJECT		Production and Distribution of Writing
STANDARD	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
THEME		Writing
SUBJECT		Research to Build and Present Knowledge

STANDARD	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
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STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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#### THEME

#### Writing

SUBJECT		Range of Writing
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STANDARD	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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#### THEME

#### Speaking and Listening

SUBJECT		Comprehension and Collaboration
STANDARD	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

OBJECTIVE	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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OBJECTIVE	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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#### THEME

#### Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
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STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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#### THEME

#### Language

SUBJECT		Conventions of Standard English
STANDARD	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

OBJECTIVE	L.8.1a.	Explain the function of verbal's (gerunds, participles, infinitives) in general and their function in particular sentences.
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OBJECTIVE	L.8.1b.	Form and use verbs in the active and passive voice.
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OBJECTIVE	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>THEME</b>		<b>Language</b>
<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 26: Unit 8 Formal Essay Models, p. 253-258

**Mississippi College & Career Readiness Standards**

**Language Arts**

Grade 6 - Adopted: 2016

<b>THEME</b>		<b>Writing</b>
<b>SUBJECT</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
OBJECTIVE	W.6.2a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, an cause/effect; include formatting (e.g., headings), graphic (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.6.2c.	Use appropriate transitions to clarify the relationships among ideas and concepts.
OBJECTIVE	W.6.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.6.2f.	Provide a concluding statement or section that follows from the information or explanation presented.

<b>THEME</b>		<b>Writing</b>
<b>SUBJECT</b>		<b>Production and Distribution of Writing</b>
STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.6.5.	With some 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 6.)

<b>THEME</b>		<b>Writing</b>
<b>SUBJECT</b>		<b>Research to Build and Present Knowledge</b>

STANDARD	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STANDARD	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
THEME		Writing
SUBJECT		Range of Writing
STANDARD	W.6.10.	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.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
THEME		Language
SUBJECT		Conventions of Standard English
STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
THEME		Language
SUBJECT		Knowledge of Language
STANDARD	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
THEME		Language

SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 7 - Adopted: 2016

#### THEME

#### Writing

SUBJECT		Text Types and Purposes
STANDARD	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.7.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.7.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.7.2c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.7.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.7.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

#### THEME

#### Writing

SUBJECT		Production and Distribution of Writing
STANDARD	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined as standards 1-3 above.)
STANDARD	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

#### THEME

#### Writing

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

#### THEME

#### Writing

SUBJECT		Range of Writing
STANDARD	W.7.10.	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.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

OBJECTIVE	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
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OBJECTIVE	SL.7.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
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#### THEME

#### Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
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STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
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#### THEME

#### Language

SUBJECT		Conventions of Standard English
STANDARD	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.

OBJECTIVE	L.7.1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
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#### THEME

#### Language

SUBJECT		Knowledge of Language
STANDARD	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
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#### THEME

#### Language

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Mississippi College & Career Readiness Standards

### Language Arts

Grade 8 - Adopted: 2016

THEME		Writing
SUBJECT		Text Types and Purposes
STANDARD	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

OBJECTIVE	W.8.2a.	Introduce a topic clearly, previewing what is to follow; organize ideas concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
OBJECTIVE	W.8.2c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
OBJECTIVE	W.8.2d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.
OBJECTIVE	W.8.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.

THEME		Writing
SUBJECT		Production and Distribution of Writing
STANDARD	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

THEME		Writing
SUBJECT		Research to Build and Present Knowledge
STANDARD	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**THEME****Writing**

SUBJECT		Range of Writing
STANDARD	W.8.10.	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.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
OBJECTIVE	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

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

SUBJECT		Presentation of Knowledge and Ideas
STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**THEME****Language**

SUBJECT		Conventions of Standard English
STANDARD	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.8.1a.	Explain the function of verbal's (gerunds, participles, infinitives) in general and their function in particular sentences.
OBJECTIVE	L.8.1b.	Form and use verbs in the active and passive voice.
OBJECTIVE	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.

**THEME****Language**

SUBJECT		Vocabulary Acquisition and Use
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STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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Lesson 27: Unit 9 Formal Critique and Response to Literature, p. 259-268

**Mississippi College & Career Readiness Standards**

**Language Arts**

**Grade 6 - Adopted: 2016**

<b>THEME</b>	<b>Reading Literature</b>	
<b>SUBJECT</b>		<b>Key Ideas and Details</b>

STANDARD	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text based upon this determination.
STANDARD	RL.6.3.	Describe how the plot of a literary text unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

<b>THEME</b>	<b>Reading Literature</b>	
<b>SUBJECT</b>		<b>Craft and Structure</b>

STANDARD	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
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<b>THEME</b>	<b>Reading Literature</b>	
<b>SUBJECT</b>		<b>Range of Reading and Level of Text Complexity</b>

STANDARD	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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<b>THEME</b>	<b>Writing</b>	
<b>SUBJECT</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

OBJECTIVE	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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<b>THEME</b>	<b>Writing</b>	
<b>SUBJECT</b>		<b>Production and Distribution of Writing</b>

STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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STANDARD	W.6.5.	With some 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 6.)
THEME		Writing
SUBJECT		Research to Build and Present Knowledge
STANDARD	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STANDARD	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
THEME		Writing
SUBJECT		Range of Writing
STANDARD	W.6.10.	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.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
THEME		Language
SUBJECT		Conventions of Standard English
STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
THEME		Language



<b>SUBJECT</b>		<b>Knowledge of Language</b>
<b>STANDARD</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

OBJECTIVE	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
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**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE	L.6.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence ) as a clue to the meaning of a word or phrase.
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OBJECTIVE	L.6.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
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STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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## Mississippi College & Career Readiness Standards

### Language Arts

Grade 7 - Adopted: 2016

**THEME** **Reading Literature**

<b>SUBJECT</b>		<b>Key Ideas and Details</b>
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STANDARD	RL.7.1.	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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STANDARD	RL.7.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.
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STANDARD	RL.7.3.	Analyze how particular elements of a literary text interact (e.g., how setting shapes the characters or plot).
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**THEME** **Reading Literature**

<b>SUBJECT</b>		<b>Range of Reading and Level of Text Complexity</b>
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STANDARD	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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**THEME** **Writing**

<b>SUBJECT</b>		<b>Text Types and Purposes</b>
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STANDARD	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.7.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
THEME		Writing
SUBJECT		Production and Distribution of Writing
STANDARD	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined as standards 1-3 above.)
STANDARD	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
THEME		Writing
SUBJECT		Research to Build and Present Knowledge
STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
THEME		Writing
SUBJECT		Range of Writing
STANDARD	W.7.10.	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.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
OBJECTIVE	SL.7.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
THEME		Speaking and Listening
SUBJECT		Presentation of Knowledge and Ideas

STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
THEME		Language
SUBJECT		Conventions of Standard English
STANDARD	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.7.1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
THEME		Language
SUBJECT		Knowledge of Language
STANDARD	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
THEME		Language
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.7.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.7.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
THEME		Language
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 8 - Adopted: 2016

THEME		Reading Literature
SUBJECT		Key Ideas and Details
STANDARD	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

STANDARD	RL.8.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.
THEME		Reading Literature
SUBJECT		Craft and Structure
STANDARD	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
THEME		Reading Literature
SUBJECT		Range of Reading and Level of Text Complexity
STANDARD	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
THEME		Writing
SUBJECT		Text Types and Purposes
STANDARD	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
THEME		Writing
SUBJECT		Production and Distribution of Writing
STANDARD	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
THEME		Writing
SUBJECT		Research to Build and Present Knowledge
STANDARD	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
THEME		Writing
SUBJECT		Range of Writing

STANDARD	W.8.10.	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.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
OBJECTIVE	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
THEME		Speaking and Listening
SUBJECT		Presentation of Knowledge and Ideas
STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
THEME		Language
SUBJECT		Conventions of Standard English
STANDARD	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.8.1a.	Explain the function of verbal's (gerunds, participles, infinitives) in general and their function in particular sentences.
OBJECTIVE	L.8.1b.	Form and use verbs in the active and passive voice.
OBJECTIVE	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
THEME		Language
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.8.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE	L.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>THEME</b>		<b>Language</b>
<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 28: Unit 9 Formal Critique and Response to Literature, p. 269-274

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 6 - Adopted: 2016

<b>THEME</b>		<b>Reading Literature</b>
<b>SUBJECT</b>		<b>Key Ideas and Details</b>
STANDARD	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text based upon this determination.

STANDARD	RL.6.3.	Describe how the plot of a literary text unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
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<b>THEME</b>		<b>Reading Literature</b>
<b>SUBJECT</b>		<b>Craft and Structure</b>
STANDARD	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

<b>THEME</b>		<b>Reading Literature</b>
<b>SUBJECT</b>		<b>Range of Reading and Level of Text Complexity</b>
STANDARD	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

<b>THEME</b>		<b>Writing</b>
<b>SUBJECT</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	<b>W.6.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
OBJECTIVE	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

<b>THEME</b>		<b>Writing</b>
<b>SUBJECT</b>		<b>Production and Distribution of Writing</b>

STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.6.5.	With some 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 6.)
THEME		Writing
SUBJECT		Research to Build and Present Knowledge
STANDARD	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STANDARD	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
THEME		Writing
SUBJECT		Range of Writing
STANDARD	W.6.10.	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.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
THEME		Language
SUBJECT		Conventions of Standard English
STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

OBJECTIVE	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
<b>THEME</b>	<b>Language</b>	
SUBJECT		Knowledge of Language
STANDARD	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

OBJECTIVE	L.6.3a.	Vary sentence patterns for meaning, reader/listener interest, and style.
<b>THEME</b>	<b>Language</b>	
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 7 - Adopted: 2016

<b>THEME</b>	<b>Reading Literature</b>	
SUBJECT		Key Ideas and Details
STANDARD	RL.7.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.

STANDARD	RL.7.3.	Analyze how particular elements of a literary text interact (e.g., how setting shapes the characters or plot).
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<b>THEME</b>	<b>Reading Literature</b>	
SUBJECT		Range of Reading and Level of Text Complexity
STANDARD	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

<b>THEME</b>	<b>Writing</b>	
SUBJECT		Text Types and Purposes
STANDARD	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

OBJECTIVE	W.7.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
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<b>THEME</b>	<b>Writing</b>	
SUBJECT		Production and Distribution of Writing



STANDARD	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined as standards 1-3 above.
STANDARD	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
THEME		Writing
SUBJECT		Research to Build and Present Knowledge
STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
THEME		Writing
SUBJECT		Range of Writing
STANDARD	W.7.10.	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.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
OBJECTIVE	SL.7.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
THEME		Speaking and Listening
SUBJECT		Presentation of Knowledge and Ideas
STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
THEME		Language
SUBJECT		Conventions of Standard English

STANDARD	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.7.1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
THEME		Language
SUBJECT		Knowledge of Language
STANDARD	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
THEME		Language
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 8 - Adopted: 2016

THEME		Reading Literature
SUBJECT		Range of Reading and Level of Text Complexity
STANDARD	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
THEME		Writing
SUBJECT		Text Types and Purposes
STANDARD	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
THEME		Writing
SUBJECT		Production and Distribution of Writing
STANDARD	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

## THEME

## Writing

SUBJECT		Research to Build and Present Knowledge
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STANDARD	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
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STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
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## THEME

## Writing

SUBJECT		Range of Writing
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STANDARD	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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## THEME

## Speaking and Listening

SUBJECT		Comprehension and Collaboration
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STANDARD	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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OBJECTIVE	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
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OBJECTIVE	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
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OBJECTIVE	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
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OBJECTIVE	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
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## THEME

## Speaking and Listening

SUBJECT		Presentation of Knowledge and Ideas
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STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
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## THEME

## Language

SUBJECT		Conventions of Standard English
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STANDARD	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
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OBJECTIVE	L.8.1a.	Explain the function of verbal's (gerunds, participles, infinitives) in general and their function in particular sentences.
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OBJECTIVE	L.8.1b.	Form and use verbs in the active and passive voice.
OBJECTIVE	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
<b>THEME</b>	<b>Language</b>	
<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 29: Unit 9 Formal Critique and Response to Literature, p. 275-284

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 6 - Adopted: 2016

<b>THEME</b>	<b>Reading Literature</b>	
<b>SUBJECT</b>		<b>Key Ideas and Details</b>
STANDARD	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text based upon this determination.
STANDARD	RL.6.3.	Describe how the plot of a literary text unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
<b>THEME</b>	<b>Reading Literature</b>	
<b>SUBJECT</b>		<b>Craft and Structure</b>
STANDARD	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
<b>THEME</b>	<b>Reading Literature</b>	
<b>SUBJECT</b>		<b>Range of Reading and Level of Text Complexity</b>
STANDARD	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
<b>THEME</b>	<b>Writing</b>	
<b>SUBJECT</b>		<b>Text Types and Purposes</b>
STANDARD	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.6.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**THEME** **Writing**

SUBJECT		Production and Distribution of Writing
STANDARD	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.6.5.	With some 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 6.)

**THEME** **Writing**

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STANDARD	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

**THEME** **Writing**

SUBJECT		Range of Writing
STANDARD	W.6.10.	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.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**THEME** **Language**

<b>SUBJECT</b>		<b>Knowledge of Language</b>
<b>STANDARD</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

OBJECTIVE      L.6.3a.      Vary sentence patterns for meaning, reader/listener interest, and style.

**THEME**      **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>L.6.4.</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</b>

OBJECTIVE      L.6.4a.      Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence ) as a clue to the meaning of a word or phrase.

OBJECTIVE      L.6.4d.      Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME**      **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
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STANDARD      L.6.6.      Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 7 - Adopted: 2016

**THEME**      **Reading Literature**

<b>SUBJECT</b>		<b>Key Ideas and Details</b>
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STANDARD      RL.7.1.      Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

STANDARD      RL.7.2.      Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.

STANDARD      RL.7.3.      Analyze how particular elements of a literary text interact (e.g., how setting shapes the characters or plot).

**THEME**      **Reading Literature**

<b>SUBJECT</b>		<b>Range of Reading and Level of Text Complexity</b>
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STANDARD      RL.7.10.      By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**THEME**      **Writing**

<b>SUBJECT</b>		<b>Text Types and Purposes</b>
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STANDARD	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.7.2b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
THEME		Writing
SUBJECT		Production and Distribution of Writing
STANDARD	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined as standards 1-3 above.)
STANDARD	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
THEME		Writing
SUBJECT		Research to Build and Present Knowledge
STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
THEME		Writing
SUBJECT		Range of Writing
STANDARD	W.7.10.	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.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
OBJECTIVE	SL.7.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
THEME		Speaking and Listening
SUBJECT		Presentation of Knowledge and Ideas

STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
THEME		Language
SUBJECT		Conventions of Standard English
STANDARD	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.7.1b.	Choose among simple, compound, complex, and compound–complex sentences to signal differing relationships among ideas.
THEME		Language
SUBJECT		Knowledge of Language
STANDARD	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
THEME		Language
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.7.4.	Determine or clarify the meaning of unknown and multiple–meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.7.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.7.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
THEME		Language
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.7.6.	Acquire and use accurately grade–appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 8 - Adopted: 2016

THEME		Reading Literature
SUBJECT		Key Ideas and Details
STANDARD	RL.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.



STANDARD	RL.8.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an accurate summary of the text based upon this analysis.
THEME		Reading Literature
SUBJECT		Craft and Structure
STANDARD	RL.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
THEME		Reading Literature
SUBJECT		Range of Reading and Level of Text Complexity
STANDARD	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
THEME		Writing
SUBJECT		Text Types and Purposes
STANDARD	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
THEME		Writing
SUBJECT		Production and Distribution of Writing
STANDARD	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
THEME		Writing
SUBJECT		Research to Build and Present Knowledge
STANDARD	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
THEME		Writing
SUBJECT		Range of Writing

STANDARD	W.8.10.	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.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
OBJECTIVE	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
THEME		Speaking and Listening
SUBJECT		Presentation of Knowledge and Ideas
STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
THEME		Language
SUBJECT		Conventions of Standard English
STANDARD	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.8.1a.	Explain the function of verbal's (gerunds, participles, infinitives) in general and their function in particular sentences.
OBJECTIVE	L.8.1b.	Form and use verbs in the active and passive voice.
THEME		Language
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	L.8.4a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	L.8.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME****Language****SUBJECT****Vocabulary Acquisition and Use****STANDARD**

L.8.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Lesson 30: Unit 9 Formal Critique and Response to Literature, p. 285-291

**Mississippi College & Career Readiness Standards**

**Language Arts**

Grade 6 - Adopted: 2016

**THEME****Reading Literature****SUBJECT****Key Ideas and Details****STANDARD**

RL.6.3.

Describe how the plot of a literary text unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**THEME****Reading Literature****SUBJECT****Craft and Structure****STANDARD**

RL.6.5.

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

**THEME****Reading Literature****SUBJECT****Range of Reading and Level of Text Complexity****STANDARD**

RL.6.10.

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**THEME****Writing****SUBJECT****Text Types and Purposes****STANDARD**

W.6.2.

**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

**OBJECTIVE**

W.6.2b.

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**THEME****Writing****SUBJECT****Production and Distribution of Writing****STANDARD**

W.6.4.

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

STANDARD	W.6.5.	With some 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 6.)
THEME		Writing
SUBJECT		Research to Build and Present Knowledge
STANDARD	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
STANDARD	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
THEME		Writing
SUBJECT		Range of Writing
STANDARD	W.6.10.	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.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.6.1a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.6.1b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.6.1c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
OBJECTIVE	SL.6.1d.	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
THEME		Language
SUBJECT		Conventions of Standard English
STANDARD	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.6.1d.	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
OBJECTIVE	L.6.1e.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
THEME		Language

<b>SUBJECT</b>		<b>Knowledge of Language</b>
<b>STANDARD</b>	<b>L.6.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

OBJECTIVE      L.6.3a.      Vary sentence patterns for meaning, reader/listener interest, and style.

**THEME**      **Language**

<b>SUBJECT</b>		<b>Vocabulary Acquisition and Use</b>
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STANDARD      L.6.6.      Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 7 - Adopted: 2016

**THEME**      **Reading Literature**

<b>SUBJECT</b>		<b>Key Ideas and Details</b>
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STANDARD      RL.7.3.      Analyze how particular elements of a literary text interact (e.g., how setting shapes the characters or plot).

**THEME**      **Reading Literature**

<b>SUBJECT</b>		<b>Range of Reading and Level of Text Complexity</b>
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STANDARD      RL.7.10.      By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**THEME**      **Writing**

<b>SUBJECT</b>		<b>Text Types and Purposes</b>
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**STANDARD**      **W.7.2.**      **Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

OBJECTIVE      W.7.2b.      Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**THEME**      **Writing**

<b>SUBJECT</b>		<b>Production and Distribution of Writing</b>
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STANDARD      W.7.4.      Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined as standards 1-3 above.

STANDARD      W.7.5.      With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

**THEME**      **Writing**

SUBJECT		Research to Build and Present Knowledge
STANDARD	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
THEME		Writing
SUBJECT		Range of Writing
STANDARD	W.7.10.	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.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.7.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.7.1b.	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.7.1c.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
OBJECTIVE	SL.7.1d.	Acknowledge new information expressed by others and, when warranted, modify their own views.
THEME		Speaking and Listening
SUBJECT		Presentation of Knowledge and Ideas
STANDARD	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
THEME		Language
SUBJECT		Conventions of Standard English
STANDARD	L.7.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.7.1b.	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
THEME		Language
SUBJECT		Knowledge of Language

STANDARD	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
OBJECTIVE	L.7.3a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
THEME		Language
SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 8 - Adopted: 2016

THEME		Reading Literature
SUBJECT		Range of Reading and Level of Text Complexity
STANDARD	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
THEME		Writing
SUBJECT		Text Types and Purposes
STANDARD	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
OBJECTIVE	W.8.2b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
THEME		Writing
SUBJECT		Production and Distribution of Writing
STANDARD	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)
THEME		Writing
SUBJECT		Research to Build and Present Knowledge
STANDARD	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

STANDARD	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
THEME		Writing
SUBJECT		Range of Writing
STANDARD	W.8.10.	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.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
OBJECTIVE	SL.8.1a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
OBJECTIVE	SL.8.1b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
OBJECTIVE	SL.8.1c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
OBJECTIVE	SL.8.1d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
THEME		Speaking and Listening
SUBJECT		Presentation of Knowledge and Ideas
STANDARD	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
THEME		Language
SUBJECT		Conventions of Standard English
STANDARD	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing (printing, cursive, or keyboarding) or speaking.
OBJECTIVE	L.8.1a.	Explain the function of verbal's (gerunds, participles, infinitives) in general and their function in particular sentences.
OBJECTIVE	L.8.1b.	Form and use verbs in the active and passive voice.
OBJECTIVE	L.8.1d.	Recognize and correct inappropriate shifts in verb voice and mood.
THEME		Language



SUBJECT		Vocabulary Acquisition and Use
STANDARD	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.