



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

2016
Mississippi
College- and Career-
Readiness Standards
for English Language
Arts

Effective Date: 2016-2017 School Year



2016 Mississippi College- and Career-Readiness Standards for English Language Arts

Carey M. Wright, Ed.D. State Superintendent of Education

Kim S. Benton, Ed.D. Chief Academic Officer

Jean Massey, Executive Director, Office of Secondary Education

Nathan Oakley, Ph.D., Executive Director, Office of Elementary Education and Reading

Trecina Green, Executive Director, Office of Professional Development

Wendy Clemmons, Bureau Director, Office of Secondary Education

Victoria Johnson, Office Director, English/Language Arts

Mississippi Department of Education

Post Office Box 771

Jackson, Mississippi

39205-0771

Office of Elementary Education and Reading

Office of Secondary Education

www.mde.k12.ms.us/ese

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Mississippi Department of Education

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Dr. Susan Lee

Virginia Leonard

Candy Mize

Genevieve Roman

Dr. Angela Rutherford

Cheryl Thomas

Rashunda Young

Mississippi University for Women

Lamar County School District

Gulfport School District

Lincoln County School District

Mississippi Community College Board

DeSoto County School District

Mississippi Institute of Higher Learning

East Mississippi Community College

Oxford School District

Lamar County School District

University of Mississippi

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Lisa McDonald	Petal School District
Kelleigh McLeod	Clinton Public School District
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Kelleigh Reynolds	Biloxi Public School District
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Melissa Sundberg	Ocean Springs School District
Penny Temples	Lumberton Public School District
Jennifer Valentine	Jones County School District
Tammy Whitney	Neshoba County School District
Trudy Cook, Lead PDC	University of Mississippi/MDE
Dana Danis, PDC	University of Mississippi/MDE
Jill Hoda	MDE/Office of Elementary Education and Reading
Felicia Jackson-Stewart	University of Mississippi/MDE
Victoria Johnson	MDE/Office of Secondary Education

Introduction

Mission Statement

The Mississippi Department of Education is dedicated to student success including the improvement of student achievement in English Language Arts in order to produce citizens who are capable of making complex decisions, solving complex problems, and communicating fluently in a global society. The Mississippi College- and Career-Readiness Standards provide a consistent, clear understanding of what students are expected to know and be able to do by the end of each grade level or course. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers and to compete in the global economy.

Purpose

The primary purpose of the 2016 Mississippi College- and Career-Readiness Standards is to provide a basis for curriculum development for Grades K-12 English Language Arts teachers in Mississippi. This document provides an outline of what students should know and be able to do by the end of each grade level in preparation for college and career. The primary purpose of this document is to provide a basis for curriculum development for K-12 English Language Arts teachers, outlining what students should know and be able to do by the end of each grade level and course. Mississippi-specific courses that were revised to align with the Mississippi College- and Career-Readiness Standards include Survey of African American Writing, Creative Writing, Debate, Foundations of Journalism, Broadcast Journalism, Print Journalism, Mississippi Writers, Oral Communication, Technical and Workplace Writing, Survey of Twentieth Century Writing, and World Literature. The new Southern Regional Education Board (SREB) Literacy Ready course is included as a transition to college English course.

Organization of the 2016 Mississippi College- and Career-Readiness Standards

The 2016 Mississippi College- and Career-Readiness Standards are divided into 6 sections. The first section includes an introduction to the document, an overview of the Mississippi College- and Career-Readiness Standards for English Language Arts. The second section includes the MS CCRS for ELA for kindergarten through second grade. The third section includes the MS CCRS for ELA for grades 3-5. The fourth section includes the MS CCRS for ELA, including Literacy in Social Studies, Science, and Technical Subjects. The final section includes the Mississippi Specific High School ELA electives, Advanced Placement courses, and the SREB Bridge Course.

Implementation

The required year for the implementation of the 2016 Mississippi College- and Career-Readiness Standards is school year 2016-2017.



Mississippi College- and Career-Readiness Standards (MS CCRS) for English Language Arts Overview

Mississippi College- and Career-Readiness Standards (MS CCRS) for English Language Arts

OVERVIEW

The Mississippi College- and Career-Readiness Standards (MS CCRS) for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (“the Standards”) are the culmination of an extended, broad-based effort to fulfill the charge to create next generation K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.

As a natural outgrowth of meeting the charge to define college and career readiness, the Standards also lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

Key Design Considerations

Mississippi College- and Career-Readiness and Grade-Specific Standards

The Mississippi College- and Career-Readiness (MS CCRS) standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The MS CCRS and high school (grades 9–12) standards work in tandem to define the college and career readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college and career readiness assessments.

Students advancing through the grades are expected to meet each year’s grade specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the MS CCRS standards.

Grade Levels for K–8; Grade Bands for 9–10 and 11–12

The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year bands in grades 9–12 to allow flexibility in high school course design.

A Focus on Results Rather than Means

By emphasizing required achievements, the Standards leave room for school districts to determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

An Integrated Model of Literacy

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, Writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.

Research and Media Skills Blended into the Standards as a Whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to

conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and non-print texts in media forms old and new. Research, media skills, and understandings are embedded throughout the Standards rather than treated in a separate section.

Shared Responsibility for Students' Literacy Development

The Standards insist that instruction in reading, writing, speaking, listening, and language be a shared responsibility within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K–12 schools and comparatively little scaffolding.

The Standards are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

Strategies for Content Area Reading

Though strategies utilized in reading and language arts classes provide the framework that students need to comprehend content-specific texts, students must also be equipped with transferable skills and strategies that can be used across grade levels and curricula. The following are suggestions for content area reading that can be incorporated in all classrooms.

Suggestions for Teaching Content-Specific Vocabulary and Facilitating Comprehension

- Establish goals and purposes for reading.
- Plan pre-reading activities that allow students to develop prerequisite knowledge and vocabulary about content-specific topics. Activities may include reading materials, videos, websites, and field trips.
- Plan post-reading activities that allow students to demonstrate mastery of skills and concepts through visual, kinesthetic, oral, and/or written products. Comprehension is often aided when linked to the creation of a product.
- Create mental or visual images associated with technical vocabulary words.
- Link new vocabulary with background knowledge.

- Focus on the semantic relationships of new and familiar words.
- Use synonyms, antonyms, and dictionary definitions to understand the meaning of specialized and technical vocabulary.
- Analyze the structure of new words (affixes, compound words, etc.) to determine word meaning.
- Maintain word banks and word walls for new words (**Note:** Word banks and word walls should be interactive; students must regularly interact with words banks and word walls to fully expand their vocabulary and analyze how words and concepts aid in reading comprehension).
- Use semantic gradients (vocabulary continuums) to illustrate a continuum of words by degree. Semantic gradients often feature antonyms or opposites on each end of the continuum. This strategy broadens students’ knowledge of related and opposite words.
- Develop activities that allow students to work collaboratively to figure out the meaning of new words.
- Encourage students to generate and ask questions of texts.
- Design activities that allow students to make inferences, predict, summarize, and visualize concepts.
- Examine physical features of texts, such as different kinds of text features, including typeface, headings, and subheadings.

Many of the suggested strategies (e.g., prediction, summarizing, analyzing text features) must be directly taught (explicit instruction) and practiced, while other strategies (e.g., creating visual or mental images) can be components of incidental (implicit) instruction.

Additionally, students must engage in reading, writing, speaking, and listening activities that are authentic and content-specific. Textbooks and discipline-specific texts, such as primary and secondary source documents, articles, tables, and graphs, must be cornerstones in social studies, science, and technical subjects to aid students in using reading strategies that are discipline-specific.

(Adapted from *Research-Based Content Area Reading Instruction*, Texas Reading Initiative, *Guidance for Literacy in the Content Areas*, Engage NY, and *Vocabulary Filters: A Framework for Choosing Which Words to Teach*)

Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. (2008). *Reading framework for the 2009 National Assessment of Educational Progress*. Washington, DC: U.S. Government Printing Office.

The Standards aim to align instruction with this framework so that many more students than at present can meet the requirements of college and career readiness. In K–5, the Standards follow NAEP’s lead in balancing the reading of literature with the reading of informational texts, including texts in history/social studies, science, and technical subjects. In accord with NAEP’s growing emphasis on informational texts in the higher grades, the Standards demand that a significant amount of reading of informational texts take place in and outside the ELA classroom. Fulfilling the Standards for 6–12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes if the NAEP assessment framework is to be matched instructionally.¹ To measure students’ growth toward college and career readiness, assessments aligned with the Standards should adhere to the distribution of texts across grades cited in the NAEP framework.

Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework

Grade	To Persuade	To Explain	To Convey Experience
4	30%	35%	35%
8	35%	35%	30%
12	40%	40%	20%

Source: National Assessment Governing Board. (2007). *Writing framework for the 2011 National Assessment of Educational Progress, pre-publication edition*. Iowa City, IA: ACT, Inc.

NAEP likewise outlines a distribution across the grades of the core purposes and types of student writing. The 2011 NAEP framework, like the Standards, cultivates the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. Evidence concerning the demands of college and career readiness gathered during development of the Standards concurs with NAEP’s shifting emphases: standards for grades 9–12 describe writing in all three forms, but, consistent with NAEP, the overwhelming focus of writing throughout high school should be on arguments and informative/explanatory texts.²

It follows that writing assessments aligned with the Standards should adhere to the distribution of writing purposes across grades outlined by NAEP.

Focus and Coherence in Instruction and Assessment

While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often,

¹The percentages on the table reflect the sum of student reading, not just reading in ELA settings. Teachers of senior English classes, for example, are not required to devote 70 percent of reading to informational texts. Rather, 70 percent of student reading across the grade should be informational.

²As with reading, the percentages in the table reflect the sum of student writing, not just writing in ELA settings.

several standards can be addressed by a single rich task. For example, when editing writing, students address Writing standard 5 (“Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach”) as well as Language standards 1–3 (which deal with conventions of Standard English and knowledge of language). When drawing evidence from literary and informational texts per Writing Standard 9, students are also demonstrating their comprehension skill in relation to specific standards in Reading. When discussing something they have read or written, students are also demonstrating their speaking and listening skills. The CCR anchor standards themselves provide another source of focus and coherence.

The same ten CCR anchor standards for Reading apply to both literary and informational texts, including texts in history/social studies, science, and technical subjects. The ten CCR anchor standards for Writing cover numerous text types and subject areas. This means that students can develop mutually reinforcing skills and exhibit mastery.

Students Who are College- and Career-Ready

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker’s key points, request clarification, and ask relevant questions. They build on others’ ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of Standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know

that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author’s or speaker’s assumptions and premises and assess the veracity of claims and the soundness of reasoning.

They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others’ use of evidence.

They use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

Overall Organization of the Standards for English Language Arts

The Standards comprise three main sections: a comprehensive K–5 section and two content area–specific sections for grades 6–12, one for ELA and one for history/social studies, science, and technical subjects.

Each section is divided into strands. K–5 and 6–12 ELA have Reading, Writing, Speaking and Listening, and Language strands; the 6–12 history/ social studies, science, and technical subjects section focuses on Reading and Writing. Each strand is headed by a strand-specific set of College- and Career-Readiness Anchor Standards that is identical across all grades and content areas.

Standards for each grade within K–8 and for grades 9–10 and 11–12 follow the CCR anchor standards in each strand. Each grade-specific standard (as these standards are collectively referred to) corresponds to the same-numbered CCR anchor standard. Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader MS CCRS statement into grade-appropriate end-of-year expectations.

Individual CCR anchor standards can be identified by their strand, CCR status, and number (R.CCR.6, for example). Individual grade-specific standards can be identified by their strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3 and W.5.1a stands for Writing, grade 5, standard 1a. Strand designations can be found in brackets alongside the full strand title.

Who is responsible for which portion of the Standard?

A single K–5 section lists standards for reading, writing, speaking, listening, and language across the curriculum. Grades 6–12 are covered in two content area-specific sections, the first for the English language arts teacher and the second for teachers of history/social studies, science, and technical subjects. Each section uses the same CCR anchor standards but also includes grade-specific standards tuned to the literacy requirements of the particular discipline(s).

Key Features of the Standards

Reading: Text complexity and the growth of comprehension

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

The following link provides a rubric for determining text complexity of informational texts:

<http://www.mde.k12.ms.us/docs/secondary-education/qualitative-rubrics-for-measuring-text-complexity-informational-and-literary.pdf?sfvrsn=2>

The following link provides a rubric for determining text complexity of literature:

<http://www.mde.k12.ms.us/docs/secondary-education/qualitative-rubrics-for-measuring-text-complexity-informational-and-literary.pdf?sfvrsn=2>

Writing: Text types, responding to reading, and research

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments,

informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

Speaking and Listening: Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

Language: Conventions, effective use, and vocabulary

The Language standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.



College- and Career- Readiness Anchor Standards

College- and Career-Readiness Anchor Standards

COLLEGE- AND CAREER-READINESS STANDARDS: READING

The K–12 standards define what students should understand and be able to do by the end of each grade. The standards correspond to the College- and Career-Readiness (CCR) anchor standards below by number. The MS CCRS and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details	
CCR.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCR.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCR.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
Craft and Structure	
CCR.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CCR.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
CCR.R.6	Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas	
CCR.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CCR.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
CCR.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Range of Reading and Level of Text Complexity	
CCR.R.10	Read and comprehend complex literary and informational texts independently and proficiently.

Note on range and content of student reading:

To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students also acquire the habits of reading independently and closely, which are essential to their future success.

COLLEGE- AND CAREER-READINESS STANDARDS: WRITING

Text Types and Purposes³	
CCR.W.1	Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
CCR.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CCR.W.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
Production and Distribution of Writing	
CCR.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCR.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCR.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
Research to Build and Present Knowledge	
CCR.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
CCR.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CCR.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Range of Writing	
CCR.W.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 tasks, purposes, and audiences.

Note on range and content of student writing:

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

³ These broad types of writing include many subgenres.

COLLEGE- AND CAREER-READINESS STANDARDS: SPEAKING AND LISTENING

Comprehension and Collaboration	
CCR.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
CCR.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CCR.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
Presentation of Knowledge and Ideas	
CCR.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CCR.SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
CCR.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening:

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

COLLEGE- AND CAREER-READINESS STANDARDS: LANGUAGE

Conventions of Standard English	
CCR.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCR.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language	
CCR.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
Vocabulary Acquisition and Use	
CCR.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
CCR.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCR.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language usage:

To build a foundation for college and career readiness in language, students must gain control over many conventions of Standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.



Mississippi College- and Career- Readiness Standards for English Scaffolding Document

Overview of the MS CCRS Scaffolding Document

Purpose

The primary purpose of the 2016 Mississippi College- and Career-Readiness Standards Scaffolding Document is to provide teachers with a deeper understanding of the Standards as they plan for classroom instruction. Based on the 2016 Mississippi College- and Career-Readiness Standards, this document provides a close analysis of the requirements for student mastery. Because of the rigor and depth of the Standards, scaffolding instruction to meet the needs of all learners is essential to individual success. The Scaffolding Document will aid teachers' understanding of how to teach the Standards through a natural progression of student mastery.

Organization of the 2016 Mississippi College- and Career-Standards Scaffolding Document

The 2016 Mississippi College- and Career-Readiness Standards Scaffolding Document is divided by grade level. Within each grade level, the Scaffolding Document is separated into the four strands identified in the Mississippi College- and Career-Readiness Standards for English Language Arts: Reading, Writing, Speaking and Listening, and Language.

Each standard is then broken down into three categories: Prerequisite Knowledge, Conceptual Understanding, and Evidence of Knowledge. The Prerequisite Knowledge column lists the skills that students should have mastered in previous grades in order to work towards mastery of the grade-specific standard. In other words, this column details what a student needs to KNOW before mastering the grade-specific standard. The Conceptual Understanding column explains the deeper understanding of concepts, not actions or skills, which are required for mastery of the grade specific standard. In other words, this column explains what a student needs to UNDERSTAND before mastering the grade-specific standard. The last column, Evidence of Knowledge, explains what student mastery looks like, including what work a student produces to exhibit mastery of the grade-specific standard. In other words, this column describes what a student needs to DO to show mastery of the grade-specific standard.

Finally, key terms are included for each standard. These key terms include the ideas, concepts, and verbs that are necessary for mastery of the standard.

A link to the scaffolding document can be found on the last page of each grade level's standards. The scaffolding documents for all grades may be accessed here:

<http://www.mde.k12.ms.us/ESE/ccr>



MS CCRS for English Language Arts Grades K-2

Kindergarten

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Reading Literature	
Key Ideas and Details	
RL.K.1	With prompting and support, ask and answer questions about key details in a text.
RL.K.2	With prompting and support, retell familiar stories, including key details.
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
Craft and Structure	
RL.K.4	Ask and answer questions about unknown words in a text.
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
Integration of Knowledge and Ideas	
RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RL.K.8	Not applicable to literature.
RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
Range of Reading and Level of Text Complexity	
RL.K.10	Actively engage in group reading activities with purpose and understanding.

Kindergarten

Reading Informational Text	
Key Ideas and Details	
RI.K.1	With prompting and support, ask and answer questions about key details in a text.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
Craft and Structure	
RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.
RI.K.5	Identify the front cover, back cover, and title page of a book.
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
Integration of Knowledge and Ideas	
RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Range of Reading and Level of Text Complexity	
RI.K.10	Actively engage in group reading activities with purpose and understanding.

Kindergarten

These standards are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

Reading Foundational Skills	
Print Concepts	
RF.K.1	Demonstrate understanding of the organization and basic features of print.
RF.K.1a	Follow words from left to right, top to bottom, and page by page.
RF.K.1b	Recognize that spoken words are represented in written language by specific sequences of letters.
RF.K.1c	Understand that words are separated by spaces in print.
RF.K.1d	Recognize and name all upper- and lowercase letters of the alphabet.
Phonological Awareness	
RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.K.2a	Recognize and produce rhyming words.
RF.K.2b	Count, pronounce, blend, and segment syllables in spoken words.
RF.K.2c	Blend and segment onsets and rimes of single-syllable spoken words.
RF.K.2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. ¹ (This does not include CVCs ending with /l/, /r/, or /x/.)
RF.K.2e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
Phonics and Word Recognition	
RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.
RF.K.3a	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
RF.K.3b	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

Kindergarten

RF.K.3c	Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).
RF.K.3d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
Fluency	
RF.K.4	Read emergent-reader texts with purpose and understanding.

Kindergarten

The following standards for Kindergarten offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves.

Writing	
Text Types and Purposes	
W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).
W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
Production and Distribution of Writing	
W.K.4	Begins in grade 3.
W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
Research to Build and Present Knowledge	
W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
W.K.9	Begins in grade 4.
Range of Writing	
W.K.10	Begins in grade 3.

Kindergarten

The following standards for Kindergarten offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Speaking and Listening	
Comprehension and Collaboration	
SL.K.1	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.
SL.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
SL.K.1b	Continue a conversation through multiple exchanges.
SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Presentation of Knowledge and Ideas	
SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

Kindergarten

The following standards for grades Kindergarten offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Language	
Conventions of Standard English	
L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing (printing or keyboarding) or speaking.
L.K.1a	Print many upper- and lowercase letters.
L.K.1b	Use frequently occurring nouns and verbs.
L.K.1c	Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).
L.K.1d	Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).
L.K.1e	Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).
L.K.1f	Produce and expand complete sentences in shared language activities.
L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.K.2a	Capitalize the first word in a sentence and the pronoun <i>I</i> .
L.K.2b	Recognize and name end punctuation.
L.K.2c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
L.K.2d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
Knowledge of Language	
L.K.3	Begins in grade 2.
Vocabulary Acquisition and Use	
L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
L.K.4a	Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).
L.K.4b	Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.
L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.
L.K.5a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
L.K.5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

Kindergarten

L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
L.K.5d	Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.
L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Scaffolding Document

The primary purpose of the 2016 Mississippi College- and Career-Readiness Standards Scaffolding Document is to provide teachers with a deeper understanding of the Standards as they plan for classroom instruction. Based on the 2016 Mississippi College- and Career-Readiness Standards, this document provides a close analysis of the requirements for student mastery. Because of the rigor and depth of the Standards, scaffolding instruction to meet the needs of all learners is essential to individual success. The Scaffolding Document will aid teachers’ understanding of how to teach the Standards through a natural progression of student mastery.

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