Jones County School District

Literacy/Math Assessment Program with Diagnostic, Intervention, and Supplemental Resources RFP #0616232

Due: June 16, 2023 at 1:00 PM

Submitted electronically to:
www.centralbidding.com
Attn: Dr. Missy Bufkin, Director of Federal Programs

Submitted by:
Curriculum Associates, LLC
153 Rangeway Road, North Billerica, MA 01862

Contact:
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Curriculum Associates®

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Curriculum Associates®

June 16, 2023

Jones County School District
Attn: Dr. Missy Bufkin, Director of Federal Programs
5204 Hwy 11 North
Ellisville, MS 39437

RE: Bid # 0616232, Literacy/Math Assessment Program with Diagnostic, Intervention, and Supplemental Resources

Dear Dr. Bufkin,

Jones County School District (JCSD) is seeking a screener and diagnostic assessment program that includes learning paths for students and teacher resources, all aligned/correlated to the Mississippi College and career Readiness Standards (MCCRS). This proposed fully web-based solution will support JCSD's vision to see JCSD "is a top-rated, student-centered community of learning excellence."[1]

To meet the needs denoted in the RFP, Curriculum Associates, LLC (Curriculum Associates) proposes our research-based, award-winning, and classroom-proven ***i-Ready® Assessment and Personalized Instruction* (*i-Ready*)** for English Language Arts (ELA)/reading with the cost-optional Mississippi *Teacher Toolbox*. This web-based solution will support JCSD's need for early literacy and dyslexia assessments and personalized reading and mathematics instruction.

i-Ready first helps teachers **pinpoint** areas **where students need instruction** through *i-Ready Assessment's* suite of computer-adaptive assessments, which are easy to administer, designed to engage students so that they do their best. ***i-Ready* assessments are also aligned to Mississippi College- and Career-Readiness Standards (MCCRS) and include items similar to those students experience on the Mississippi Academic Assessment Program (MAAP).**

i-Ready Assessment for reading includes a range of assessment, progress monitoring, instruction, and reporting resources:

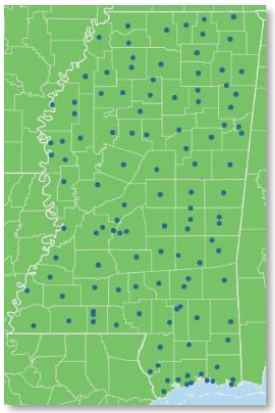
- The computer-adaptive ***i-Ready Diagnostic* (K–12) on the Mississippi Department of Education approved list of universal reading screeners** —the heart of the *i-Ready Assessment* suite—measures a student's reading performance and reports multiple types of scores to present a well-rounded view of each student's proficiency levels. It gives educators the criterion-referenced **and normative data** they need to help ensure students have challenging, yet attainable, goals.
- ***i-Ready Growth Monitoring* (K–8)** is used to monitor the progress of students between administrations of the *Diagnostic* to determine if students are on track to meet annual growth targets.
- ***i-Ready Standards Mastery* (2–8)** provides flexible, user-controlled assessments that allow for targeted evaluation of specific grade-level MCCRS.

[1] Retrieved from Jones County School District's *Strategic Plan,* 6.5.2023: *https://drive.google.com/file/d/1ze9bhBdapx0cG76FrsegJbpP_8qGbd6l/view*

- ***i-Ready Assessment of*** Spanish ***Reading*** **(K–6**) is a digital assessment of a student's reading proficiency in Spanish.
- Offline tasks for early literacy—***i-Ready Literacy Tasks*** **(K–6**) and ***i-Ready Dyslexia Screener*** **(K–3), also on the Mississippi Department of Education approved list of universal reading screeners**—supplement *Diagnostic* data to provide a complete picture of students' reading performance.
- **Tools for Instruction (K–8)** are short, targeted resources for teacher-led instruction that are tied directly to students' skills gaps and needs, based on performance on the *Diagnostic*.
- **Tools for Scaffolding Comprehension (3–8)** help educators teach critical skills for grade-level reading instruction and position students to participate in grade-level content.
- Intuitive, actionable reports (K–12) provide in-depth insight into student strengths and needs for additional support and also provide robust instructional guidance. *i-Ready*'s data- and graphic-rich reports (available at student-, class-, school-, and district-levels) present results in terms of placement levels, normed scores, growth targets, and more.

i-Ready Personalized Instruction **(K–8)** prescribes an individualized plan for instruction based on each student's performance. Because instruction is based on the results of their reading *Diagnostic*, *Personalized Instruction's* online lessons meet students where they are in their learning journey, encouraging them along the way.

Teacher Toolbox offers Mississippi educators an extensive digital collection of K–8 instructional resources to support mathematics and ELA/writing instruction and intervention.



At Curriculum Associates, we want to inspire educators through valid and reliable data and targeted instructional resources that truly yield learning gains. More than 11.5 million U.S. students are using *i-Ready*—**including more than 190,000 students across 100 districts in Mississippi**. With *i-Ready*, teachers are assessing less and knowing more, while students are more engaged in their learning and feeling empowered to grow. We are confident that our proposed ELA/literacy/reading solution—backed by our comprehensive support and training—will help ensure JCSD students and staff receive the resources and support they need to succeed.

This proposal is valid until December 31, 2023; please see the following page for clarifications and exceptions to the District's terms and conditions. For additional information about our proposal or to arrange a presentation, please contact Erin Rush, Associate Vice President of Bids and Proposals, by phone at 614.721.9573 or by email at RFPs@cainc.com. On behalf of Curriculum Associates, thank you for your review and consideration of our submission.

Sincerely,

Emily McCann
Senior VP, Marketing
Curriculum Associates, LLC

Exceptions and Clarifications

Curriculum Associates submits the following exceptions and clarifications to provide transparency as it relates to our understanding of the RFP and associated terms and conditions. We look forward to working collaboratively with the Jones County School District to find solutions as may be required, and to create solutions that are amenable to both parties.

1. Section 5 – Schedule (pages 3-4)

   Curriculum Associates wishes to clarify that any renewals beyond the initial one-year term will be at Curriculum Associates' then-current pricing.

2. Section 7 – Minimum Eligibility Requirements and Contract Award (page 4)

   Curriculum Associates requests that it have an opportunity to renew and negotiate, as may be necessary, any terms/agreement and any addendum set forth by the school district's school board attorney, to achieve a mutually satisfactory contract.

Tab I: Executive Summary

Jones County School District's Needs

To uniquely meet Jones County School District's (JCSD) need for a research-based and proven assessment and instruction solution aligned with the Mississippi College and Career Readiness Standards (MCCRS), Curriculum Associates, LLC (Curriculum Associates) proposes the use of our suite of assessment and instructional solutions.

Adaptive Assessment and Personalized Instruction to Meet JCSD's Needs

Based on this request, Curriculum Associates is confident that our solution not only meets this need but also aligns with JCSD's belief that, "All students should receive quality instruction daily in every class."[2] Our combination of ***i-Ready® Assessment*** (K–8) and ***i-Ready Personalized Instruction*** (K–8) shall meet all mandatory requirements set forth in the request and will do so with precision. Coupled with our **New User Professional Development**, our solutions, including the Mississippi ***Teacher Toolbox*** (cost-optional, proposed K–8), will increase the great work already happening across the district. *i-Ready Assessment's* suite provides credible, precise, and actionable data and instruction, constantly striving for grade-level achievement—and more.

i-Ready Assessment and Personalized Instruction

Designed and developed to meet the rigor of today's college- and career-ready standards, Curriculum Associates' award-winning *i-Ready Assessment and Personalized Instruction* for reading and mathematics combines a valid and reliable assessment suite with instructional resources targeted to each child's specific academic needs. Decision-making at the student, group, class, school, and district levels is explicitly driven by comprehensive, actionable reports—helping educators *assess less and know more*.

Our approach provides a complete, accurate and **precise** picture of student performance and combines a research-based online assessment platform with numerous data-driven instructional paths, offering the holistic ability to address major assessment needs through formative assessment, growth monitoring, and standards mastery. Every piece of data informs instruction, and we designed *i-Ready* to be easily consumable and actionable for educators with varying levels of experience.

[2] Retrieved from Jones County School District's *Strategic Plan,* 6.5.2023: *https://drive.google.com/file/d/1ze9bhBdapx0cG76FrsegJbpP_8qGbd6l/view*

Teacher Toolbox (cost-optional)

The (cost-optional) *Teacher Toolbox* offers educators an extensive digital collection of K–8 instructional resources aligned to MCCRS to support supplemental materials for ELA/writing and mathematics instruction. With the *Teacher Toolbox*, teachers can quickly find lessons and resources to provide on-level instruction while also differentiating instruction to meet the unique needs of small groups and individual students.

Regardless of the elementary or middle school grade they teach, educators can access the full range of resources for all grade levels, thereby supporting students performing on, below, or above grade level. The *Teacher Toolbox* also provides (cost-optional) online access (via *i-Ready*) to digital versions of *Ready Mississippi Mathematics*, *Ready Mississippi Reading,* and *Ready Mississippi Writing* resources making it easy for teachers to focus on particular skills, reteach skills that students may not have mastered, or provide challenge for students who are ready for more.

Professional Development

Curriculum Associates' diverse array of Professional Development offerings meet educators where they are and address their specific concerns and requests. Our research-driven approach is based on effective adult learning theory and is delivered by our talented facilitators multiple times over the course of the school year. We propose our New User Professional Development for JCSD, to include tailored support for educators across the district, as well as data-driven best practices for leaders looking to get the most from this program.

For those looking to learn asynchronously, several online vehicles will continue to be available to JCSD users 24/7, including Online Educator Learning, *i-Ready Central*, and Collaborative Learning Extensions (CLEs). These resources can help to supplement online sessions and ensure JCSD staff always have access to necessary information and trainings.

Tab II: Services Specifications

Assesses as a Screening Instrument for Prek-8 Grades for Reading and Math

i-Ready assessments screen for many concepts to determine eligibility for intervention across all three tiers of instruction, and the suite offers JCSD educators multiple types of assessments, which vary by grade, including:

- The adaptive *Diagnostic*, which can be administered three times per school year (K–8). The *Diagnostic* can serve as a screener or standards benchmarking assessment.
- *i-Ready* can be used to evaluate students for potential dyslexia risk factors using key aspects of *i-Ready Diagnostic* and *i-Ready Literacy Tasks.*
- Adaptive *Growth Monitoring* assessments (K–8). These assessments let educators monitor student progress. These assessments are designed for monthly administration.
- *i-Ready Standards Mastery* fixed-form assessments (2–8). Teachers can administer these assessments, as needed, to assess student performance on the standards they have included in recent instruction.

i-Ready Diagnostic

The adaptive *i-Ready Diagnostic* provides a customized evaluation of each student to track growth and performance consistently and continuously over the student's entire K–12 career. The *Diagnostic* accurately identifies each student's overall and sub-skill needs by domain, providing a valid and reliable measure of student growth.

i-Ready Diagnostic occurs entirely online. The *Diagnostic's* adaptive algorithm automatically selects from thousands of multiple choice and technology-enhanced items to get to the core of each student's strengths and challenges. As a student answers questions correctly or incorrectly, the test adjusts up or down, with questions of varying difficulty, until the assessment pinpoints which skills have been mastered and which need additional work. By dynamically adapting based on student response patterns, the *Diagnostic* derives large amounts of information from a focused number of test items, accurately and efficiently pinpoints students' needs, and helps teachers understand the root causes behind student challenges.

The *Diagnostic* for reading assesses the following domains:

- Foundational Skills: Phonological Awareness, Phonics, and High-Frequency Words
- Vocabulary
- Comprehension: Informational Text
- Comprehension: Literature

***i-Ready Diagnostic* and *i-Ready Literacy Tasks* (K-12, proposed K—8) is on the Mississippi Department of Education approved list of universal reading screeners** (https://www.mdek12.org/OSA/USDA).

Used together, *i-Ready Diagnostic* and *i-Ready Literacy Tasks* provide effective universal literacy screening that can identify students who may require additional support in reading.

- ***i-Ready Diagnostic***, the core component of *i-Ready Assessment*, provides teachers with an overall picture of each student's reading performance relating to their grade level and national norms. A computer-adaptive assessment, the *Diagnostic* evaluates key skills in phonological awareness, phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding skills, word recognition, and spelling and encoding (through the phonological awareness, phonics, and high-frequency words domains).
- ***i-Ready Literacy Tasks*** allow for more targeted understanding of reading skills of students who may need further evaluation. The tasks provide educators with tools to observe, quantify, and record student reading behaviors. Literacy Tasks include research-based rapid automatized naming and foundational literacy and fluency tasks that are administered one-on-one.

Table 1 provides details on the reading domains and skills assessed for grades K–3.

i-Ready Diagnostic (K–12) and *i-Ready Personalized Instruction* (K–8)

The reading domains and sub-skills measured by *i-Ready Diagnostic* and taught by *i-Ready Personalized Instruction* are listed in Table 1.

Table 1. Reading Skills Assessed in *i-Ready Diagnostic* (K–12) and Taught in *i-Ready Personalized Instruction* (K–8)

Grades K–2	Grades 3–5	Grades 6–8
Foundational Skills		
Phonological Awareness (Gr. K–1) • Rhyme Recognition • Syllable Blending and Segmenting • Onset and Rime Blending and Segmenting • Phoneme Identification, Isolation, and Pronunciation • Phoneme Blending and Segmentation • Phoneme Addition and Substitution **Phonics** • Alphabetic Knowledge • Letter Recognition • Letter–Sound Correspondence	**Phonics (Gr. 3)** • Decoding and Encoding Multi-Syllable Words including with Affixes • Decoding/Encoding Multi-Syllable Words with Vowel Variants, Vowel Pairs, and Schwa Sounds • Identifying Syllable Sounds and Patterns • Decoding Irregularly Spelled Words	N/A

Table 1. Reading Skills Assessed in *i-Ready Diagnostic* (K–12) and Taught in *i-Ready Personalized Instruction* (K–8)		
Grades K–2	**Grades 3–5**	**Grades 6–8**
• Sound-Spellings • Short and Long Vowels • R-Controlled Vowels • Digraphs and Diphthongs • Vowel Patterns • Silent Letters • Decoding and Encoding One-Syllable Words • Sound-by-Sound Blending • Beginning and Ending Blends • Decoding and Encoding Multi-Syllable Words including with Affixes **High-Frequency Words** • Words from Zeno, Dolch, and Fry lists		
• Understand General Academic and Domain-Specific Vocabulary • Identify Word Relationships (Synonyms/ Antonyms) • Sort Images That Represent Words into Conceptual Categories	• Understand General Academic and Domain- Specific Vocabulary • Determine Word Meaning Using Base Words and Affixes • Use a Glossary to Determine/ Clarify Word Meaning • Understand Word Families • Analyze Word Relationships	• Understand General Academic and Domain- Specific Vocabulary • Determine Word Meaning Using Greek and Latin Roots and Affixes • Understand Word Relationships • Use Print and Digital Reference Guides to Determine Word Meaning
• Ask/Answer Questions about Key Details • Identify the Main Topic or Main Idea • Identify Reasons That Support Specific Points • Recount or Retell Text • Determine Word Meanings • Connect Words and Pictures/Explain How Images Support Text • Use Text Features • Describe Connections between Ideas, Events, and Procedures • Identify Author's Purpose	• Ask Questions about Key Ideas • Identify Main Idea/Key Details • Cite Textual Evidence • Make Inferences • Retell or Summarize Text • Demonstrate Understanding of Unfamiliar Words • Describe or Analyze Relationships between Ideas and Events in Scientific, Historical, and Technical Texts • Demonstrate Understanding of Unfamiliar Words • Identify or Analyze Author's Point of View or Purpose	• Make Inferences • Cite Textual Evidence • Determine or Analyze Development of Central Ideas and Supporting Details • Summarize Text • Understand Unfamiliar Words/ Figurative, Connotative, Technical Meanings • Analyze Connections Among Events, Ideas, and Individuals in Text • Analyze Text Structure • Determine Author's Point of View/Purpose • Evaluate Arguments/ Persuasive Techniques

Table 1. Reading Skills Assessed in *i-Ready Diagnostic* (K–12) and Taught in *i-Ready Personalized Instruction* (K–8)		
Grades K–2	**Grades 3–5**	**Grades 6–8**
• Compare and Contrast Key Details within and between Two Texts	• Evaluate Arguments • Connect Text and Visuals • Use or Interpret Text Features • Compare Author's Point of View in Two Texts • Analyze and Compare Text Structures within One Text or between Two Texts • Find and Integrate Information from Multiple Sources	• Integrate Information from Different Print/Digital Sources • Compare Informational Texts (e.g., historical fiction vs. nonfiction, texts on the same topic, etc.)
• Ask/Answer Questions about Stories • Identify/Describe Characters, Setting, Events • Describe Parts of a Story • Recount Stories • Determine Word Meanings • Identify Sensory Words/ Phrases • Describe How Authors Use Words/Sounds in Special Ways (e.g., alliteration) • Connect Words and Pictures • Determine Central Message • Identify Point of View • Compare and Contrast Story Elements within One Story or between Two Stories	• Ask Questions about Stories • Make Inferences • Cite Textual Evidence • Determine Theme/Central Message of a Story/Poem • Recount or Summarize Story Events • Understand/Describe Characters, Settings, Events • Interpret Figurative Language • Determine Point of View in a Story • Connect Words and Pictures • Analyze Structure and Elements of Stories/Plays/Poems • Compare and Contrast Stories (e.g., by Same Author, in Same Genre, Similar Topics/Themes) • Interpret Allusions • Summarize Text	• Make Inferences • Cite Textual Evidence • Identify/Analyze Theme • Summarize Text • Analyze How Plot/Characters Are Developed • Analyze Structure/Elements of Poetry, Plays, Stories • Interpret Figurative Language/ Allusions/Connotations • Analyze Word Choice, Impact on Meaning and Tone • Identify or Analyze Narrative/ Author's Point of View • Compare/Contrast Literary Texts (e.g., Autobiography to Biography, Story to a Poem, Modern Work to Traditional Story, Print to Multimedia)

i-Ready Literacy Tasks (K–6)

The reading skills measured by *i-Ready Literacy Tasks* are listed in Table 2.

Table 2. Reading Skills Assessed in *i-Ready Literacy Tasks* (K–6)	
For Benchmarking	**For Progress Monitoring**
• Rapid Automatize Naming (RAN) - RAN Objects for K fall to 1 spring - RAN Colors for K fall to 1 spring - RAN Letters for K spring to 3 spring - RAN Numerals for 1 fall to 3 spring • Letter Naming Fluency (K fall to 2 or later) • Letter Sound Fluency (K fall to 2 or later) • Word Recognition Fluency (K–3) • Pseudoword Decoding Fluency (K–3) • Passage Reading Fluency (1 winter – 6 spring) • Phonological Awareness - Syllables (K fall to 1 fall or later) - Onset-Rime (K fall to 1 fall or later) - Phoneme Blending (K fall to 1 spring or later) - Phoneme Segmentation (K fall to 1 spring or later) - Phoneme Segmentation Fluency (K fall to 1 spring or later) - Phoneme Manipulation (K fall to 2 spring or later) • Spelling and Encoding Skills (1–3)	• Letter Sound Fluency (K fall to 2 or later) • Word Recognition Fluency (K–1) • Pseudoword Decoding Fluency (K–1) • Passage Reading Fluency (1–6) • Phoneme Segmentation Fluency (K fall to 1 spring)

i-Ready Assessment of Spanish Reading (K–6)

The reading skills measured by *i-Ready Assessment of Spanish Reading* are listed in Table 3.

Table 3. Reading Skills Assessed in *i-Ready Assessment of Spanish Reading* (K–6)
• Phonological Awareness: K–1 • Phonics: K–3 • Vocabulary K–6 • Comprehension of Literature: K–6 • Comprehension of Informational Text: K–6

i-Ready Literacy Tasks

Educators can complement *i-Ready Diagnostic* scores by selecting from *i-Ready Literacy Tasks*, a suite of offline companion tasks that assess how a student is performing on important pre-reading and reading skills. Combined with the *Diagnostic*, these tasks provide helpful information to inform day-to-day instruction or can be combined to meet universal or dyslexia risk factor screening needs. *i-Ready Literacy Tasks* allow for more targeted understanding of the reading skills of students who may need further evaluation, providing educators with tools to observe, quantify, and record student reading behaviors. *Literacy Tasks* are for grades K–6, although various task types are only available at specific grades and times of year.

Key features of *i-Ready Literacy Tasks* include:

- **Flexible and modularized:** Educators can use the tasks they believe will best help identify their students' literacy needs, and specific in-application guidance directs educators to those tasks that address the specific requirements of Mississippi's screening process.
- **One-on-one administered:** Tasks measure those skills best evaluated in a one-on-one setting with a teacher and a student, allowing the educator to see firsthand how to best help the student achieve grade-level proficiency in key foundational literacy skills.
- **Scores entered into *i-Ready*:** Scores are tied to a student's record within *i-Ready*, easily allowing educators to evaluate students for risk factors for dyslexia or to take advantage of the other assessments and instructional resources available within *i-Ready*.
- **Strong technical validity and reliability:** *Literacy Tasks* are built on a strong research foundation, and Curriculum Associates conducts ongoing research to always ensure the tasks exhibit strong evidence of reliability and validity.
- **Cover important pre-reading and reading skills consistent with the science of reading:** *Literacy Tasks* are available for the assessment of the following key skills:
    - Rapid Automatized Naming
    - Letter Naming Fluency
    - Letter Sound Fluency
    - Word Recognition Fluency
    - Pseudoword Decoding Fluency
    - Passage Reading Fluency
    - Phonological and Phonemic Awareness
    - Spelling and Encoding

The National Center on Intensive Intervention (NCII) evaluated *i-Ready Diagnostic* for Academic Screening, as an Academic Progress Monitoring Tool, and conducted a Bias Analysis. The programs were evaluated for reading (K–8) and mathematics (3–8).

Academic Screening: In Academic Screening, *i-Ready Diagnostic* in mathematics received the highest ratings for classification accuracy, reliability, and validity in all grades evaluated; *i-Ready Diagnostic* in reading received the highest ratings in classification accuracy, reliability, and validity in nearly all grades evaluated (Figure 1). The full results are posted on the NCII website at: https://charts.intensiveintervention.org/ascreening.

Legend: ● Convincing evidence; ◒ Partially convincing evidence; ○ Unconvincing evidence; — Data unavailable; d Disaggregated data available

All ■	Title	Area	Grade	Classification Accuracy Fall	Classification Accuracy Winter	Classification Accuracy Spring
☐	i-Ready® Diagnostic	Reading	Kindergarten	◒	●	●
☐	i-Ready® Diagnostic	Reading	Grade 1	◒	●	●
☐	i-Ready® Diagnostic	Reading	Grade 2	●	●	●
☐	i-Ready® Diagnostic	Reading	Grade 3	●	●	●
☐	i-Ready® Diagnostic	Reading	Grade 4	●	●	●
☐	i-Ready® Diagnostic	Reading	Grade 5	●	●	●
☐	i-Ready® Diagnostic	Reading	Grade 6	●	●	●
☐	i-Ready® Diagnostic	Reading	Grade 7	●	●	●
☐	i-Ready® Diagnostic	Reading	Grade 8	●	●	●

Figure 1. *i-Ready Diagnostic* received high ratings for classification accuracy, reliability, and validity.

Academic Progress Monitoring: In Academic Progress Monitoring, *i-Ready Diagnostic* and *Growth Monitoring* in mathematics received the highest ratings for reliability, validity, and alternate forms in all grades evaluated; *i-Ready Diagnostic* and *Growth Monitoring* in reading received the highest ratings in reliability, validity, and alternate forms in all grades evaluated (Figure 2). The full results are posted on the NCII website at: https://charts.intensiveintervention.org/aprogressmonitoring.

All ■	Title	Area	Grade	Measure Type	Reliability	Validity	Bias Analysis Conducted
☐	i-Ready Diagnostic and Growth Monitoring	Mathematics	Grade 3	Short Term Skill	●	●	Yes
☐	i-Ready Diagnostic and Growth Monitoring	Mathematics	Grade 4	Short Term Skill	●	●	Yes
☐	i-Ready Diagnostic and Growth Monitoring	Mathematics	Grade 5	Short Term Skill	●	●	Yes
☐	i-Ready Diagnostic and Growth Monitoring	Mathematics	Grade 6	Short Term Skill	●	●	Yes
☐	i-Ready Diagnostic and Growth Monitoring	Mathematics	Grade 7	Short Term Skill	●	●	Yes
☐	i-Ready Diagnostic and Growth Monitoring	Mathematics	Grade 8	Short Term Skill	●	●	Yes

Figure 2. In all grades evaluated for Academic Progress Monitoring Tool, NCII gave *i-Ready Diagnostic* and *i-Ready Growth Monitoring* the highest ratings in reliability and validity.

Bias Analysis: Additionally, NCII reviewed *i-Ready Diagnostic* regarding analysis to ensure the assessment tool is free from bias, and it has been rated "yes" for the Bias Analysis in every grade evaluated for both subjects. To read the full analysis, please visit NCII's website:

- *i-Ready Diagnostic* for reading (grades K–8): https://charts.intensiveintervention.org/screening/tool/?id=9843b4c94698bc82#BiasAnalysis
- *i-Ready Diagnostic* for mathematics (grades 3–8): https://charts.intensiveintervention.org/screening/tool/?id=98cf2682894494d2#BiasAnalysis

The *i-Ready Assessment* Suite Meets Mississippi's Dyslexia Screening Needs

The *i-Ready Assessment* suite meets Mississippi's dyslexia screening needs by combining the power of the *i-Ready Diagnostic* adaptive assessment with the proven value of a one-on-one task-based screening system using *i-Ready Literacy Tasks* to support early identification of students with risk factors for dyslexia.

- *i-Ready Diagnostic* provides a rigorous and efficient way to evaluate phonological awareness, phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding skills, and encoding skills, through the *Diagnostic's* Phonological Awareness and Phonics domains.

- *i-Ready Literacy Tasks* include research-based rapid automatized naming tasks that are administered one-on-one by educators and address MDE's rapid naming requirement. Later in grade 1, the *i-Ready* Literacy Tasks for Letter Naming Fluency are ideal developmentally appropriate tools to assess rapid naming.

This solution supports educators in providing reading intervention for students when it is most needed. Mississippi schools and districts that use *i-Ready Diagnostic* with *i-Ready Literacy Tasks* as a dyslexia screener can eliminate the need for a separate screening product and reduce total testing time for students.

Additionally, educators can use *Literacy Tasks* to measure student's performance in reading grade-level passages. Although not required for Mississippi Department of Education (MDE)'s screening needs, these short, passage-based assessments can serve as a complement to MDE's screening system by helping determine a student's passage reading fluency proficiency, growth, and individual instruction needs.

Based on students' performance on the *Diagnostic*, Mississippi educators can make informed decisions about how best to proceed with administering *Literacy Tasks*. The results of these tasks support decisions regarding further evaluation and/or providing more targeted instruction.

When used for dyslexia screening in Mississippi, the *i-Ready Assessment* suite provides a number of tools and supports to educators, including:

- ***Point-of-use State-specific guidance*:** Directly within *i-Ready*, educators in Mississippi will be able to access State-specific guidance that provides easy-to-follow step-by-step instructions on how to use *i-Ready Diagnostic* and specific *i-Ready Literacy Tasks* to meet the State's requirements for dyslexia screening. Guidance additionally includes a crosswalk between MDE's requirements and each aspect of the *i-Ready Assessment* suite to ensure educators have transparency into how the assessment suite meets their needs. By placing this State-specific information directly in the system, we substantially increase the likelihood that educators carry out the screening process with fidelity.
- ***i-Ready Literacy Tasks*:** In addition to the *Diagnostic*, educators have access to *Literacy Tasks*, which are available in *i-Ready* as additional tasks in PDF format for one-on-one administration to individual students.

How dyslexia screening with *i-Ready Assessments* works in Mississippi:

- Students take *i-Ready Diagnostic*. The *Diagnostic*, which provides a comprehensive picture of students' reading performance, is also the first step in the general universal literacy screening process. The *Diagnostic* additionally addresses a number of Mississippi's required skills and concepts for dyslexia screening.
- Educators who have students who require dyslexia screening would then review the Mississippi-specific dyslexia screening documentation direction available within *i-Ready*. Specified *i-Ready Literacy Tasks*, available for administrators to download and print from *i-Ready*, are then accessed. Educators administer a task to each individual student according to the guidance.

Educators administer the screening task offline, and record and review results online.

The results of the screening do not indicate whether a student has been diagnosed with dyslexia or that the student will ever develop dyslexia; however, a dyslexia screener provides one analysis of the types of issues that emerge in a student's literacy acquisition and can be used to determine which students should be referred for further evaluation and/or receive targeted instruction using strategies that have proven effective for readers at risk for dyslexia.

i-Ready Assessment offers multiple forms of ongoing progress monitoring:

- The adaptive, digital *i-Ready Diagnostic* assessments track student growth and performance over a student's entire K–12 career. The *Diagnostic's* algorithm automatically selects from thousands of items to get to the core of each student's strengths and challenges. Because of its adaptive nature, students are automatically assessed to their functional level and not restricted to their chronological grade level. The *Diagnostic* is designed to be administered three times each school year, with 12 to 18 weeks between administrations so that teachers can monitor growth and learning needs.
- The adaptive, digital *i-Ready Growth Monitoring* assessments (K–8) are a general outcome measure form of progress monitoring. With *Growth Monitoring*, educators can monitor the progress of students between administrations of the *Diagnostic* to determine if students are on track to meet annual growth targets or if greater levels of intervention are needed. The assessment can be used as a tool for Response to Intervention (RTI) for students who are performing below level. *Growth Monitoring* assessments are adaptive like the *Diagnostic* and use the same bank of questions as the *Diagnostic*.
- The fixed-form, digital *i-Ready Standards Mastery* assessments (2–8) are a mastery measurement form of progress monitoring. These quick assessments, or "Mastery Checks," allow quick and targeted evaluation of specific standards. This tool makes it easy for teachers to obtain formative and benchmark information on standards mastery as students progress in the curriculum throughout the year.

- The fixed-form, offline *i-Ready Literacy Tasks* are one-on-one administered measures of important pre-reading and reading skills. *Literacy Tasks* for progress monitoring can be used up to weekly and yield traditional trend-line graphs for RTI purposes. Progress monitoring forms are across five critical areas: letter sound fluency (K–2 or later), phoneme segmentation fluency (K–1 or later), word recognition fluency (K–1), pseudoword decoding fluency (K–1), and passage reading fluency (1–6).

Additionally, with *i-Ready Personalized Instruction*, informal progress monitoring is embedded via the quiz at the end of every lesson (K–8). The short quiz is designed to assess students' understanding of the focus skill of that lesson.

For a detailed description of Growth Monitoring and Standards Mastery, see our response in Diagnostic Measures beginning on page 23.

Assesses in a Computer Adaptive Platform

i-Ready's Adaptive Platform Pinpoints Precise, Credible Data

The core component of *i-Ready Assessment* is *i-Ready Diagnostic* (K–12, proposed K-8), a computer-adaptive assessment that reports multiple types of scores to present a well-rounded view of each student's proficiency levels. By dynamically adapting based on student response patterns, *i-Ready* derives large amounts of information from a limited number of test items. This allows the *Diagnostic* to more accurately and efficiently pinpoint students' needs and helps teachers better understand the root causes behind student challenges. This is especially beneficial for identifying gaps spanning back multiple years, determining where students are ready for further challenge, and providing differentiated instruction.

i-Ready Diagnostic starts students at an estimated difficulty level based on their chronological grade level. As a student answers questions correctly or incorrectly, the test adjusts up or down, with questions of varying difficulty, until the assessment reaches the level of difficulty that is "just right" for each student and pinpoints which skills have been mastered and which need additional work (Figure 3).

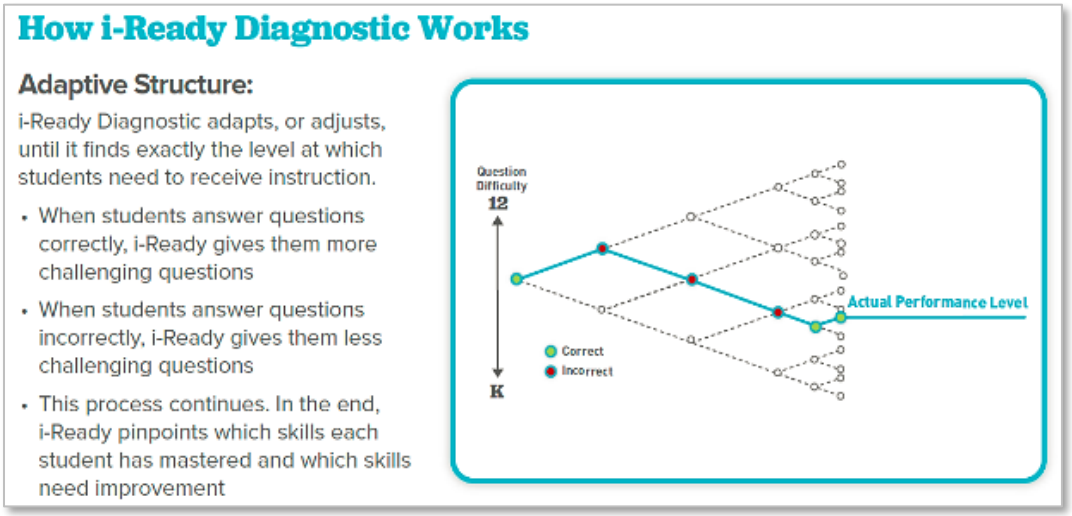


Figure 3. By adapting to student responses and assessing a broad range of skills—including skills above and below a student's chronological grade—the *Diagnostic* pinpoints a student's performance level.

The *Diagnostic* provides both criterion-referenced and normative data, providing teachers multiple indicators of students' performance so that they can differentiate instruction and set challenging, yet attainable, goals.

i-Ready Diagnostic's adaptive algorithm automatically selects from thousands of items to get to the core of each student's strengths and challenges.

- The reading assessments include multiple choice items and technology-enhanced items that include multimedia, highlight text, and drag-and-drop items with various templates meant to emulate filling in a table or filling in the blanks in a sentence. Assessment content includes multimedia passages with embedded audio (grades 2+), video (grades 4+), imagery, and animation.
- The mathematics assessments include multiple choice items, technology-enhanced items (short answer, inline choice, and number line), and virtual tools to help answer questions (unit squares, unit cubes, base-ten blocks, ten-frame counters, protractors, rulers, and calculators).

The *i-Ready* platform is a web-based, vendor-hosted, Software-as-a-Service (SaaS) application. The program is not installed, hosted, or maintained locally by the District.

The *Diagnostic* provides both criterion-referenced and normative data, providing teachers multiple indicators of students' performance so that they can differentiate instruction and set challenging, yet attainable, goals.

Upon completion of the adaptive *Diagnostic*, *i-Ready* reports multiple types of scores to present a well-rounded view of each student's proficiency levels.

- **Scale Scores (K–12)**—*i-Ready Diagnostic's* vertical scale scores provide a measure of student learning on a single continuum so that educators can compare both within and across grade levels K–12 (Figure 4). The *i-Ready* scale indicates what skills a student has mastered at each administration of the assessment and what skills the student still needs to develop. As *i-Ready* is strongly aligned to the standards, this consists of the skills expected of students at each grade level. Educators can use *i-Ready Diagnostic* across the District to track yearly student progress and optimize administration decision-making for long-term performance improvements.

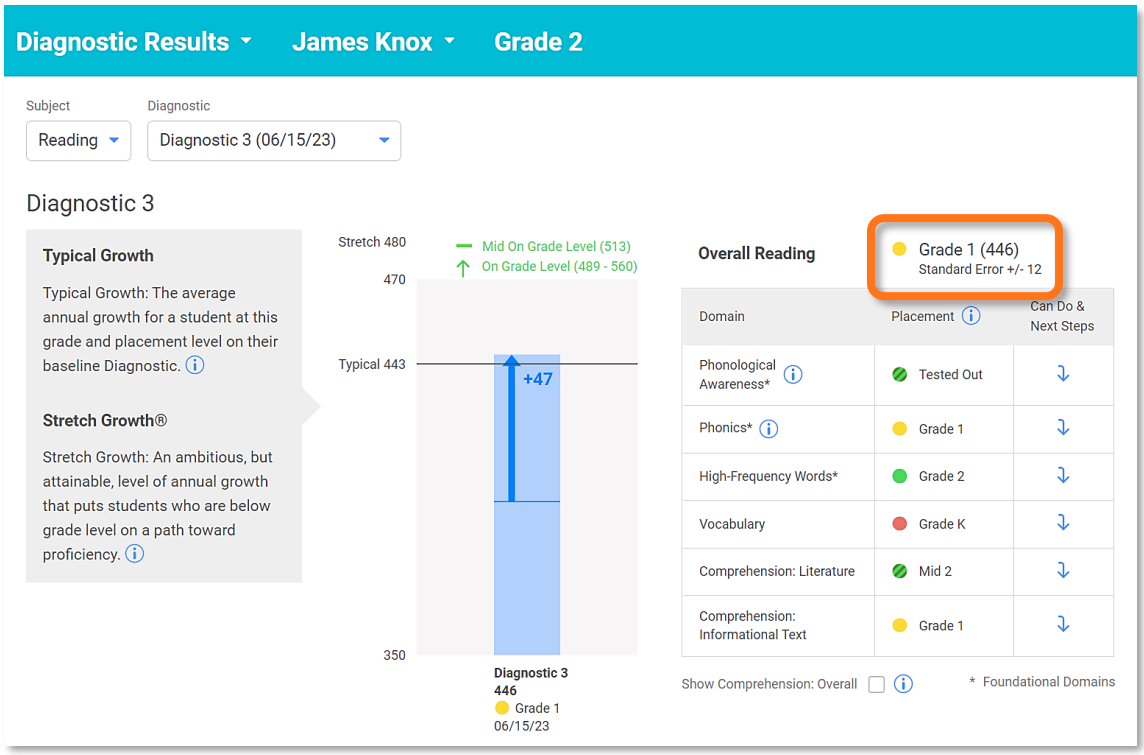


Figure 4. The student's scale score and the Standard Error are reported on the Diagnostic Results report.

- **Placement Levels (K–12)**—The practical day-to-day language that helps teachers determine what grade level of skills to focus on with a student, placement levels indicate where students should be receiving instruction. *i-Ready's* grade-level placements are designed to help educators target instruction for each student. Grade-level placements also inform classroom instruction and provide domain-specific insights, allowing for targeted differentiation. The *Diagnostic* reports placement levels for students' overall performance (as shown in Figure 4) and for each domain (as shown in Figure 5).

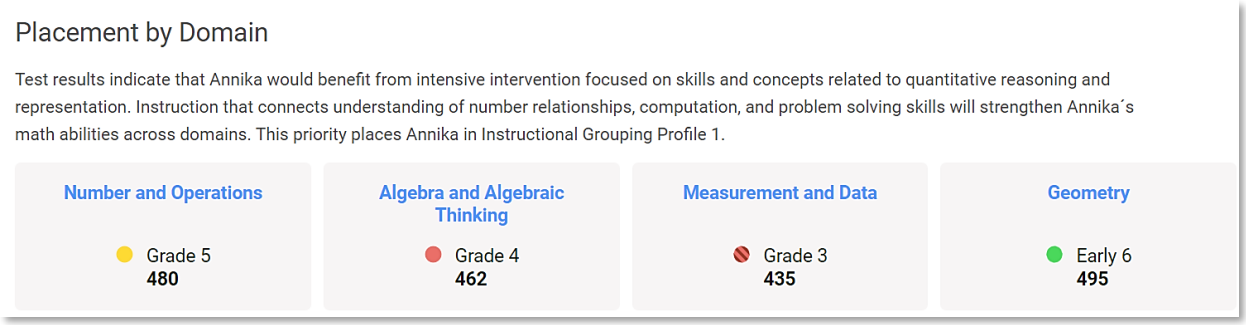


Figure 5. *i-Ready Diagnostic* reports placement levels for each domain, as shown in this excerpt from a Diagnostic Results (Student) report.

> **"The most significant thing about *i-Ready* is how it places students accordingly and how it guides teachers in addressing the situation regarding students' knowledge."**
> **—Educator and *i-Ready* User**

- **Norm Scores (K–10)**—Norm scores identify how students are performing relative to their peers nationwide. These scores specify a student's ranking compared to students in the same grade. For example, if a student's percentile rank is 90 percent, this means the student scored better than or equal to 90 percent of their national peers from the same grade level. The norm scores are based on a specific population of students who took *i-Ready Diagnostic*. This specific population was a nationally representative sample according to the latest available data from the National Center for Educational Statistics. Fall, winter, and spring norms are available for grades K–8. Fall norms are available for grades 9 and 10; we are continuing to evaluate when we can add winter and spring high school norms in the future.
- **Lexile® Measures (K–12)**—Developed by MetaMetrics®, Lexile measures are widely used as measures of text complexity and each student's current skill level as pertains to reading those materials (Figure 6). The *Diagnostic* reading assessment has been statistically linked with the Lexile Framework, making it possible to provide an equivalent Lexile measure for every overall scale score. The report also has a link "Understanding Lexile measures" to explain the measures and the corresponding *i-Ready Diagnostic* linking studies.
- **Quantile® Measures (K–12)**—Developed by MetaMetrics, the Quantile Framework for Mathematics is a unique resource for accurately estimating a student's current skills in thinking mathematically and matching them with appropriate mathematical content (Figure 6). The *Diagnostic* math assessment has been linked with the Quantile Framework, making it possible to provide a Quantile measure for each student that corresponds to each overall scale score. The report also has a link "Understanding Quantile measures" to explain the measures and the corresponding *i-Ready Diagnostic* linking studies.

National Norm Performance and Lexile® Framework for Reading Measure

National Norm:	Lexile® Reading Measure:	Lexile Range:	
86th Percentile	925L	825L-975L	The Lexile® Find a Book tool enables you to search for books by grade, interest, and Lexile measure. You can view a book's most challenging words and build a customized reading list. Search for books and see additional Lexile tools now at Hub.Lexile.com
	Understanding Lexile reading measures		How to use the Lexile Find a Book tool

National Norm Performance and Quantile® Framework for Mathematics Measure

National Norm:	Quantile® Measure:	Quantile Range:	
34th Percentile	530Q	480Q-580Q	The Lexile® & Quantile® Hub provides educators, parents, and students with easy access to math tools. Discover new and enhanced Quantile tools that support student learning and growth at Hub.Lexile.com
	Understanding Quantile measures		How to use Quantile tools on the Hub

Figure 6. Norm scores and Lexile Measures (for reading) or Quantile Measures (for mathematics) are included on the student Diagnostic Results reports, as shown in these excerpts.

i-Ready Personalized Instruction Uses Adaptive Instruction

One of the design principles for *i-Ready Personalized Instruction* is to build adaptive instruction. Providing the right amount of practice and instruction at the right time keeps students motivated and working at the most efficient pace. Lessons that feature adaptive instruction adjust the pacing and content of a lesson to meet individual learning needs. For these reasons, two students who spend the same amount of time on *Personalized Instruction* would likely complete differing numbers of lessons based on their individual performance and needs.

Adaptive instruction is built into the literacy domains in *Personalized Instruction* as follows:

Phonological Awareness

Lessons are adaptive to students receiving explicit interactive instruction when they need it. In both guided activities and quizzes, students receive immediate corrective feedback that is specific to the item they got wrong. Audio-visual cues reinforce the feedback students hear.

Phonics

New phonics lessons provide instruction only when needed. There are two approaches across these lessons to adaptive instruction.

- In the emerging kindergarten and grade 3 lessons, students get instruction after each item that they get incorrect.

- The new grade K–2 lessons, including the Letter-Learning lessons, offer a more sophisticated approach. These lessons use a set of upfront activities that serves as a Quick Check. If students get all of these items right, then they skip the lesson and move to the next lesson. This will show as a 100% for the lesson quiz in *Personalized Instruction* reporting. If a student gets any item in the Quick Check wrong, they move into instruction and practice.

High Frequency Words

Students dive right into high frequency word lessons. If they demonstrate a need for further support in the first activity—to automatically recognize the target word (after multiple appearances)—they go through a five-step instructional routine to build their word recognition skills for the word (i.e., see the word, say the word, write the word, spell the word, and check the word).

After being taught in isolation, students practice reading and finding these words in context. Similar to the prior activity—to automatically recognize the target word—if students demonstrate a need for more support, they receive adaptive instruction. As part of that instruction, students receive instruction in isolation and then again in context.

Vocabulary

Students receive adaptive instruction each time they respond incorrectly. After the first incorrect response, students are reminded to look inside the word and encouraged to use the Interactive Glossary. The Glossary is intended to mimic the Wall Chart of word parts and meanings that teachers commonly feature in their classrooms.

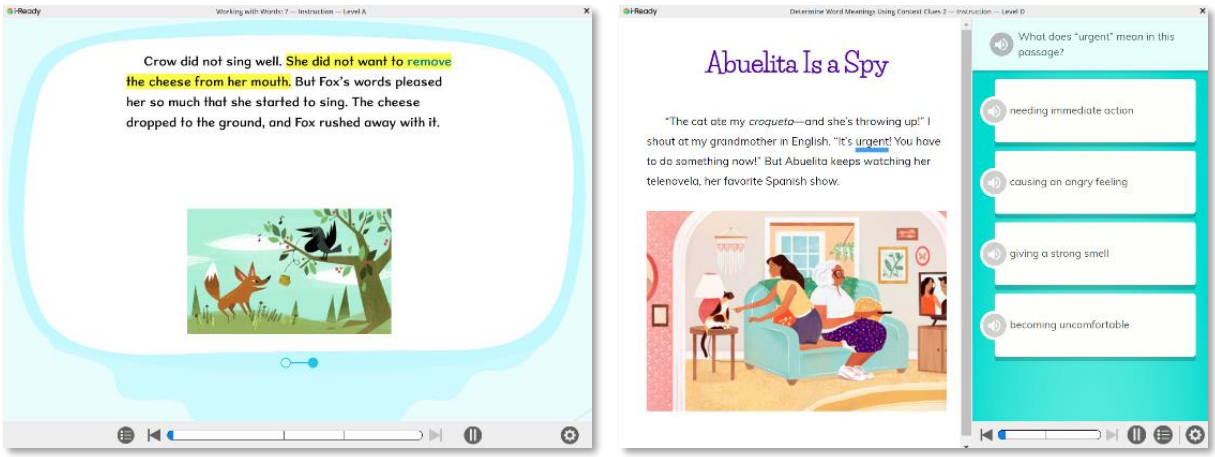


Figure 7. With *Personalized Instruction*, students learn a skill or concept through d engaging content. The examples shown here are grade 1: Working with Words (left) and grade 4: Determine Word Meanings Using Context Clues (right).

Figure 8. With *Personalized Instruction*, students learn a skill or concept through engaging content. In the kindergarten lesson shown here, "Recognize Letters Mm, Tt," *i-Ready* introduces the alphabet song (left) and shows students how to recognize the upper- and lowercase form of high-utility letters (right).

Comprehension

i-Ready comprehension lessons provide students with just-in-time instructional support to give them an efficient path, with instruction provided when and where students need it, after the software detects the need for extra support. Students who answer an initial big-picture question correctly can continue reading independently, without unnecessary instruction. Students who answer the initial question incorrectly have demonstrated the need for instructional support, so they are provided with easier questions that break the original, more complex question into manageable steps. These questions use highlighting and other audio and visual cues to focus student attention on a segment of text to reread. Instruction on target or supporting standards is provided to help guide students' thinking before they return to the original question and have the opportunity to try answering it again.

Adaptive instruction for mathematics—across domains—in *Personalized Instruction* is as follows:

Response-Based Feedback

Feedback in lessons can be conditional, based on a student's specific answer. This is most useful when trying to account for misconceptions. Students will hear custom audio, static text and images, and short animations that will account for how they answered the item (Figure 9).

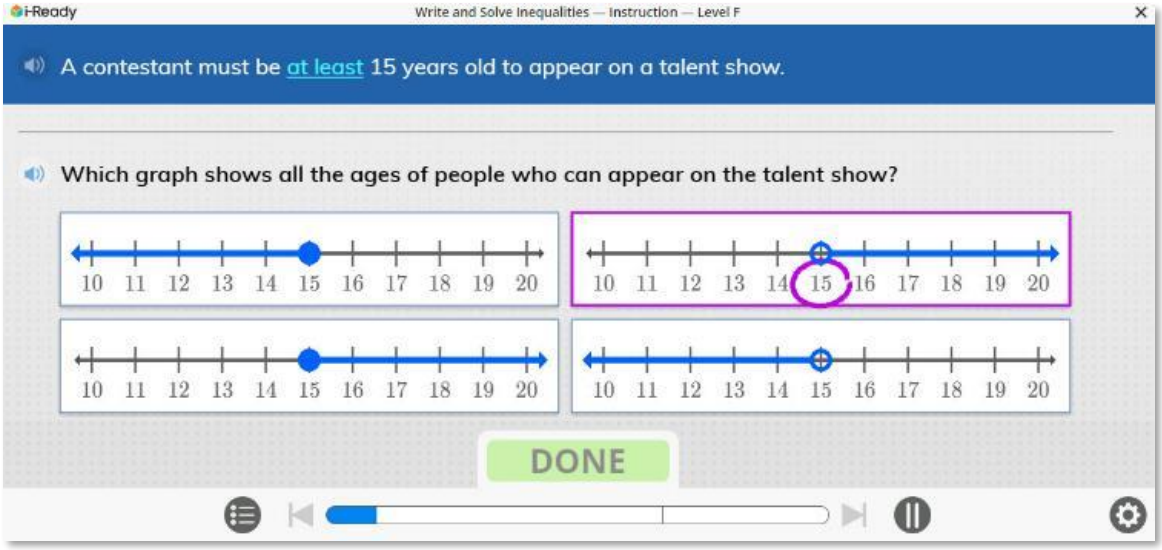


Figure 9. A student who chooses the answer shown above receives feedback from *i-Ready*: "The graph you chose did not include 15-year-olds. Look for a graph where 15 is part of the solution."

Stepped Out Instruction

When a student needs extra support with certain items within lessons, they receive an interactive, step-by-step walkthrough that scaffolds through to solving the problem (Figure 10). Because the walkthrough is detailed, it is only given to students who need this extra support. Students who successfully pass items will see a more streamlined lesson.

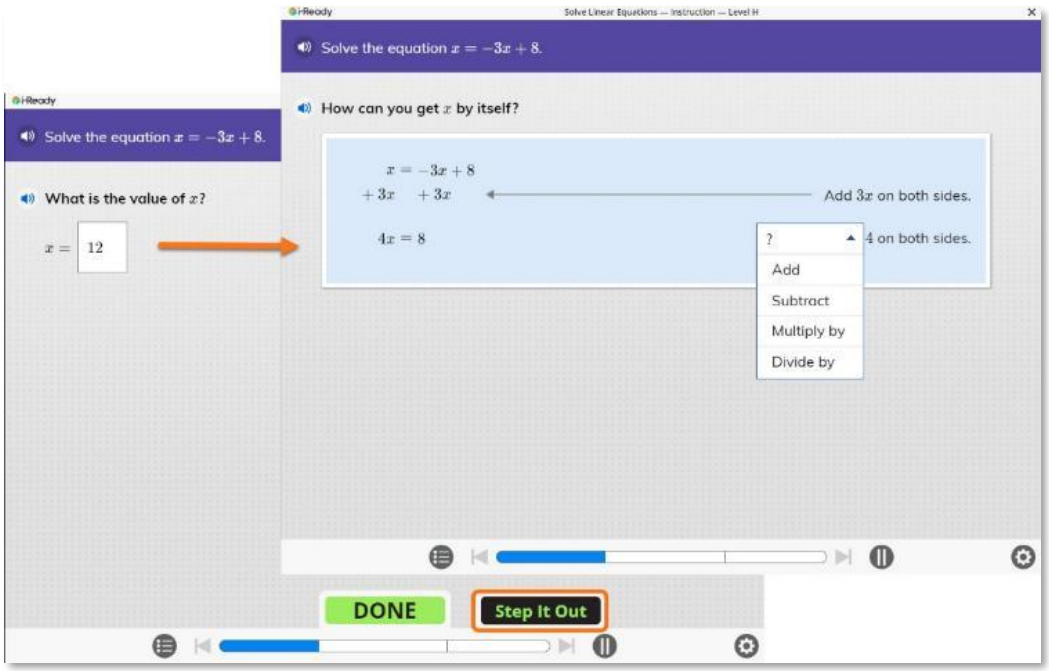


Figure 10. If the student is unable to answer the original problem (left) correctly, they are shown how to step out the problem (right) for extra support.

Adaptive Practice

In lessons with adaptive practice, students are offered additional practice if they need more work on a particular skill. Students who demonstrate a need for extra support also receive rich feedback within each problem. First, if a student gets a problem incorrect, then they receive visual and audio feedback that helps them to correctly answer the question on their second try. Only after that, does the student receive the additional adaptive practice (Figure 11), allowing them the chance to reinforce what they just learned. This allows students to get more exposure to the skill, receive additional feedback that may help clarify misconceptions, and solidify understanding before moving on to the next part of the lesson. Students who successfully pass items will see a more streamlined lesson.

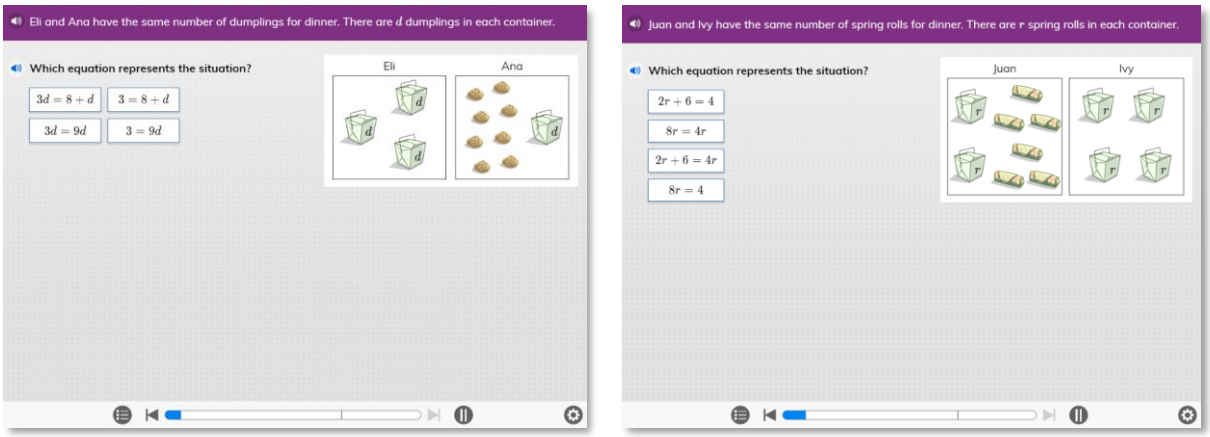


Figure 11. Depicted here is the original problem (left) and the adaptive practice problem (right).

For more information about precise lesson paths provided though *Personalized Instruction*, see page 47.

Provides Diagnostic Measures

i-Ready Takes Out the Guesswork

Confidence matters. The computer-adaptive ***i-Ready Diagnostic*** (K–8) automatically and accurately identifies each student's overall and sub-skill needs by domain in reading and mathematics, giving **JCSD educators precise, grade-level placements at the domain and sub-skill level.** Educators gain important information about what students can do and the confidence to focus on which areas students may need additional work and support.

The core component of *i-Ready Assessment* is a computer-adaptive assessment that provides a deep, customized evaluation of every student and tracks student growth and performance consistently and continuously over a student's K-8 career. By dynamically adapting based on student response patterns, *i-Ready Diagnostic* derives large amounts of information from a limited number of test items. This allows the *Diagnostic* to more accurately and efficiently pinpoint students' needs and helps teachers better understand the root causes behind student challenges. This is especially beneficial for identifying gaps spanning back multiple years, determining where students are ready for further challenge, and providing differentiated instruction.

While the data are important, what is most critical to improving student learning outcomes is that those numbers directly and explicitly support effective instruction. *i-Ready Diagnostic* provides intuitive reports that track student progress toward mastery of the standards and explicitly inform instructional decision-making. The *Diagnostic's* ability to adapt across grade levels means that students experience both success and challenge, thereby maximizing their engagement, encouraging their best effort on the assessment, and yielding the most targeted prescription for instruction.

For mathematics, *i-Ready Diagnostic* is available in Spanish for grades K–12, based on a careful transadaptation of each item using a rigorous process recommended by the International Test Commission. Students being assessed in Spanish have the same testing experience as students being assessed in English, and teachers are provided with the same powerful reports they receive from the *Diagnostic* in English.

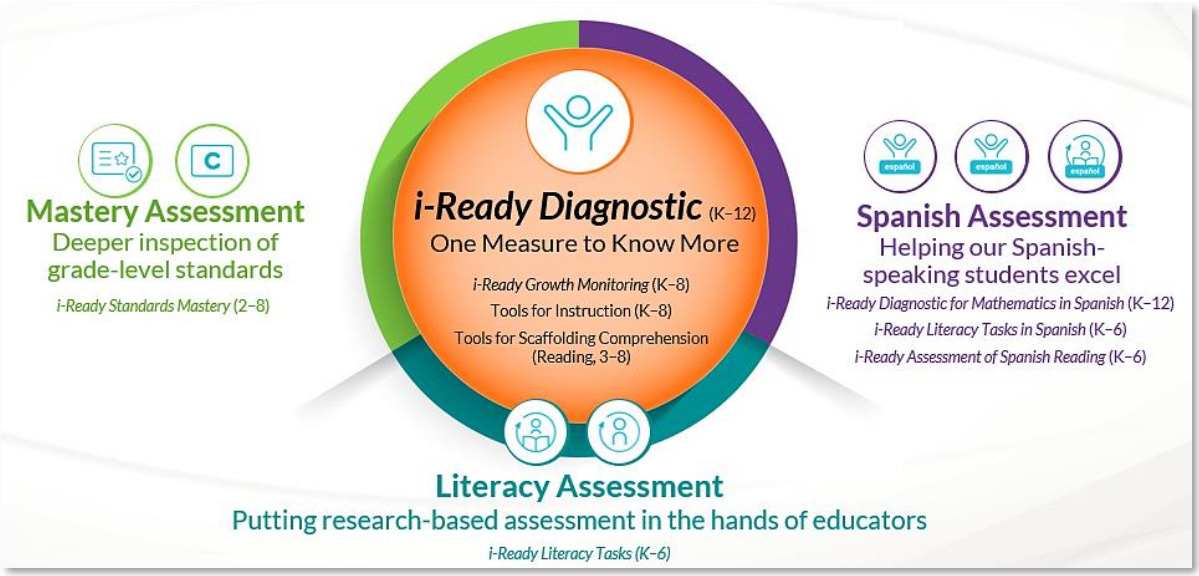


Figure 12. *i-Ready Assessment* offers multiple forms of assessment and progress monitoring.

In addition to the *Diagnostic*, the *i-Ready Assessment* platform includes a range of assessment, progress monitoring, and instructional resources (Figure 12), as well as a robust management and reporting suite.

The following assessment and progress monitoring tools are included with an *i-Ready Assessment* license fee:

- Computer-adaptive ***i-Ready Growth Monitoring*** for grades K–8 is a general outcome measure form of progress monitoring. Intended to be used to project whether students are on track for appropriate growth, *Growth Monitoring* can be used as a tool for Multi-Tiered System of Supports (MTSS) and Response to Intervention (RTI) for students who are performing below level. *Growth Monitoring* is intended to be used monthly.

- Fixed-form ***i-Ready Standards Mastery*** for grades 2–8 is a mastery measurement form of progress monitoring ideal for determining student understanding of each on-grade-level standard before, during, or after instruction. These quick assessments focus on measuring how well students have mastered the material and identifying potential misconceptions that require targeted instruction. *Standards Mastery* can also be used as unit assessments tailored to the District's scope and sequence or a tool to support MTSS and RTI.
- Fixed-form ***i-Ready Literacy Tasks*** provide information on how a student is performing in phonological awareness, encoding, and fluency-related reading skills. Used as a complement to *i-Ready Diagnostic*, these offline tasks help provide a comprehensive snapshot of a student's overall reading performance. Districts can choose to have teachers use *Literacy Tasks* as part of their benchmark or progress monitoring assessment processes. *Literacy Tasks* are available for grades K–6, although not all tasks are available at all grades and times of year.
- Fixed-form ***i-Ready Assessment of Spanish Reading*****,** available for grades K–6, is a digital assessment of a student's reading performance in Spanish relative to grade level. While *Assessment of Spanish Reading* is not a Spanish Reading Diagnostic and is not adaptive, it is an effective tool to determine literacy skills in Spanish and evaluate how students are progressing in their Spanish reading skills over time. *Assessment of Spanish Reading* can be used to support Spanish-speaking English Learners and Spanish Learners.

The following instructional resources are included with an *i-Ready Assessment* license fee:

- Available for students performing at grades K–8, **Tools for Instruction** are short, targeted resources for teacher-led instruction that are tied directly to students' skills gaps and needs. Tools for Instruction are also available in Spanish for mathematics (K–8) and reading (K–6).
- Comprising both teacher- and student-facing materials, **Tools for Scaffolding Comprehension** help educators teach the most critical skills for grade-level reading instruction and position students to participate in grade-level content. Tools for Scaffolding Comprehension are designed for students performing at grades 3–8.

i-Ready Growth Monitoring

i-Ready Growth Monitoring assessments are a general outcome measure form of progress monitoring for students in grades K–8 for reading and mathematics. With *i-Ready Growth Monitoring*, educators can monitor the progress of students to determine if students are on track to meet annual growth targets or if greater levels of intervention are needed. *Growth Monitoring* also can be used as a tool for MTSS and RTI for students who are performing below level.

Growth Monitoring assessments use the same bank of questions as *i-Ready Diagnostic* and therefore cover the same skills. *Growth Monitoring* assessments are adaptive, just like the *Diagnostic*, so they adjust up and down based on the student's responses. An assessment has approximately 20 questions and takes students about 15 minutes to complete. The first *Growth Monitoring* assessment starts where the student placed on the *Diagnostic*; subsequent *Growth Monitoring* assessments start at the last test's levels (whether *Growth Monitoring* or *Diagnostic*).

We recommend administering *Growth Monitoring* assessments between administrations of the *Diagnostic* and no more frequently than monthly. *Growth Monitoring* assessments may be scheduled by administrators for all students or students within specific grades. They may also be assigned manually by teachers for specific students, classes, or reports groups.

i-Ready provides a Growth Monitoring report at the student and class levels (Figure 13). End-of-year-growth projections appear after the student has completed three of any combination of *Diagnostic* and *Growth Monitoring* assessments in three different months (*Diagnostic* assessments completed before the one tagged as the initial *Diagnostic* are disregarded). If there have only been two completed assessments at the time of running the report, the Growth Monitoring Results (Class) report will not show any data, and the Growth Monitoring Results (Student) report will show basic results of the completed assessments, but not any projections. If a student took more than one *Growth Monitoring* assessment in a calendar month, the scores are averaged, and the average is used as one data point towards a projection calculation.

This report lets teachers check how students are progressing against growth targets and to see whether students are on track to make expected growth by the end of the year in terms of both Typical and Stretch Growth. If a student is off-track and the trend is not improving, the teacher may need to investigate further to find out why and ultimately adjust their approach or level of intervention.

Once the teacher identifies students who are not on track for meeting end of year growth targets, they can take steps to plan instructional adjustment to get students back on track. This can include scheduling adjustments for time spent in teacher-led or online instruction; moving a student to a different instructional group or intervention level; assigning specialists or students to specific intervention programs; and/or allocating specific curriculum tools and resources to schools or classes based on level of student need.

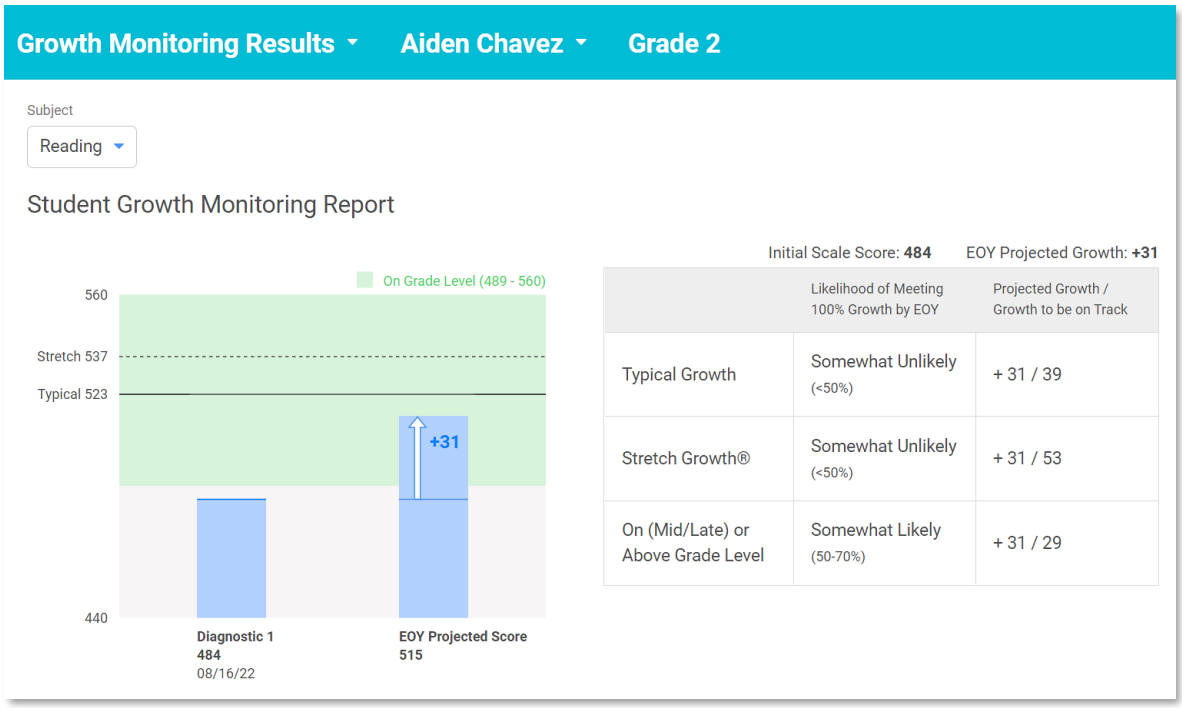


Figure 13. As students complete the *Diagnostic* and *Growth Monitoring* assessments during the year, *i-Ready* analyzes how the student's growth is trending and projects the progress toward growth measures and level of achievement a student may reach by the end of the year, as shown in this Growth Monitoring Results (Student) report excerpt. This report also helps teachers prioritize which students may need additional intervention and support.

i-Ready Standards Mastery

i-Ready Standards Mastery provides flexible assessments designed to measure specific grade-level standards for students in grades 2–8 for reading and mathematics. This tool makes it easy for teachers to obtain formative and benchmark information on standards mastery as students progress in the curriculum throughout the year. The District may choose to assess individual standards or groups of standards. *Standards Mastery* allows educators to assess mastery of the standards just covered in class and quickly identify when re-teaching may be needed.

Standards Mastery offers two fixed-form assessments per mastery check, and generally, each mastery checks is aligned to one standard, with six to ten items per assessment. A wide range of items build comfort and familiarity with the types of items students will see on the state tests.

- The reading assessments (Figure 14) include multiple choice items, multiple response items, and technology-enhanced items (matching tables, fill-in tables, drag-and-drop, highlight text, reorder text, and inline choice). Assessment content includes multimedia passages with embedded audio, video, imagery, and animation.

- The mathematics assessments include multiple choice items, multiple response items, technology-enhanced items (short answer, inline choice, number line, drag-and-drop, matching, graphing tools, graphing data, shading, and checklist), and virtual tools to help answer questions (protractors, rulers, and calculators).

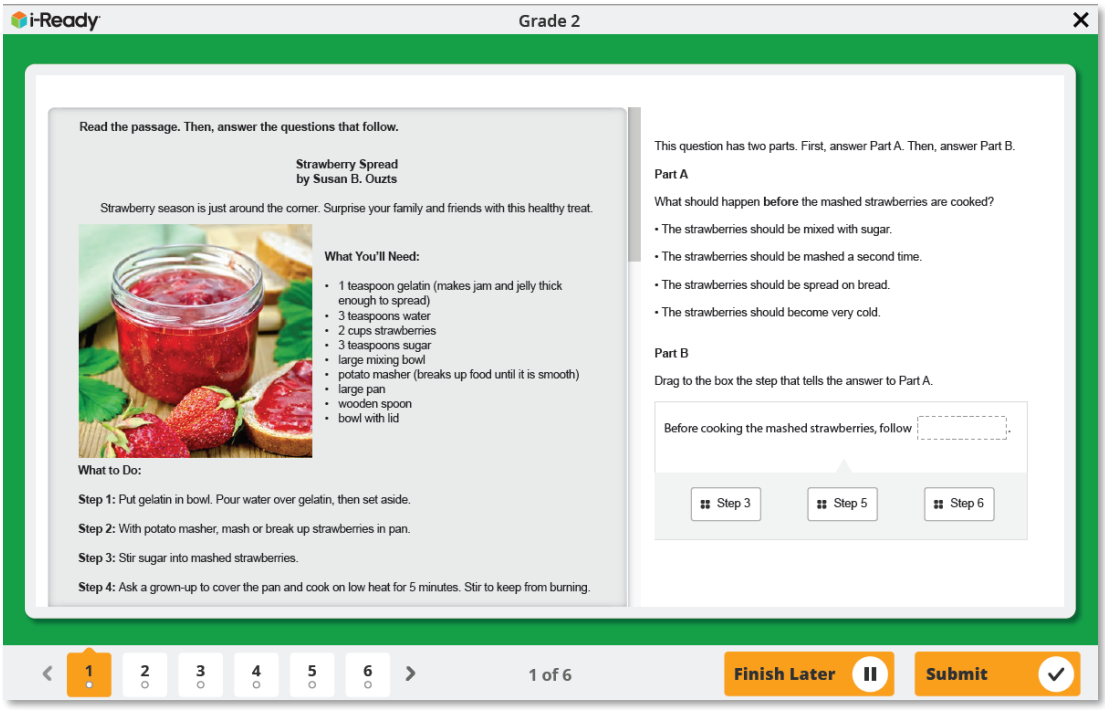


Figure 14. This sample *Standards Mastery* item uses a recipe to test grade 2 ELA skills.

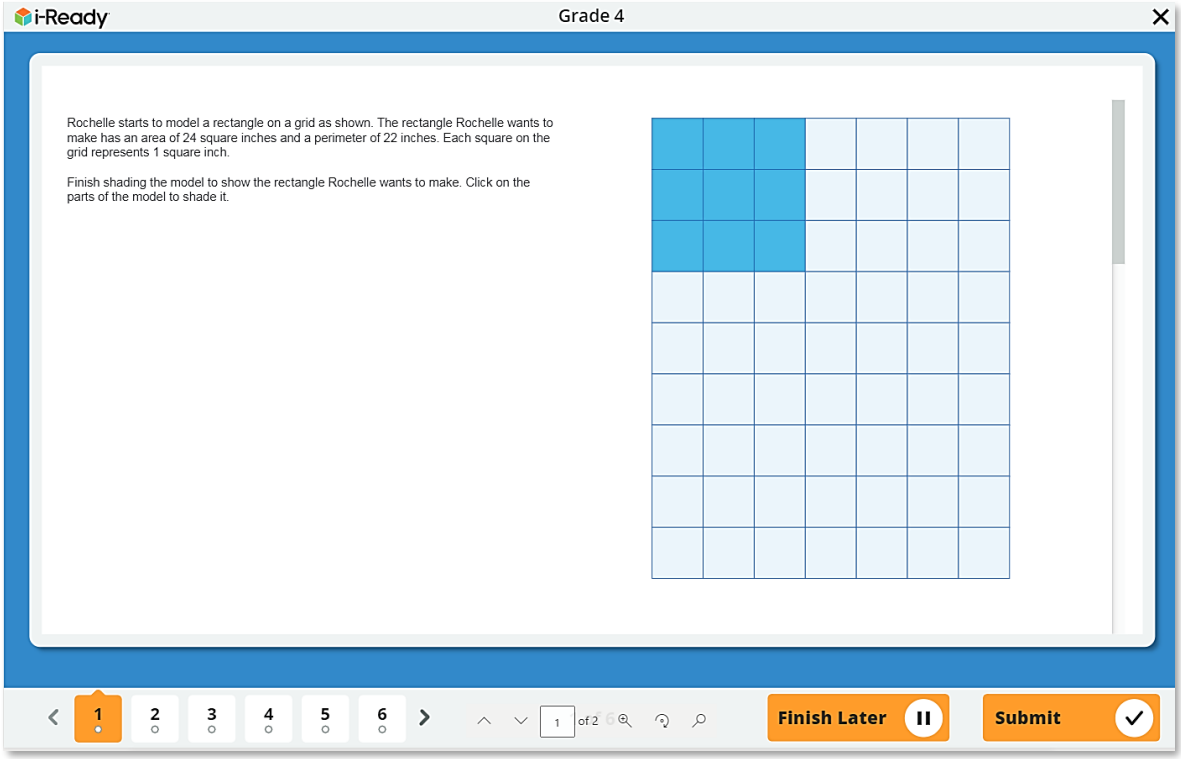


Figure 15. This *Standards Mastery* grade 4 mathematics item assesses the ability to find the dimensions of a rectangle when given the perimeter and area.

Standards Mastery includes a suite of intuitive, user-friendly reports that provide insight into students' mastery of standards and help identify standards on which students need additional instruction. Reports include differentiated instructional resources that provide targeted instructional information and recommended resources for each standard/substandard(s) covered within an assessment form.

Teachers can click on the PDF icon under Resources icon on any report to access this information, as shown in Figure 16.

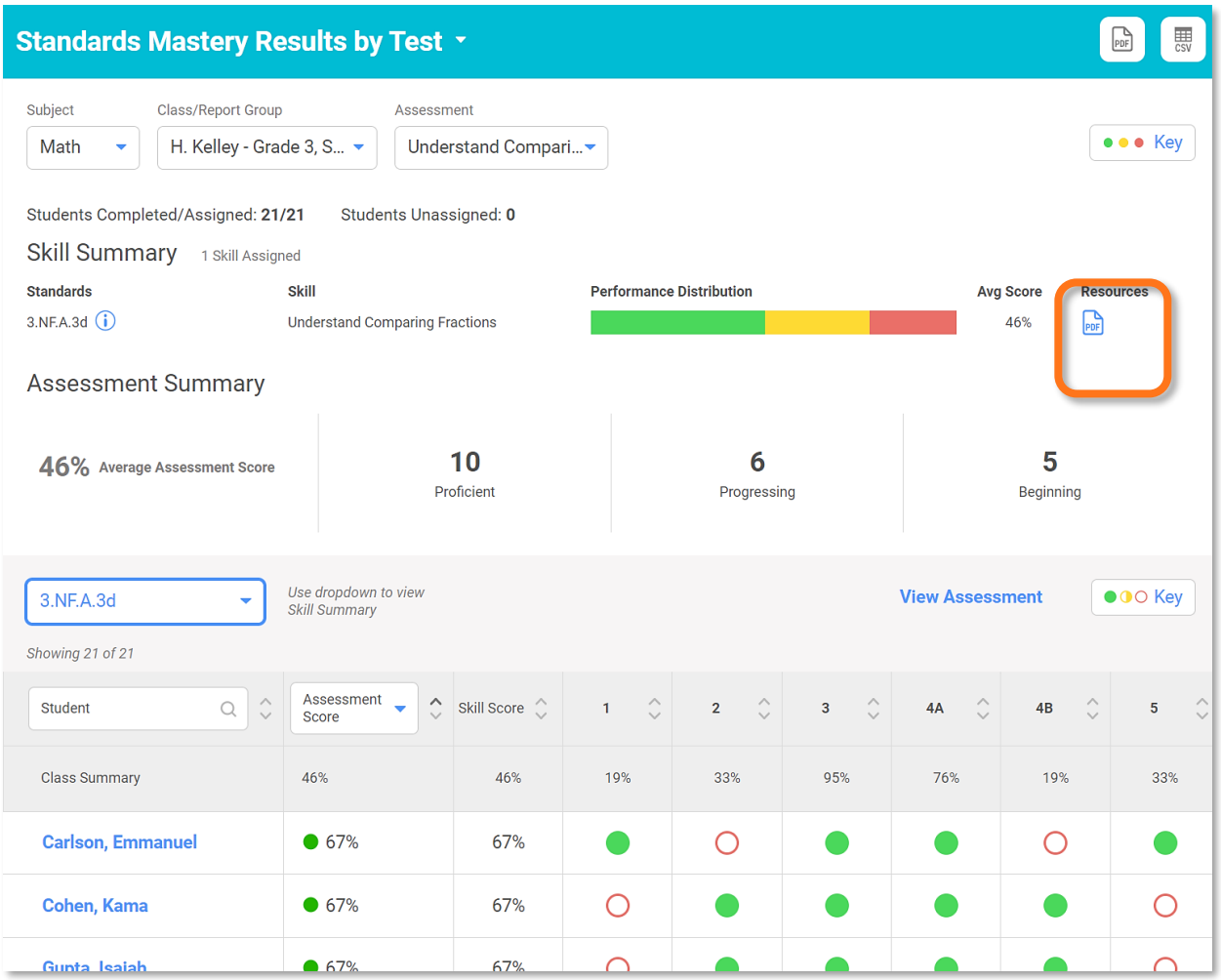


Figure 16. With the Standards Mastery Results by Test report, educators can access resources to help provide differentiated instructional support for each standard.

Following the overview section, each Differentiated Instructional Resources document recommends standard-specific instructional resources for students who have placed on or above chronological grade level and for students who have placed one or more grade levels below chronological grade level on the *Diagnostic* (Figure 17). Recommended instructional resources are accessed through Tools for Instruction, *Personalized Instruction* online lessons, or the digital *Teacher Toolbox*.

i-Ready Standards Mastery: Differentiated Instructional Support

Understand Point of View

Standard

RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Prerequisite Standard

RL.1.6 Identify who is telling the story at various points in a text.

Skill Development To address CCSS RL.2.6, students will need to understand that a character's point of view is the way the character thinks or feels about something.

Overview of Tested Skills

On this assessment form, students read two stories. Items on the assessment require students to recognize differences in the points of view of characters. Students will need to recognize characters' thoughts and feelings, infer their tones of voice, and compare and contrast the points of view of different characters.

Common Misconceptions and Errors

Errors may result from misunderstandings or if students:

- misinterpret dialogue or the context in which it is spoken.
- confuse characters or the sequence of events in a story.
- do not recognize changes in a character's point of view.
- cannot link characters' points of view to specific text details.
- do not understand academic language, including *acknowledge, point of view, characters,* or *dialogue*.
- are unfamiliar with narrative text structure in stories.

Ready & i-Ready Instructional Resources

Consider using the following as additional instructional resources for students who have placed on or above level in Comprehension: Literature. See additional recommendations on page 2 for students performing below grade level.

Beginning

Focus: Developing Underlying Concepts

To help students explore point of view, provide copies of a familiar tale, such as "Cinderella" or "The Three Little Pigs." Ask students to identify the characters in the story and describe how they are different. Then have students adopt characters and read their dialogue aloud with appropriate expression. Point out that when they read aloud, they are expressing how a character thinks or feels. Have students take turns reading different characters. Use the following resources to provide additional instruction and practice.

Teacher-led Small Group

Teacher Toolbox: Ready Instruction
Grade 2, Lesson 17
- Point of View

i-Ready: Tools for Instruction
Grade 2
- Understand Characters

Teacher Toolbox: Interactive Tutorial
Grade 2, Lesson 13
- Identify Author's Purpose

Progressing

Focus: Practicing and Building Confidence

Provide a strategy, such as annotating a text, to help students identify characters' points of view. Have students underline words and phrases that show characters' feelings.

Proficient

Independent

Focus: Deepening Understanding

Have students choose a literary text from your classroom or school library. Provide students with a three-column chart with the headings *Event, Point of View,* and *Details*.

i-Ready Standards Mastery: Differentiated Instructional Support

Ready & i-Ready Instructional Resources (continued)

i-Ready Diagnostic

If any of your students are placing one or two grade levels below, please first consider using recommendations in the Diagnostic reports. The instructional resources below can then be used to provide additional small group and individualized support for students performing at these levels. Have students practice with texts that are beyond their instructional level.

One Grade Level Below

Students performing one grade level below may have difficulty knowing what a key detail is. Explain to students that a key detail is an important piece of information in a text. Tell them that not all details are key details, and that part of understanding a text is figuring out key and non-key details. Using a familiar text, ask questions that require finding key details to answer them correctly. Model for students how to find key details in a text in response to such questions.

Teacher-led Small Group

Teacher Toolbox: Ready Instruction
Grade 1, Lesson 6
- Asking Questions

i-Ready: Tools for Instruction
Grade 1
- Key Ideas and Details

Independent

i-Ready: Personalized Instruction
Grade 1
- Answer Questions About Key Details

Two Grade Levels Below

Students performing two grade levels below may need additional instruction and practice with grade-level decoding skills for common and complex sound-spelling patterns. Help students build automatic word recognition and provide opportunities to practice skills in connected text. Students performing at this level may also have difficulty with word meanings and background knowledge required by grade-level texts. Focus small-group instruction on word-learning strategies, including word relationships and word parts, to help students make meaning from texts.

Teacher-led Small Group

Teacher Toolbox: Ready Instruction
Kindergarten, Lesson 6
- Asking Questions

i-Ready: Tools for Instruction
Grade K
- Key Ideas and Details

Independent

i-Ready: Personalized Instruction
Grade K
- Answer Questions About Key Details

Figure 17. These sample *Standards Mastery* Differentiated Instructional Support pages (reading, grade 2) offer targeted instructional recommendations for students who placed on or above chronological grade level and for students who placed one or more grades below level on the *Diagnostic*.

i-Ready Assessment and *Personalized Instruction* match the expected rigor in each measure listed here—and is independently proven to correlate with and project proficiency on statewide assessments. Please see correlations in Appendix D.

i-Ready Literacy Tasks—Progress Monitoring

i-Ready Literacy Tasks allow for more targeted understanding of reading skills of students who may need further evaluation, providing educators with tools to observe, quantify, and record student reading behaviors.

When used in combination with *i-Ready Diagnostic*, *Literacy Tasks* provide insight into student progress toward reaching grade-level expectations for foundational reading and fluency skills. *Literacy Tasks* progress monitoring forms allow for progress monitoring at various frequencies including on a weekly, biweekly, or monthly schedule across five key areas:

- Letter Sound Fluency (20 forms per grade in grades K–1)
- Phoneme Segmentation Fluency (20 forms per grade in grades K–1)
- Word Recognition Fluency (20 forms per grade in grades K–1)
- Pseudoword Decoding Fluency (20 forms per grade in grades K–1)
- Passage Reading Fluency (24 forms per grade in grades 1–6, excluding fall grade 1)

i-Ready Assessment of Spanish Reading

i-Ready Assessment of Spanish Reading (*i-Ready Evaluación de lectura en español*) (Figure 18) for students in grades K–6 is an effective tool to determine literacy skills in Spanish and evaluate how students are progressing in their Spanish reading skills over time. Aligned with the Common Core en Español, it was developed from the ground up by assessment experts specializing in Spanish reading skills and standards. The assessment features original and authentic Spanish content developed by native Spanish speakers—content is not transadapted or translated. All reading passages represent the varied cultural backgrounds and experiences of Spanish-speaking students.

Assessment of Spanish Reading is fixed form, on grade level, and administered digitally to students, with scores available through user-friendly reports. The data provided is limited to Overall Spanish Placements representing grade-level reading performance for each student along with % correct by Domain.

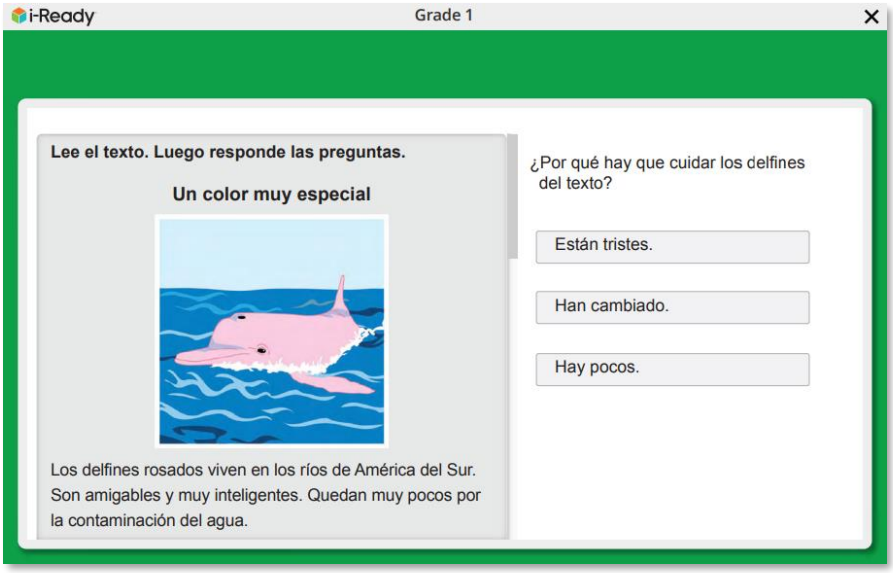


Figure 18. *i-Ready Assessment of Spanish Reading* was developed to assess key Spanish reading concepts.

We are on a path towards creating *Assessment of Spanish Reading* for grades K–6 as a digital assessment of a student's reading proficiency in Spanish. Currently, we are in the early stages of development. While the first iteration of *Assessment of Spanish Reading* is available to use, we expect to achieve parity with grades K–5 within the next several years. Presently, the assessment can be used alongside other information about students to determine whether students are reading on grade level in Spanish. The information can help teachers form instructional groupings, plan for reading instruction, and identify grade-level progress within the current school year.

We are pursuing additional field testing to make *Assessment of Spanish Reading* adaptive, with a plan to have grades K–5 available within the next three years. We plan to build into higher grades from there. We welcome JCSD's partnership in growing and augmenting this tool.

Provides Reports such as Diagnostic, Screening, and Growth

i-Ready Provides Actionable Data

The ultimate goal of *i-Ready* reporting is to provide actionable, detailed reports that are useful to administrators and teachers as they support student learning. Going far beyond merely compiling scores and time-on-task, *i-Ready's* intuitive reports provide developmental analyses, group students who need additional support with the same concepts, make instructional recommendations to target specific skills, and monitor progress and growth as students follow their individualized instructional paths. *i-Ready* reports support Response to Intervention by providing data that maps student performance to intervention tiers and assigns students to appropriate instructional groups. Reports include suggested next steps for instruction and PDF Tools for Instruction lesson plans for the teacher to use during small-group or whole-class instruction.

Embedded in the program and included with the license fee, *i-Ready's* robust analysis platform (Figure 19) presents all data in practical, intuitive reports that are available to teachers as soon as students complete an activity in the system. Always up-to-date, reports are readily accessible at four levels:

- **1) District- and 2) School-Level Reports**—A district- or school-level view gives administrators a clear indication of overall performance and the extent of intervention needed in the district. This real-time visibility enables immediate and effective course corrections.
- **3) Class-Level Reports**—Class reports provide teachers with a wealth of information to monitor and drive student growth. Teachers can quickly see which students need intervention, the key areas to target for each student, and how to group students for instruction.
- **4) Student-Level Reports**—*i-Ready* provides teachers with a detailed, easy-to-read analysis of every student's proficiency levels. Reports detail which skills students have mastered and those skills to prioritize next for instruction, thereby supporting success for every student. The For Families reports are specifically designed to put student performance data into layperson terms to help facilitate teacher-family conversations.

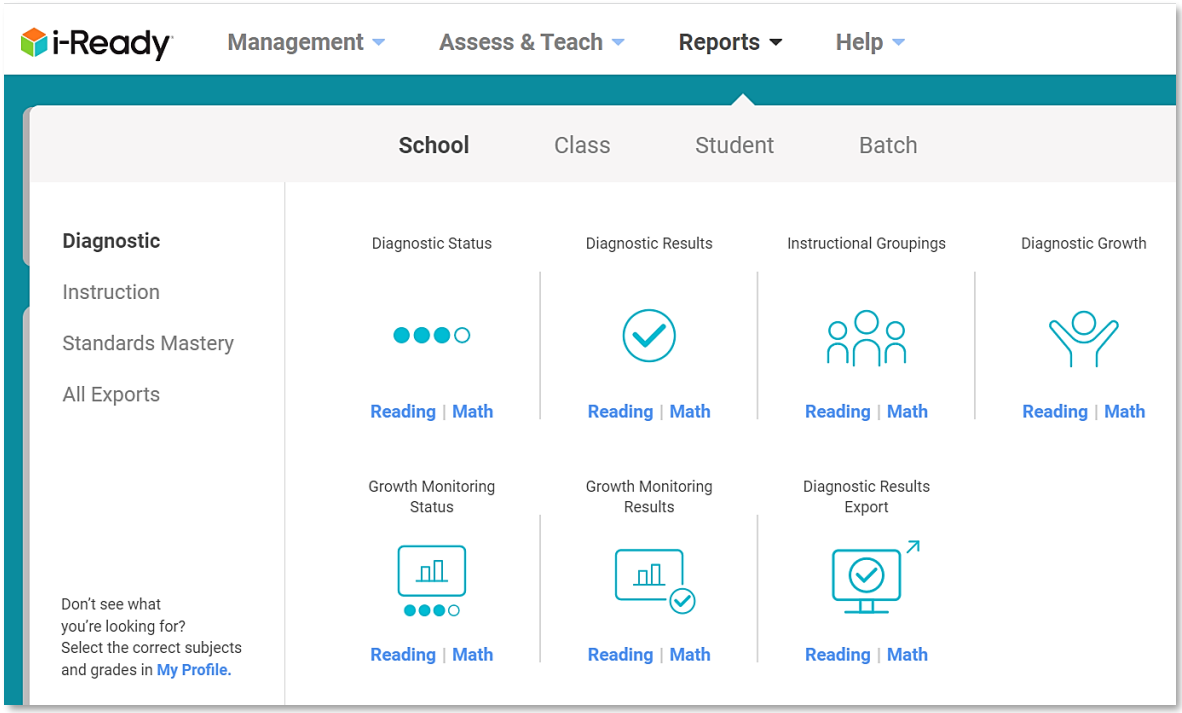


Figure 19. With *i-Ready's* intuitive interface, educators can easily access reports that show actionable information and provide instructional resources in a quick, digestible format. This example shows the school-level reports available to school administrators.

> **"*i-Ready* provides teachers with clear and informative reports that aid in guiding instruction and communicating with parents. The data is at the teacher's fingertips 24/7."**
> **—Learning Facilitator and *i-Ready* User**

All reports may be downloaded in PDF format and printed. The onscreen and PDF versions of reports are formatted differently to ensure clean views and pagination when printed. School- and district-level data can be exported as CSV files and then saved to Excel or other CSV-compatible applications for external analyses. *i-Ready Diagnostic* data for the three prior school years is available to educators, based on the District and student's use of *i-Ready* in prior years[3].

Once logged in to *i-Ready*, evaluators may view all reports available to educators. Administrators have access to student, class, school, and, when applicable, district reports. Teachers have access to reports for their students and classes.

i-Ready's comprehensive reports synthesize enormous amounts of data, assisting teachers in truly differentiating instruction and providing each student what they need to progress to the next level. The reports support Response to Intervention (RTI) by providing data that maps student performance to intervention tiers and assigns students to appropriate instructional groups. The program supports:

- Data-based problem-solving to implement and evaluate RTI implementation.
- Placing students in tiers as well as determining the impact of instruction/intervention.
- Skill-specific instructional guidance and resources targeted to the skills where students need additional support.

Reports include suggested next steps for instruction and PDF Tools for Instruction lesson plans for the teacher to use during targeted instruction (small-group, whole-class, or individual). Tools for Instruction support teachers in delivering targeted instruction by:

- Addressing each skill's importance and common areas of difficulty for students
- Providing a walkthrough with scripting for teachers unfamiliar with the skill and suggestions for different approaches for veteran teachers
- Working with common classroom materials.

Standard Reports Table for Mississippi, K–8

Table 4 summarizes the standard reports available for grades K–8.

[3] If a student switches to a different school within the same district, their data will show up in the Historical Results reports. If a student switches to a different district or is new to the district, the data will not be present.

Table 4. Standard Reports for Mississippi					
Report	**Description**	**Student-Level**	**Class-Level**	**School-Level**	**District-Level**
i-Ready Assessment					
Diagnostic Results (K–8)	• Student-Level: Presents *Diagnostic* results, including scale score, placement level, norm scores, Lexile/Quantile measure, Typical and Stretch Growth, with what the student "Can Do" and instructional next steps. • Class-, School-, and District-Level: Provides student performance at class/school/grade levels, enabling administrators to inform intervention strategies and resources.	✓	✓	✓	✓
Diagnostic Growth (K–8)	• Student-Level: Shows Typical and Stretch Growth measure and progress toward each measure for each student. • Class-, School-, and District-Level: Shows how students in a class/school/district are progressing toward growth measures along with the median percent towards Typical Growth for a grade by class, school, or district.	✓	✓	✓	✓
Diagnostic Status (K–8)	• Class-Level: Contains each student's *Diagnostic* status (not assigned, not started, in progress, or completed) to help teachers track student completion of the *Diagnostic*. • School- and District-Level: Administrators can sort by grade, class, or report group, and view enrollment numbers.		✓	✓	✓
Diagnostic Results Comparison View (K–8)	• School- and District-Level: Administrators can add a prior *Diagnostic* view, producing parallel visual analyses for comparison of student gains between *Diagnostic*s. It provides insight into student performance on state summative assessments to aid planning.			✓	✓
MCCRS (K–8)	• Student- and Class-Level: Evaluates how the student/class is performing against the standards based on their performance on the *Diagnostic.* Includes point-of-use descriptions of the aligned standard(s) and related skill.	✓	✓		

Table 4. Standard Reports for Mississippi					
Report	**Description**	**Student-Level**	**Class-Level**	**School-Level**	**District-Level**
Historical Results (K–8) If *i-Ready* was used in previous year(s)	• Student-Level: Provides a comprehensive view of student performance for up to three of the most recent academic years, including *Diagnostic* scores and placements, growth progress, and lesson data (if applicable). • Class-Level: Shows how a class progressed through the *Diagnostic* in the previous year, helping educators with analysis and planning.	✓	✓		
Instructional Groupings (K–8)	• Class- and School-Level: Groups students in each class/grade level so those who need support with the same skills can get the most out of small-group instruction. It provides instructional priorities and resources.		✓	✓	
Growth Monitoring Results (K–8)	• Student-Level: Provides information about how much growth a student should be making and whether the student is on track. • Class-, School-, and District-Level: Monitors likelihood of a class/school/district meeting their Typical Growth, Stretch Growth, and on-grade level measures.	✓	✓	✓	✓
Growth Monitoring Status (K–8)	• Class-, School-, and District-Level: Contains each student's *Growth Monitoring* status (not started, in progress, or completed); and expiration alerts.		✓	✓	✓
Standards Mastery Results by Test (2–8)	• Student-Level: Helps teachers understand student performance on each skill/standard assessed. It displays correct answers, student answers, and common misconceptions. • Class-, School, and District-Level: Shows class/school/district performance on each skill/standard assessed with the number of students performing at each level (Beginning, Progressing, Proficient), per standard and overall. It also provides student-level details.	✓	✓	✓	✓
Standards Mastery Results Year-to-Date (2–8)	• School- and District-Level: Provides a view of school/district performance on skills/standards assessed during the current academic year. Data includes average score, percentage performing at each level, and number who completed or were assigned the assessment.			✓	✓

Table 4. Standard Reports for Mississippi					
Report	**Description**	**Student-Level**	**Class-Level**	**School-Level**	**District-Level**
Standards Mastery Status (2–8)	• Class-Level: Contains each student's *Standards Mastery* status (not started, in progress, or completed with assessment score); and expiration alerts.		✓		
Prerequisites (K–8) Mathematics only	• Class-Level: Informs unit/lesson planning by identifying essential prerequisite skills, potential student groupings, and recommended instructional resources in relation to upcoming grade-level content.		✓		
Grade-Level Scaffolding (3–8) Reading only	• Class-Level: Helps teachers prepare students for an upcoming skill they are about to teach with suggested reading buddies, instructional groupings, and standards-based instructional scaffolds.		✓		
Assessment of Spanish Reading (K–6) Reading only	• Class-Level: Provides a single source for monitoring test completion, reviewing results, and accessing instructional resources. It provides overall placements and domain-specific data to inform instruction.		✓		
Literacy Tasks (K–6) Reading only	• Student-Level: Allows educators to view how students are performing on *Literacy Tasks*. It combines all task types into one report and allows for educators to view Benchmark assessments alongside Progress Monitoring.	✓			
For Families (K–8)	• Student-Level: Provides families with their student's overall performance, scale scores, placement levels, Stretch and Typical Growth goals (K–8), and definitions of terms.	✓			
i-Ready Personalized Instruction					
Personalized Instruction Summary (K–8)	• Student-Level: Shows student performance on lessons: time spent and progress by domain. It also alerts educators when further support in a specific domain is needed. • Class-, School-, and District-Level: Provides a comprehensive look at student activity by level. Administrators see average time on task, pass rates, and can sort by group.	✓	✓	✓	✓
Personalized Instruction by Lesson (K–8)	• Class-Level: Allows teachers to view all lessons students have recently completed to identify similar needs and common areas of understanding. It can be filtered by Teacher-Assigned or *i-Ready* Assigned lessons.		✓		

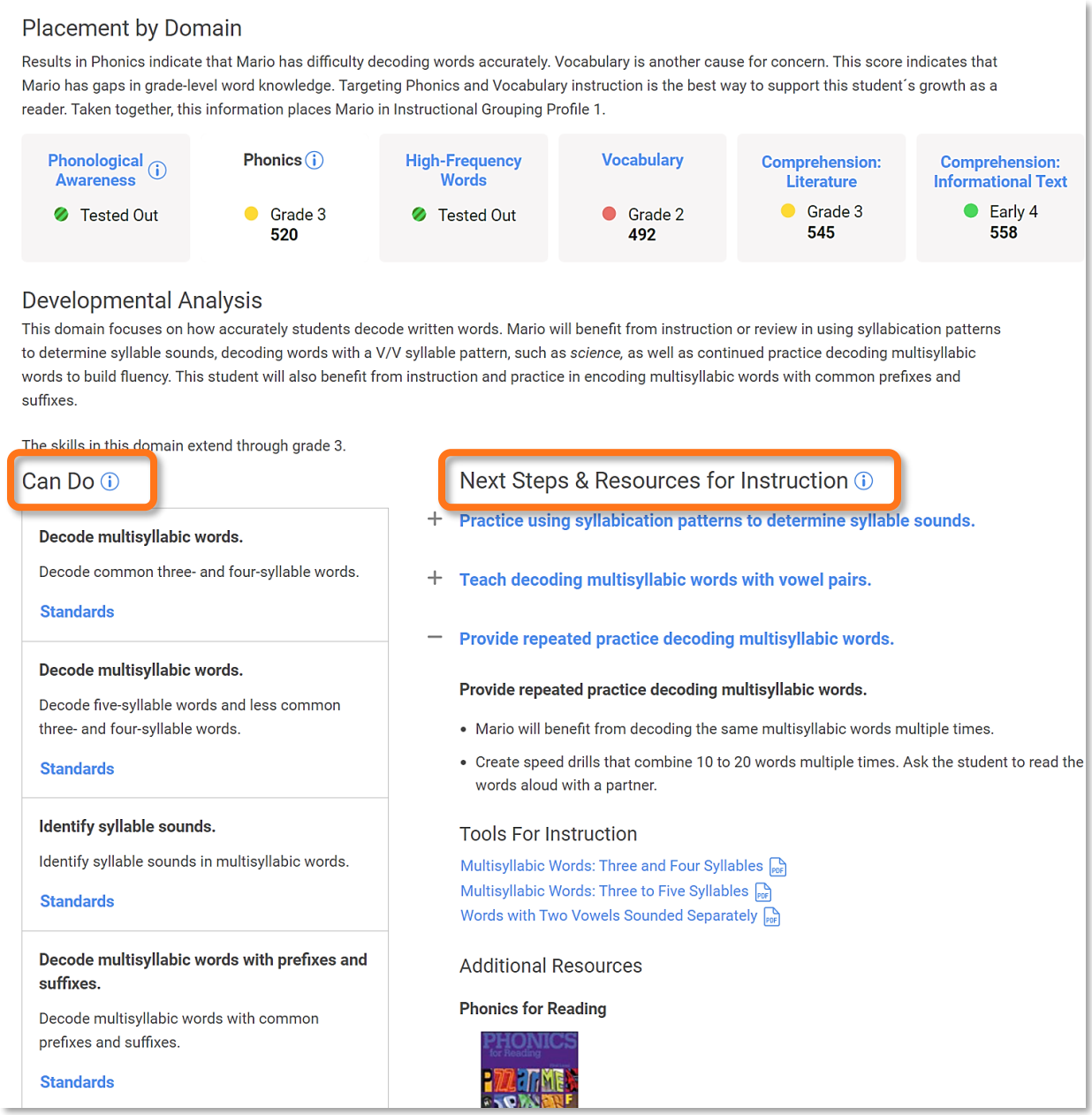
Table 4. Standard Reports for Mississippi					
Report	**Description**	**Student-Level**	**Class-Level**	**School-Level**	**District-Level**
Learning Games					
Learning Games Playtime (K–8) Mathematics Only	• Measures the number of minutes each student has spent playing Learning Games. It also displays average number of Playtime minutes for the class as a whole.		✓	✓	✓
Learning Games Skills Progress (K–8) Mathematics Only	• Provides a real-time snapshot of how students are performing across individual math standards. It allows educators to see each student's performance by domain.		✓	✓	✓
Learning Games Factors of Learning (K–8) Mathematics Only	• Provides an assessment of how students approach games across four key factors of learning (Growth Mindset, Confidence, Productive Strategy, and Self-Regulation).		✓	✓	✓

Table 5 presents school- and district-level reports that can be exported as CSV files for external analyses.

Table 5. Standard Exports			
Export	**Description**	**School-Level**	**District-Level**
i-Ready Assessment			
Diagnostic & Instruction Export (K–8)	• Provides details regarding individual student performance in *i-Ready*, including typical and stretch growth targets, as well as Instructional Grouping.	✓	✓
Diagnostic Results Export (K–8)	• Provides the same details as the Diagnostic & Instruction Export, but in fewer columns, making it easier to manage and view. It includes a Relative Placement column with 5-Level Placements.	✓	✓
Literacy Tasks Exports (K–6) Reading Only	• Features separate exports for all student *Literacy Tasks* Benchmark data, Progress Monitoring Passage Reading Fluency data, and Progress Monitoring data from other *Literacy Tasks*.	✓	✓
Dyslexia Screener Export (K–3) Reading Only	• Includes students whose scores on the *Diagnostic* for reading fall below the *i-Ready* Reading Difficulty Indicator cut score. It allows administrators to examine phonological awareness (K–1), phonics (2–3), and comprehension scores to understand whether reading performance patterns are consistent with risk factors for dyslexia.	✓	✓
Growth Monitoring Results Export (K–8)	• Allows administrators to track specific students to understand their likelihood of reaching annual Typical Growth and annual Stretch Growth goals throughout the year. (Only if administered.)	✓	✓
Standards Mastery Results by Test Export (2–8)	• Provides individual student scores on each *Standards Mastery* assessment. (Only if administered.)	✓	✓

Table 5. Standard Exports			
Export	**Description**	**School-Level**	**District-Level**
Standards Mastery Results YTD Export (2–8)	• Provides individual student scores on each standard assessed throughout the year. (Only if administered.)	✓	✓
Assessment of Spanish Reading Export (K–6) Reading Only	• Provides student data on all completed Spanish Reading assessments. (Only if administered.)	✓	✓
i-Ready Personalized Instruction			
Instructional Usage Export (K–8)	• Tracks how much time individual students have spent in online *Personalized Instruction*, including monthly time-on-task and percent lessons passed data.	✓	✓
Personalized Instruction by Lesson Export (K–8)	• Allows administrators to review all available data by lesson report for all students in one CSV file. Lessons are identified as *i-Ready*-Assigned versus Teacher-Assigned so administrators can understand how students are performing for each lesson type.	✓	✓

The Diagnostic Results report at the student level lists areas of strength ("Can Do") and areas of need ("Next Steps & Resources for Instruction") (Figure 20). The report lists suggested resources that directly address the student's areas of need—at whatever level is identified for the student**.** These include resources within *i-Ready*, such as relevant Tools for Instruction, and resources outside of *i-Ready*, such as Mississippi *Ready Reading.*



Placement by Domain

Results in Phonics indicate that Mario has difficulty decoding words accurately. Vocabulary is another cause for concern. This score indicates that Mario has gaps in grade-level word knowledge. Targeting Phonics and Vocabulary instruction is the best way to support this student´s growth as a reader. Taken together, this information places Mario in Instructional Grouping Profile 1.

Phonological Awareness	Phonics	High-Frequency Words	Vocabulary	Comprehension: Literature	Comprehension: Informational Text
Tested Out	Grade 3 520	Tested Out	Grade 2 492	Grade 3 545	Early 4 558

Developmental Analysis

This domain focuses on how accurately students decode written words. Mario will benefit from instruction or review in using syllabication patterns to determine syllable sounds, decoding words with a V/V syllable pattern, such as *science*, as well as continued practice decoding multisyllabic words to build fluency. This student will also benefit from instruction and practice in encoding multisyllabic words with common prefixes and suffixes.

The skills in this domain extend through grade 3.

Can Do

Decode multisyllabic words.
Decode common three- and four-syllable words.
Standards

Decode multisyllabic words.
Decode five-syllable words and less common three- and four-syllable words.
Standards

Identify syllable sounds.
Identify syllable sounds in multisyllabic words.
Standards

Decode multisyllabic words with prefixes and suffixes.
Decode multisyllabic words with common prefixes and suffixes.
Standards

Next Steps & Resources for Instruction

+ Practice using syllabication patterns to determine syllable sounds.
+ Teach decoding multisyllabic words with vowel pairs.
− Provide repeated practice decoding multisyllabic words.

Provide repeated practice decoding multisyllabic words.

- Mario will benefit from decoding the same multisyllabic words multiple times.
- Create speed drills that combine 10 to 20 words multiple times. Ask the student to read the words aloud with a partner.

Tools For Instruction

Multisyllabic Words: Three and Four Syllables
Multisyllabic Words: Three to Five Syllables
Words with Two Vowels Sounded Separately

Additional Resources

Phonics for Reading

Figure 20. This excerpt from the Diagnostic Results (Student) report shows the informative "Can Do" and "Next Steps & Resources for Instruction" features.

The Instructional Groupings report (Figure 21) is especially useful in guiding teachers in grouping students so those who need support with the same skills can get the most out of small-group instruction. It affords educators flexibility in categorizing students and targeting efficient and effective instruction. Teachers can drill down to see instructional priorities specifically designed for each identified group. This report provides links to Tools for Instruction lesson plans based on the skills in which each group is deficient.

Recommendations for Teacher-Led Instruction

Geometry

- Sort shapes based on attributes, then draw shapes from a given set of attributes.
- Use two-dimensional shapes to compose a new two- or three-dimensional shape.
- Divide shapes into equal-size portions, and use a unit fraction to name the portion.

Give children repeated opportunities to sort shapes by their attributes, discussing why shapes belong in a given category. Once children have enough exposure to the attributes of shapes, have them draw shapes to match a given a set of attributes. Then, have children further explore shapes by dividing them into equal-size pieces and naming the resulting pieces. Have them use shapes in combination to make a composite shape. Tangrams and pattern blocks can be used for this experience, which supports both fraction concepts and the idea of telling time to the half hour.

Measurement

- Measure the length of a given object with non-standard units.
- Order up to three objects by length.
- Tell time to the nearest half hour.

Children are developing the basic concept of measurement as a comparison to a number of uniformly-sized units. Children can use objects such as paperclips to measure the lengths of objects in the classroom; direct instruction about lining up the end of the measuring tool, or the first unit, with the end of the object is important. Children may need additional support reading a clock to the nearest half hour. These children often fail to recognize the relationship between the numbers on the clock and the number of minutes past the hour. Give children ample opportunity to practice this skill, integrating it throughout their daily routine, not just during math time.

Data

- Collect data and use counting to answer questions.
- Represent and interpret data using tally marks and graphs.

Give children opportunities to collect data and answer real-life questions about things that are interesting to them such as pets or sports. They can use tally marks or collect objects (connecting cubes) to count elements of data. Since these children have strong number skills, be sure to pose questions that provide opportunities to apply their number skills to answer interesting and challenging questions.

Resources

Tools for Instruction

English (10) Spanish (10)

Measurement and Data

Measuring Length
Telling Time to the Hour and Half Hour
Representing Data: Tally Charts
Order by Length
Compare Lengths
Line Plots

Geometry

Defining Attributes of Shapes
Making New Shapes
Making Equal Shares
Fill a Rectangle with Squares

Additional Resources

i-Ready® Classroom

i-Ready Classroom Mathematics

Learn More

Grade 1

Lesson 18: Collect and Compare Data
Lesson 23: Tell Time
Lesson 24: Money
Lesson 30: Order Objects by Length
Lesson 31: Compare Lengths
Lesson 32: Understand Length Measurement

Figure 21. This excerpt from an Instructional Groupings report shows the recommendations for teacher-led instruction and additional resources.

Additional reports are available to inform differentiation and small-group instruction. For example, the Diagnostic Growth report summarizes student progress toward goals and breaks down results into placement by domain. The Standards Mastery Results report includes a section with recommendations for differentiated instructional support.

> **"I love that so much information is made available to teachers, students and parents...*i-Ready* is incredibly helpful in differentiating instruction. The diagnostic information is very specific and individualized. I love that the reports tell me what the student can do and what he should focus on, as well as the next steps with resources to help teacher target instruction. Overall, this is data that helps drive instruction! So exciting."**
> **—Educator and *i-Ready* User**

The MS Standards report provides educators with a standard-by-standard analysis that details student performance against the MCCRS. The report shown in Figure 22 is at the student level; it is also available at the class level.

The green check marks signify likely understanding of the skill aligned to the standard, and the clear check marks signify only some understanding (or only partial alignment of the skill to the standard). A standard with an X means that the student has not demonstrated sufficient understanding of the skill.

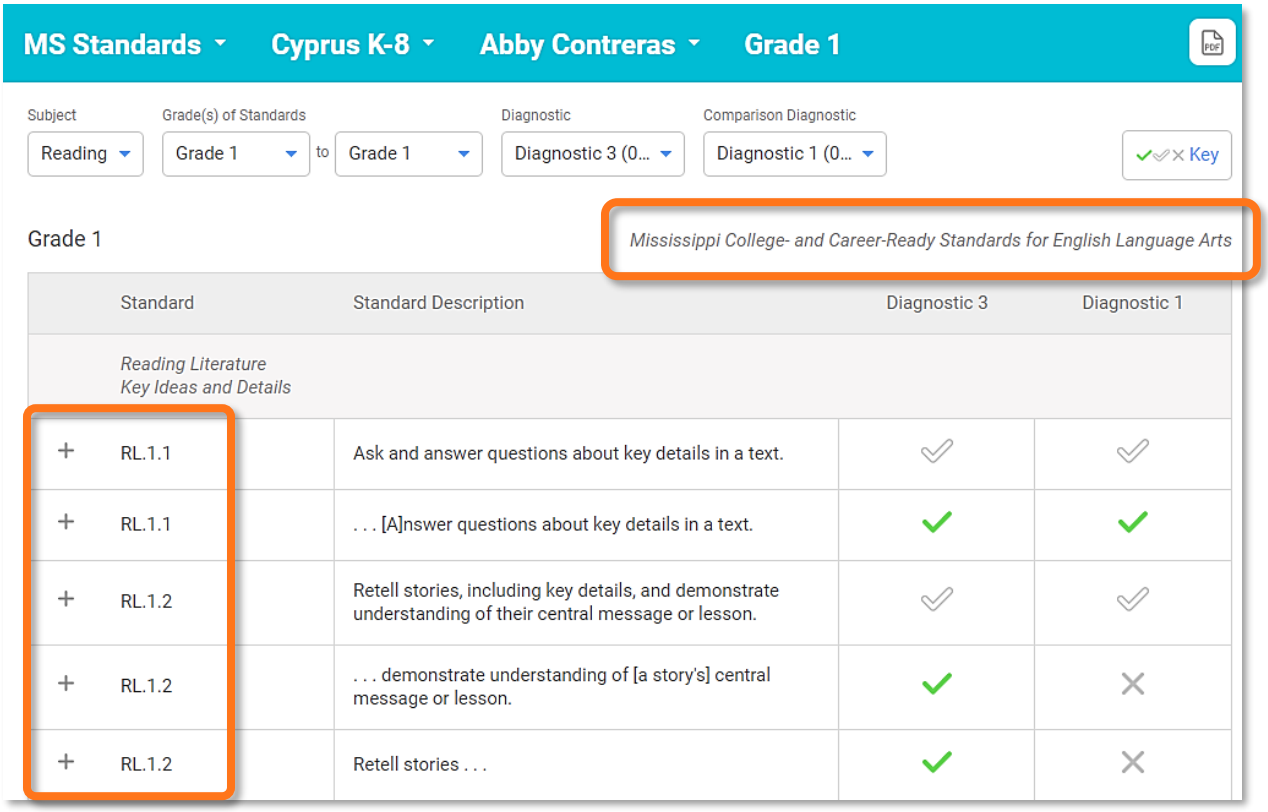


Figure 22. In the MS Standards report, educators can quickly assess student skills as they relate to the MCCRS. Clicking on the standard provides more detail. In this example, the scores from two *Diagnostics* are displayed for comparison.

Provides Supplemental Software Enhancements to Drive Student Instruction

i-Ready Personalized Instruction Works in Tandem with *i-Ready Assessment*

i-Ready enhances supplemental instruction through actionable reports. Together in one unified platform, *i-Ready Assessment and Personalized Instruction* combines a valid and reliable assessment suite with instructional resources targeted to each student's specific academic needs. The programs work together to ensure that lessons meet students where they are **precisely** in their learning journey and encourage students as they develop new skills.

Once a *Diagnostic* assessment is completed, *i-Ready Personalized Instruction* builds a unique lesson plan consisting of lessons based on assessment performance, with a personalized starting point for every student. In this way, students receive instruction and practice in areas where they need the most support. *Personalized Instruction* then delivers engaging online lessons that motivate students on their paths to proficiency and growth. The *Personalized Instruction* lessons are highly interactive and promote active student engagement: students interact with the program by clicking on answers, using online tools, typing in text or numbers, and manipulating virtual models.

This individualized instruction is complemented by easily accessible teacher resources: teacher-led instruction is expertly and explicitly guided via real-time reports that detail each student's or instructional group's abilities and areas of need. These reports provide teachers with a personalized action plan for individual and group instruction, as well as point-of-use tools to deliver that instruction, as illustrated in Figure 23.

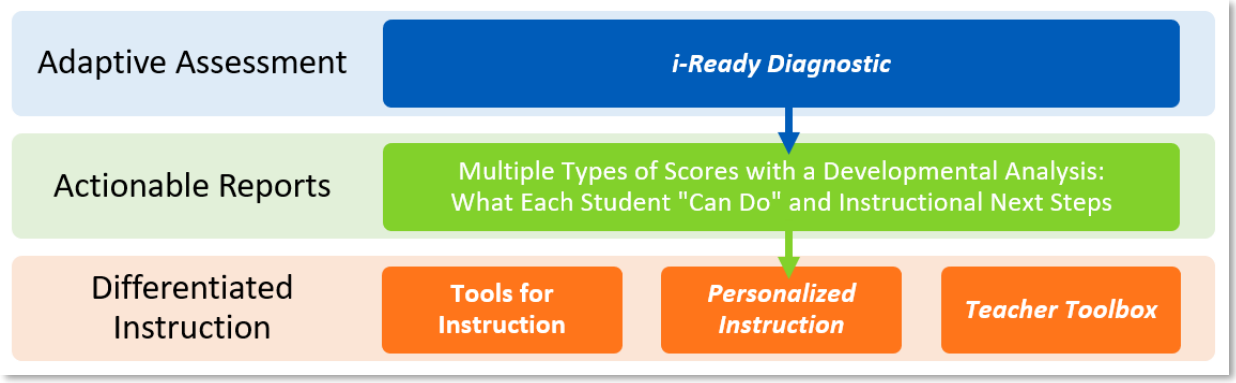


Figure 23. Upon completion of each *Diagnostic*, *i-Ready* generates actionable reports that provide recommended next steps and classroom resources to support differentiated instruction. A key resource includes the Tools for Instruction—short, targeted resources for teacher-led differentiated instruction. Additionally, *i-Ready Personalized Instruction* builds a unique online lesson plan for every student. Lastly, with *Teacher Toolbox*, educators have access to resources spanning grades K–8, making it easy to reteach or extend for further differentiation.

i-Ready provides a true integrated, data-driven instructional system on a single platform for reading and mathematics that helps teachers guide students toward continued academic growth. *i-Ready* combines in a single platform diagnostic, growth measure, and standards mastery assessments with instructional resources targeted to each child's specific academic needs. Once *i-Ready Assessment* (K–12) identifies each student's specific areas of need, the instructional modules in *i-Ready Personalized Instruction* (K–8) then target those skills. *i-Ready Personalized Instruction* delivers powerful online lessons that motivate students on their paths to proficiency and growth. Driven by insights from the *Diagnostic*, *i-Ready Personalized Instruction's* online lessons provide tailored instruction that meets students where they are in their learning journey and encourages them as they develop new skills. *i-Ready's* online lessons span grade levels K–8 in reading/ELA and mathematics.

Once each student has completed their first *Diagnostic*, *i-Ready* builds a unique lesson plan consisting of online instructional lessons based on assessment performance, with a personalized starting point for every student. The depth of the *Diagnostic* identifies specific areas of weakness, and the *Personalized Instruction* lessons then target those skills. *i-Ready* meets students in their zone of proximal development, providing the guidance and scaffolding they need to advance. Further, the teacher may adjust any student's position within the recommended sequence of lessons, and/or may add Teacher-Assigned Lessons for students to ensure they develop skills in conjunction with the core curriculum.

i-Ready Personalized Instruction Targets Support with Specific MCCRS

i-Ready provides multiple ways for educators to identify *Personalized Instruction* lessons that provide support for students on specific MCCRS for reading and mathematics.

Educators can access the correlation documents embedded in *i-Ready* to search for lessons aligned to each standard (Figure 24). Additionally, clicking on a specific lesson opens a window that displays details about the lesson, including the MCCRS it supports (Figure 25).

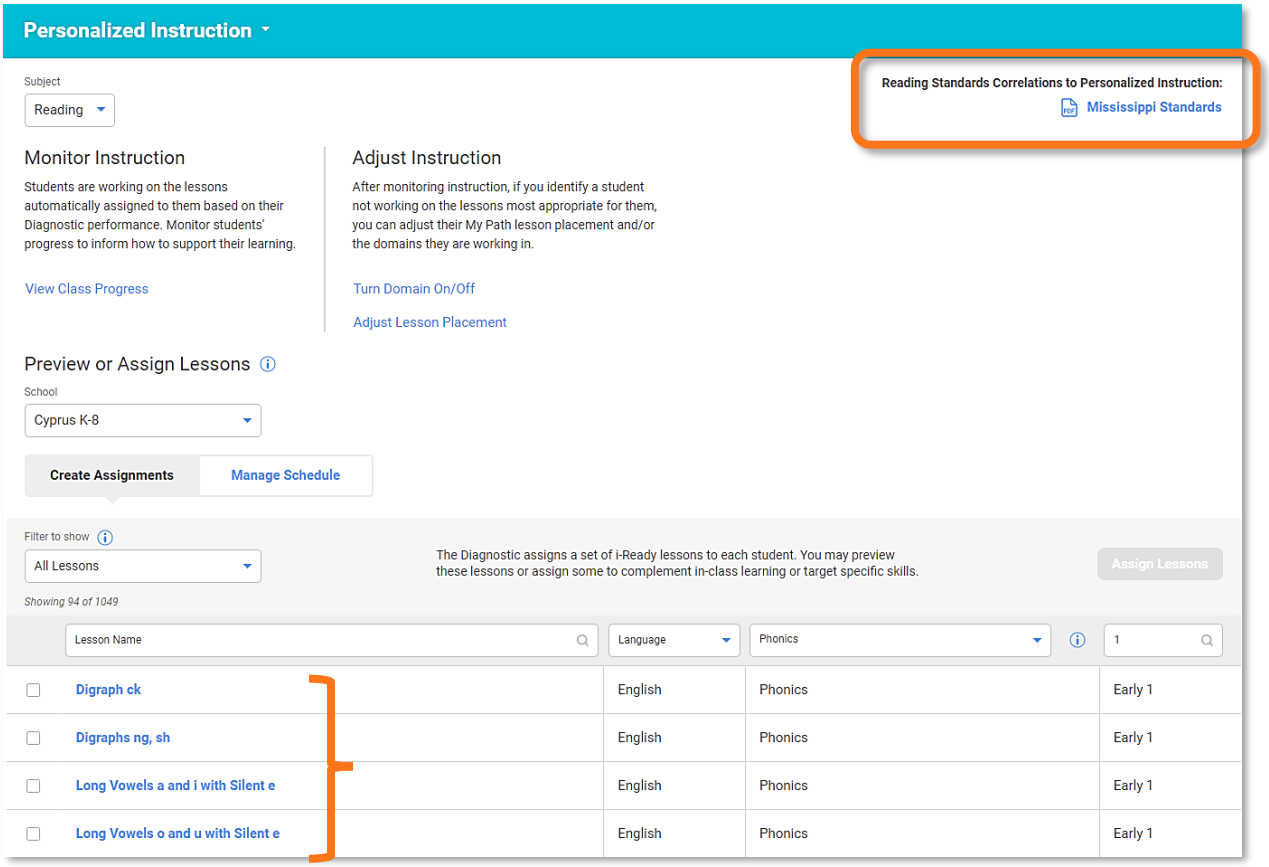


Figure 24. When assigning/previewing lessons, teachers can quickly access the correlations to the MCCRS, as highlighted in the top, right of this image. Clicking on a particular lesson name (highlighted in the bottom, left of the image) opens a window that shows the related Mississippi standard.

From several *i-Ready* screens and reports, educators can click on a lesson title and see what Mississippi standard the lesson supports (Figure 25).

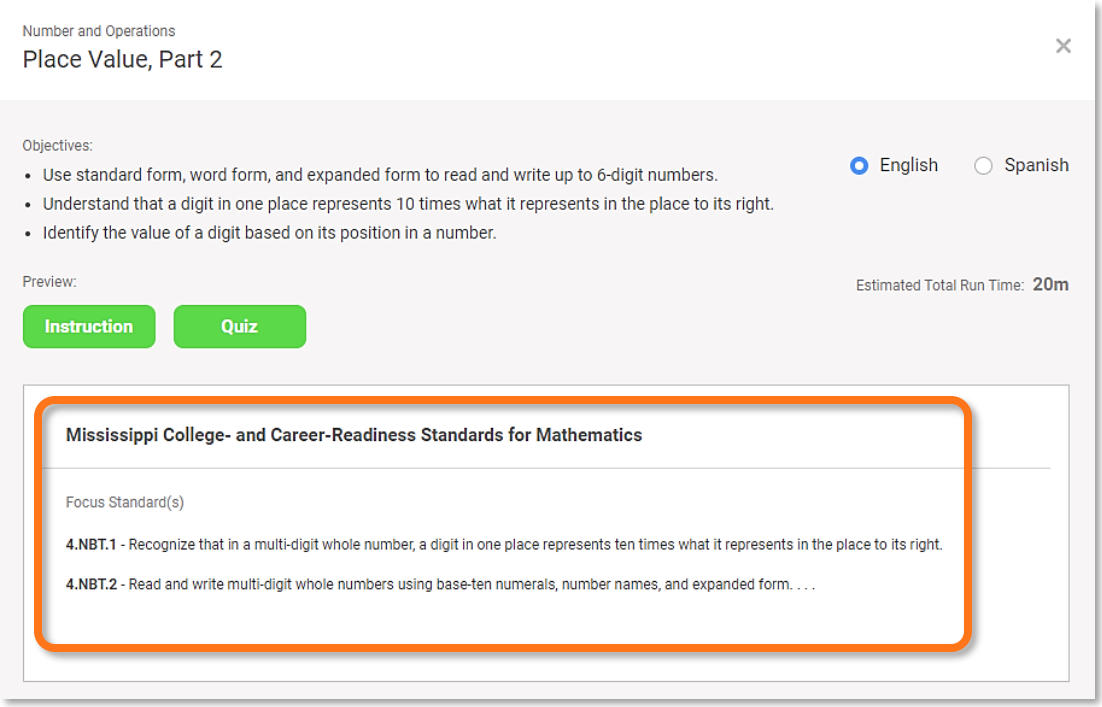


Figure 25. From several locations in *i-Ready,* teachers can preview and view details on *Personalized Instruction* lessons, including the related MCCRS.

Our analysis of *i-Ready* data found that students using *i-Ready Personalized Instruction* for at least 45 minutes per week showed significantly greater gains over average student growth—on average, 46 percent higher reading scores and 38 percent higher math scores than students who had no *i-Ready Personalized Instruction*.

We built *i-Ready Personalized Instruction* by employing best practices for instruction, including:

- Highly interactive lessons that keep students focused and engaged in their own learning.
- Lessons that use real-world experiences and authentic situations to teach essential skills. Many are themed, to draw students into a story and give them a purpose for learning a concept.
- Adaptive instruction—featured in many of the newest lessons—provides the right amount of practice and instruction at the right time, keeping students motivated and working at the most efficient pace.
- Instruction encourages productive struggle by allowing for failure but providing a path to success, which enhances student learning.
- Lessons provide strategic scaffolds, helping students access what they are learning and empowering students to take ownership over their learning and increase their independence.

- Lessons provide supports by incorporating language development strategies, culturally responsive teaching principles, and strategic scaffolds to help learners succeed, especially English Learners.
- Lessons speak authentically to a student's experience by offering culturally relevant, thought-provoking, and age-appropriate instruction.

Personalized Instruction lessons follow a natural developmental progression: skills that students learn in earlier lessons build the foundation for later lessons. Each module includes explicit instruction, guided practice, and a short quiz for progress monitoring purposes.

Many children are accustomed to a steady stream of interaction with digital media. As a result, today's students—often multi-tasking outside of school—may have a lower threshold for boredom. *Personalized Instruction* fosters student engagement through dynamic, interactive content and program components that are visually appealing and engaging (Figure 34). The *Personalized Instruction* modules promote active student participation in learning. Children interact with the program every 30 seconds or less by clicking on answers, using online tools, typing in text or numbers, and manipulating virtual models.

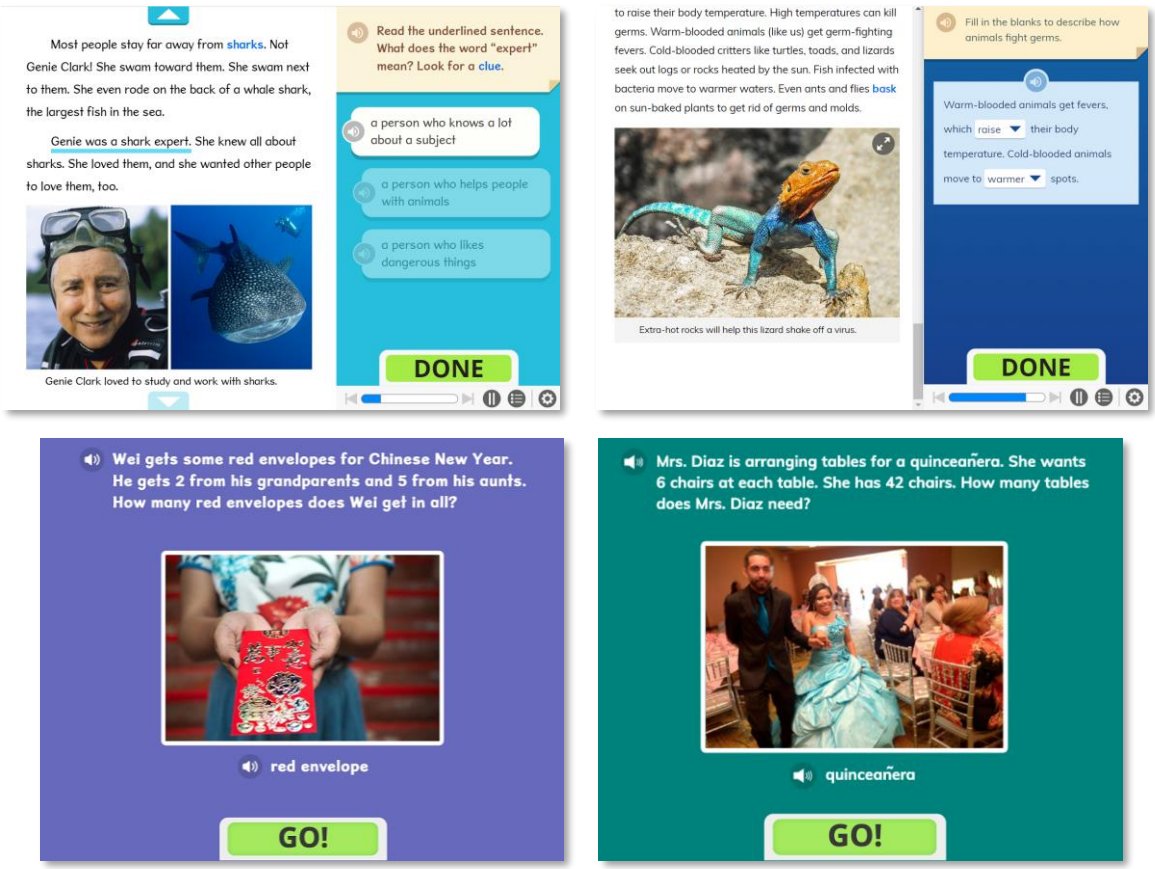


Figure 26. With *i-Ready Personalized Instruction*, students learn a skill or concept through engaging content. Shown on the top row are excerpts from reading lessons: grade 2 (left) and grade 4 (right). On the bottom row are excerpts from mathematics lessons: grade 1 (left) and grade 3 (right).

The first portion of each lesson explains the topic and encourages students to draw upon prior knowledge. The explicit instruction includes modeling the skill in real-world scenarios that engage students. Next, students are asked to practice the new skill. Further, *i-Ready* embeds numerous instructional supports—such as defining academic language in context at point-of-use—particularly helpful to English Learners and students served by Special Education.

i-Ready is designed to foster internal motivation: students dive in and have productive struggle, and then receive strategic and interactive scaffolds when and where they need them. When students answer incorrectly, they are presented with instructional feedback that guides them toward understanding. If students answer questions correctly, they are allowed to advance without listening to instruction they do not need. That way, each student receives the right amount of challenge and can progress at an appropriate pace through the lessons themselves, and through the lesson pathway.

Some of *i-Ready's* scaffolds students can opt into in order to empower students to take ownership over their learning. For example, in reading comprehension lessons at grades 3–5, students can choose to get background knowledge support or key word definitions at point of use as they are reading. In mathematics lessons at grades 6–8, the "Show Me" button appears after the student gets the answer wrong once or twice. The student can decide whether to try once or twice more or to ask for help by clicking the button.

The final portion of each *i-Ready* lesson is a short quiz, designed to assess students' understanding of the focus skill of that lesson (Figure 27). Results from quizzes populate the Personalized Instruction Summary reports, which help teachers determine if the student has enough understanding to move on, needs to repeat the lesson, or requires additional support.

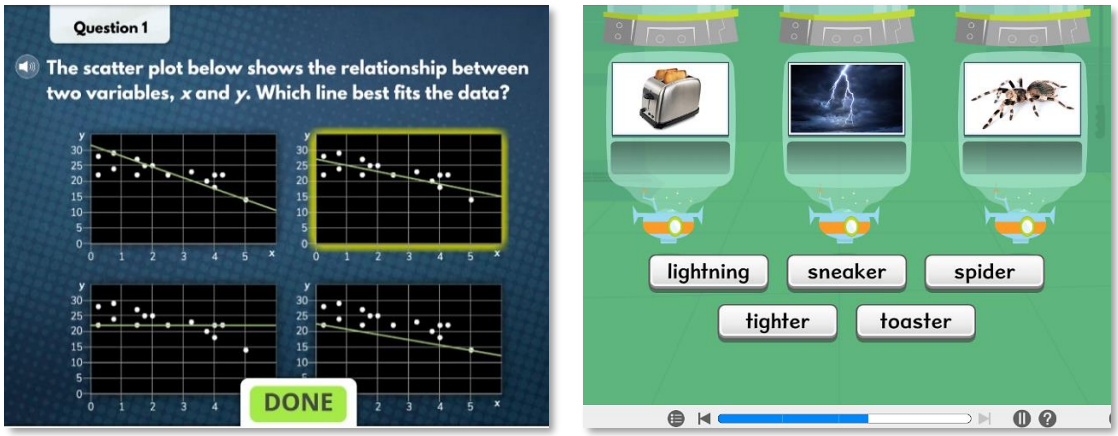


Figure 27. *i-Ready Personalized Instruction* quizzes are examples of the program's embedded progress monitoring. Shown on the left is an excerpt from a grade 8 mathematics quiz (Measurement and Data); on the right is an excerpt from a grade 2 reading quiz (phonics).

System must provide a unified / integrated online assessment and instruction solution for students in grades K-8. The solution platform should not be broken into separate grade bands.

Provides Lesson Plans/Paths for Individual Students and Student Groups

i-Ready Builds Learning Paths for Individual Students and Student Groups

i-Ready Personalized Instruction delivers powerful online lessons that motivate students on their paths to proficiency and growth. Driven by insights from the *Diagnostic*, *i-Ready Personalized Instruction's* online lessons provide tailored instruction that meets students where they are in their learning journey and encourages them as they develop new skills. *i-Ready's* online lessons span grade levels K–8 in reading/ELA and mathematics.

Once each student has completed their first *Diagnostic*, *i-Ready* builds a unique lesson plan consisting of online instructional lessons based on assessment performance, with a personalized starting point for every student. The depth of the *Diagnostic* identifies specific areas of weakness, and the *Personalized Instruction* lessons then target those skills. *i-Ready* meets students in their zone of proximal development, providing the guidance and scaffolding they need to advance.

For a detailed explanation of automated, individual pathways, please see our description of *Personalized Instruction* beginning on page 41.

Further, the teacher may adjust any student's position within the recommended sequence of lessons, and/or may add Teacher-Assigned Lessons for students to ensure they develop skills in conjunction with the core curriculum. JCSD educators not only have Tools for Instruction, described as follow, but an entire suite of resources to build pathways for individual students and student groups. Diagnostic Results Report

Upon completion of the *Diagnostic*, the in-depth Diagnostic Results report provides scores and comprehensive insight into class and student performance. The report is available at the student, class, and school/district levels.

The **Diagnostic Results (Student)** report (Figure 28) provides a comprehensive picture of student instructional needs, based on data from each *Diagnostic*, with specific recommendations and resources for differentiating instruction. This report answers the questions:

- What are the strengths and areas of need for an individual student?
- How can I tailor instruction and identify the right resources to best support an individual student's needs?

The scores reported include scale score, placement level, norm scores, and Lexile (reading) or Quantile (mathematics) measure. The student's latest *Diagnostic* placement level and progress toward their Typical and Stretch Growth measures are also reported. Lastly, the report includes a list of what the student "Can Do" as well as specific Next Steps and Resources for Instruction—the next skills in a developmental progression that the student needs to master.

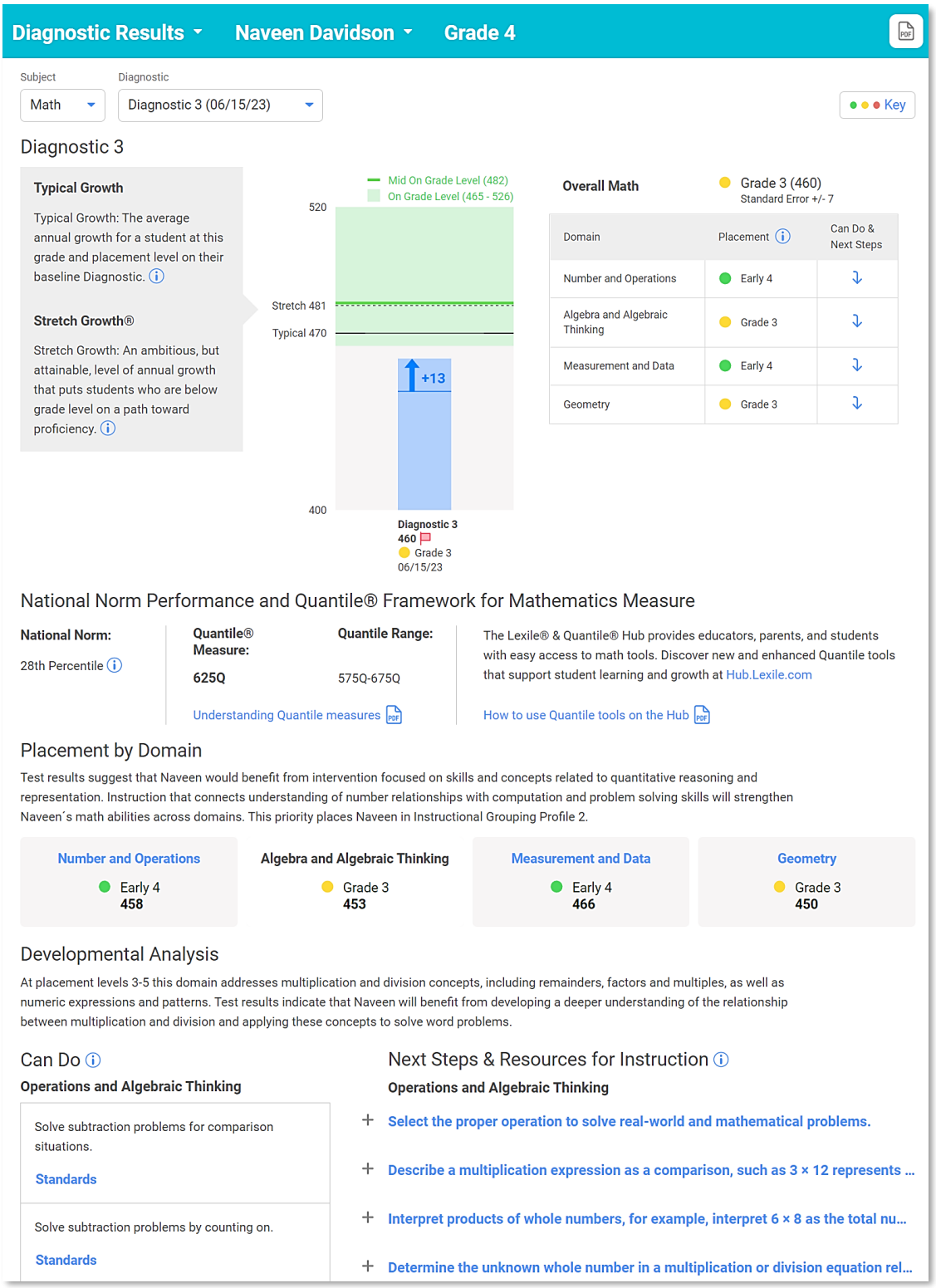


Figure 28. This excerpt from the Diagnostic Results (Student) report shows the multiple scores provided, including the student's annual growth expectations for the content area as well as how the student is performing in each domain reported. The report also provides a Developmental Analysis, "Can Do," and "Next Steps & Resources for Instruction" features.

The **Diagnostic Results (Class)** report (Figure 29) provides a comprehensive picture of class instructional needs based on data from each *Diagnostic*. This report answers the questions:

- How is my class performing and what are my students' domain-specific instructional needs?
- What are the suggested growth measures for each of my students?
- What are the Lexile (reading) or Quantile (math) measures for each student in my class?
- How did each student in my class perform relative to a nationally representative sample of students?
- Did any students rush through the *Diagnostic*?

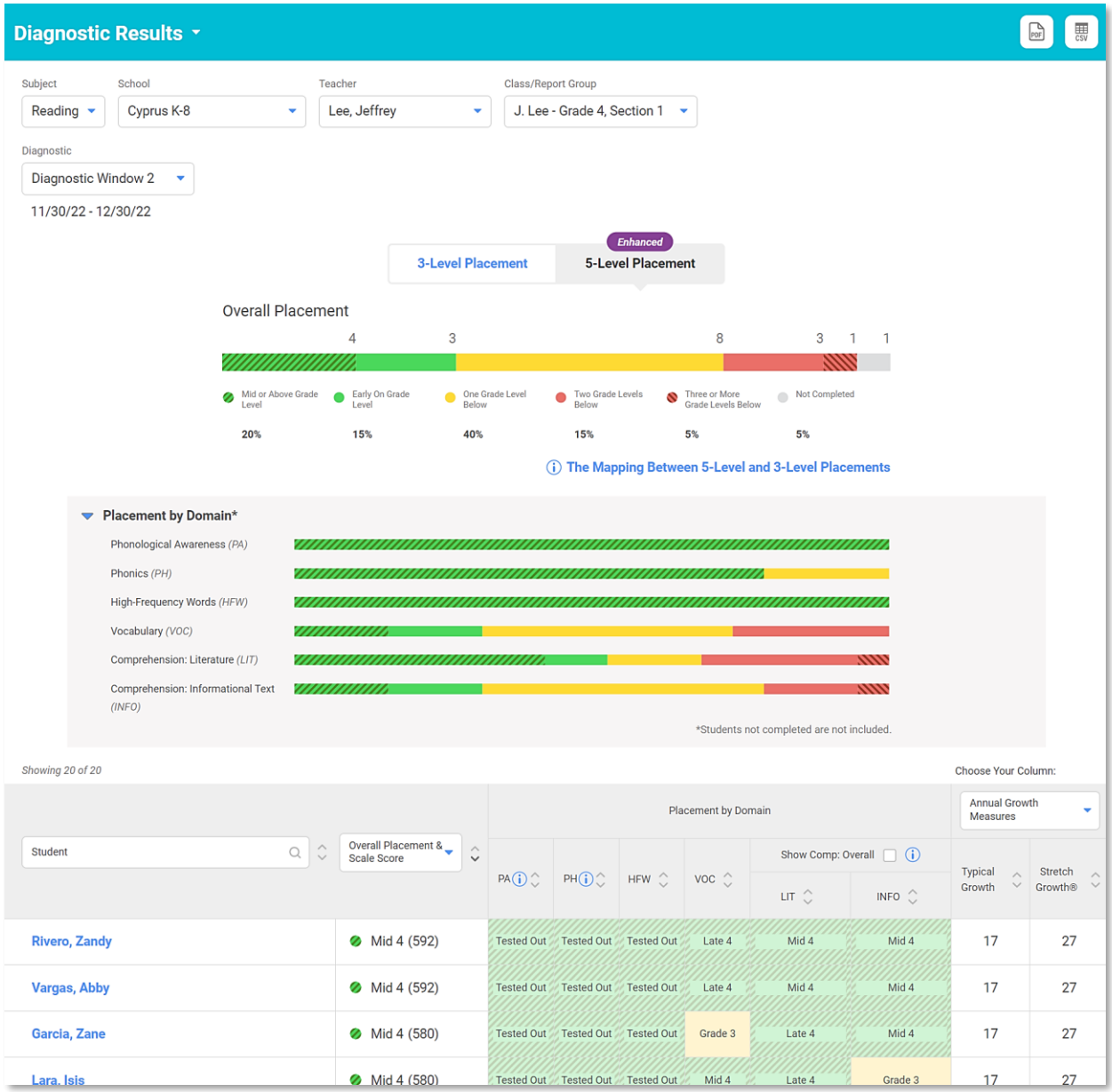


Figure 29. The Diagnostic Results (Class) report provides overall and domain *Diagnostic* placements for each student, as well as a class distribution summary.

The **Diagnostic Results (District/School)** report (Figure 30) shows a comprehensive picture of student performance at the district, school, grade, and class level based on data from a single *Diagnostic* or on a comparison of data between two *Diagnostics*. This report answers the questions:

- How can I group my students into tiers using their *i-Ready* results?
- What percentage of students is below or on/above grade level and who needs the most support?

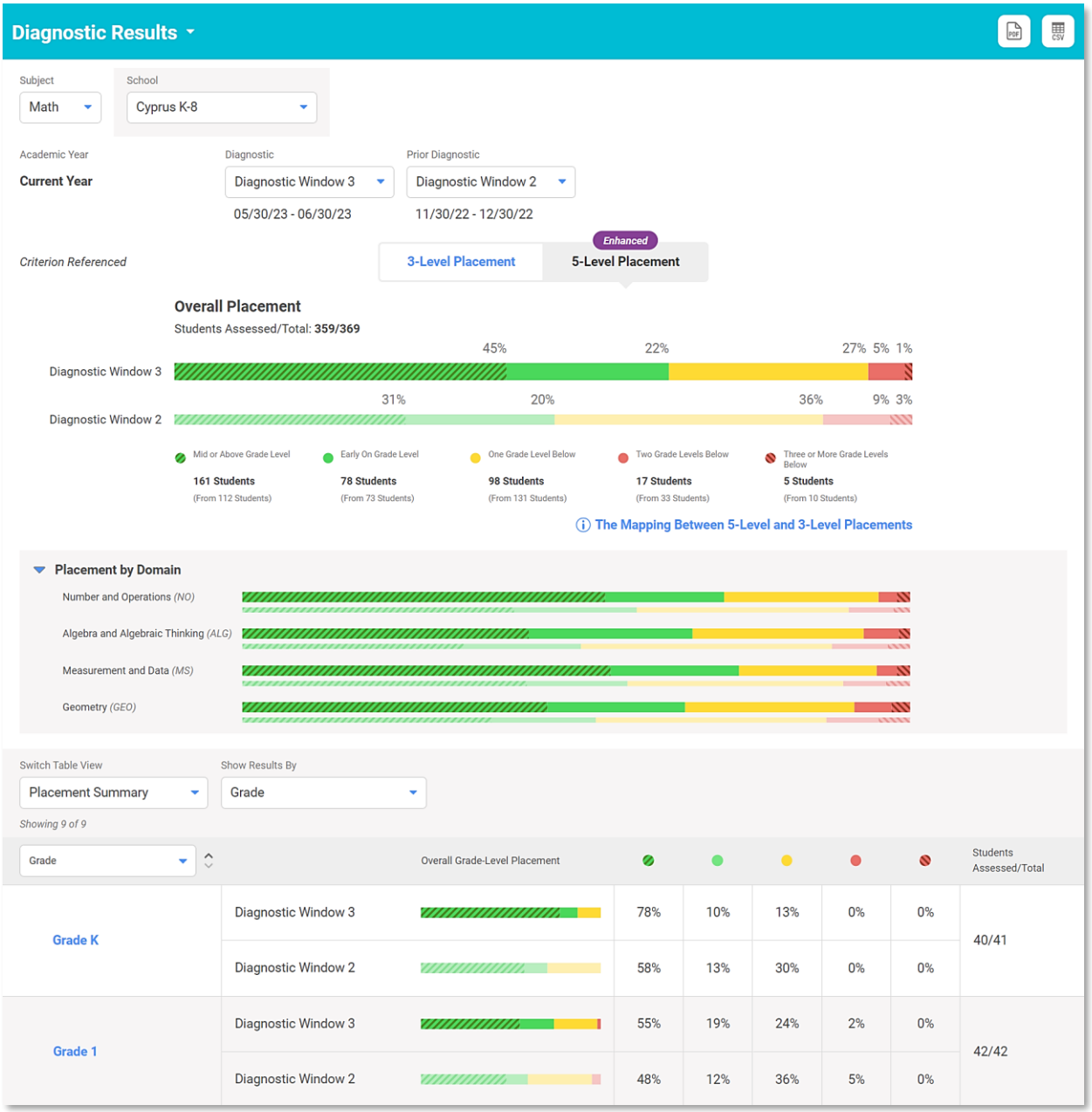
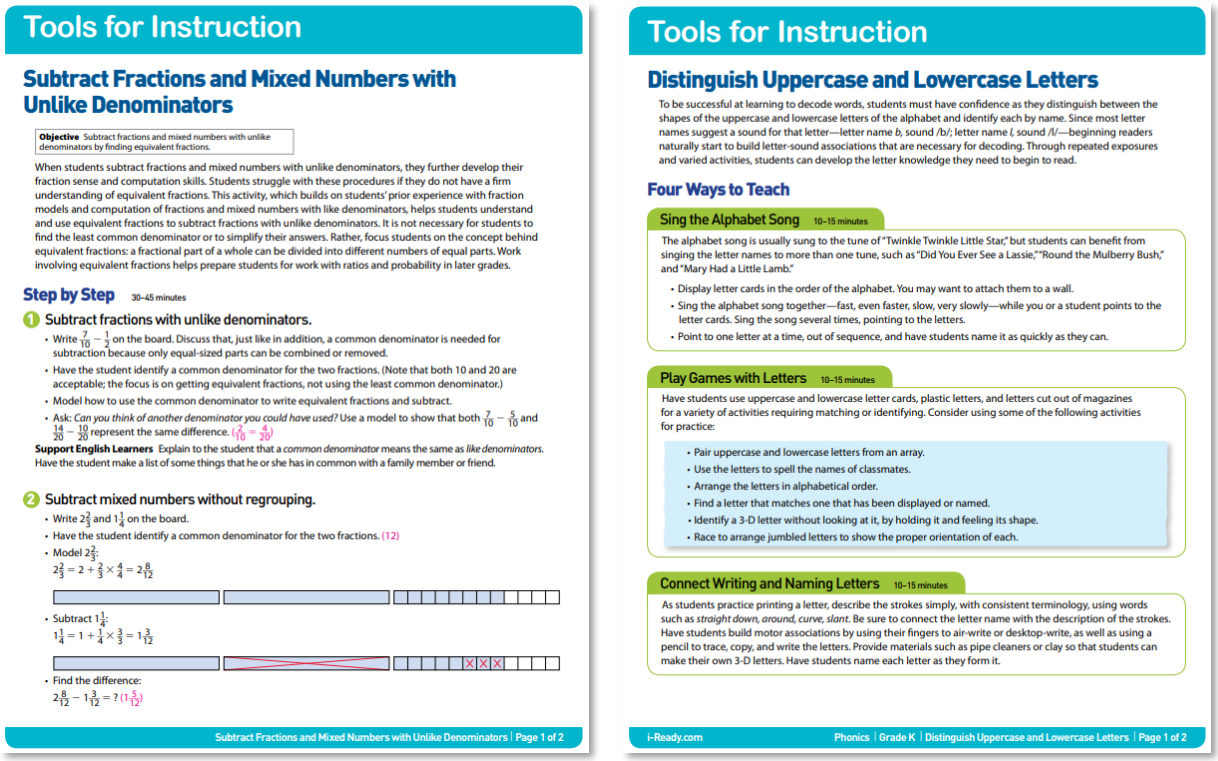


Figure 30. The Diagnostic Results (District/School) report provides a comprehensive picture of student performance at the school, grade, and class levels, enabling administrators to set intervention strategies and inform resource allocation decisions after each *Diagnostic*. Administrators can view data for one school (shown here) or for all schools. In this example, the results of two *Diagnostics* are compared across five levels.

"Excellent resource – [Diagnostic Results] reports provide helpful information for teachers, parents, and support staff. Thank you!"

Point-of-Use Instructional Support

Tools for Instruction are actionable, in-the moment teaching resources for addressing specific skills. These educator-facing, downloadable PDF materials provide step-by-step lesson plans, complete with background on the targeted skill, a variety of ways to approach teaching or reinforcing the skill, and how to identify and remedy common student misconceptions (Figure 31). Tools for Instruction are designed for 20–30 minutes of instruction and are available for students performing at grades K–8. The resources are also available in Spanish for mathematics (K–8) and reading (K–6).



Tools for Instruction

Subtract Fractions and Mixed Numbers with Unlike Denominators

Objective Subtract fractions and mixed numbers with unlike denominators by finding equivalent fractions.

When students subtract fractions and mixed numbers with unlike denominators, they further develop their fraction sense and computation skills. Students struggle with these procedures if they do not have a firm understanding of equivalent fractions. This activity, which builds on students' prior experience with fraction models and computation of fractions and mixed numbers with like denominators, helps students understand and use equivalent fractions to subtract fractions with unlike denominators. It is not necessary for students to find the least common denominator or to simplify their answers. Rather, focus students on the concept behind equivalent fractions: a fractional part of a whole can be divided into different numbers of equal parts. Work involving equivalent fractions helps prepare students for work with ratios and probability in later grades.

Step by Step 30–45 minutes

1 Subtract fractions with unlike denominators.

- Write $\frac{7}{10} - \frac{1}{2}$ on the board. Discuss that, just like in addition, a common denominator is needed for subtraction because only equal-sized parts can be combined or removed.
- Have the student identify a common denominator for the two fractions. (Note that both 10 and 20 are acceptable; the focus is on getting equivalent fractions, not using the least common denominator.)
- Model how to use the common denominator to write equivalent fractions and subtract.
- Ask: *Can you think of another denominator you could have used?* Use a model to show that both $\frac{7}{10} - \frac{5}{10}$ and $\frac{14}{20} - \frac{10}{20}$ represent the same difference. ($\frac{2}{10} = \frac{4}{20}$)

Support English Learners Explain to the student that a *common denominator* means the same as *like denominators*. Have the student make a list of some things that he or she has in common with a family member or friend.

2 Subtract mixed numbers without regrouping.

- Write $2\frac{2}{3}$ and $1\frac{1}{4}$ on the board.
- Have the student identify a common denominator for the two fractions. (12)
- Model $2\frac{2}{3}$:
  $2\frac{2}{3} = 2 + \frac{2}{3} \times \frac{4}{4} = 2\frac{8}{12}$
- Subtract $1\frac{1}{4}$:
  $1\frac{1}{4} = 1 + \frac{1}{4} \times \frac{3}{3} = 1\frac{3}{12}$
- Find the difference:
  $2\frac{8}{12} - 1\frac{3}{12} = ?$ ($1\frac{5}{12}$)

Subtract Fractions and Mixed Numbers with Unlike Denominators | Page 1 of 2

Tools for Instruction

Distinguish Uppercase and Lowercase Letters

To be successful at learning to decode words, students must have confidence as they distinguish between the shapes of the uppercase and lowercase letters of the alphabet and identify each by name. Since most letter names suggest a sound for that letter—letter name *b*, sound /b/; letter name *l*, sound /l/—beginning readers naturally start to build letter-sound associations that are necessary for decoding. Through repeated exposures and varied activities, students can develop the letter knowledge they need to begin to read.

Four Ways to Teach

Sing the Alphabet Song 10–15 minutes

The alphabet song is usually sung to the tune of "Twinkle Twinkle Little Star," but students can benefit from singing the letter names to more than one tune, such as "Did You Ever See a Lassie," "Round the Mulberry Bush," and "Mary Had a Little Lamb."

- Display letter cards in the order of the alphabet. You may want to attach them to a wall.
- Sing the alphabet song together—fast, even faster, slow, very slowly—while you or a student points to the letter cards. Sing the song several times, pointing to the letters.
- Point to one letter at a time, out of sequence, and have students name it as quickly as they can.

Play Games with Letters 10–15 minutes

Have students use uppercase and lowercase letter cards, plastic letters, and letters cut out of magazines for a variety of activities requiring matching or identifying. Consider using some of the following activities for practice:

- Pair uppercase and lowercase letters from an array.
- Use the letters to spell the names of classmates.
- Arrange the letters in alphabetical order.
- Find a letter that matches one that has been displayed or named.
- Identify a 3-D letter without looking at it, by holding it and feeling its shape.
- Race to arrange jumbled letters to show the proper orientation of each.

Connect Writing and Naming Letters 10–15 minutes

As students practice printing a letter, describe the strokes simply, with consistent terminology, using words such as *straight down, around, curve, slant*. Be sure to connect the letter name with the description of the strokes. Have students build motor associations by using their fingers to air-write or desktop-write, as well as using a pencil to trace, copy, and write the letters. Provide materials such as pipe cleaners or clay so that students can make their own 3-D letters. Have students name each letter as they form it.

i-Ready.com Phonics | Grade K | Distinguish Uppercase and Lowercase Letters | Page 1 of 2

Figure 31. Tools for Instruction guide teacher-led lessons that focus instruction on areas of need. Shown here are grade 5 mathematics (left) and kindergarten reading (right) excerpts.

Tools for Instruction support diverse learning needs: they can be used for students who need additional support as well as students who are ready to advance their skills and explore content at a greater depth. Teachers can use Tools for Instruction to provide individualized instruction aligned with the individual student's results on the *Diagnostic*, deliver differentiated small group instruction, and review or re-teach prerequisite skills during whole class instruction.

The list of recommended Tools for Instruction is updated after each *Diagnostic* based on the student's or instructional group's performance. Both the Diagnostic Results and the Instructional Groupings reports include downloadable Tools for Instruction. For example, in the Diagnostic Results report excerpt in Figure 32, the Developmental Analysis states, in part, that the student "may be ready for additional work with concepts and computation of multi-digit numbers, fractions, and decimals." The report then recommends several Tools for Instruction lessons to support the recommendation.

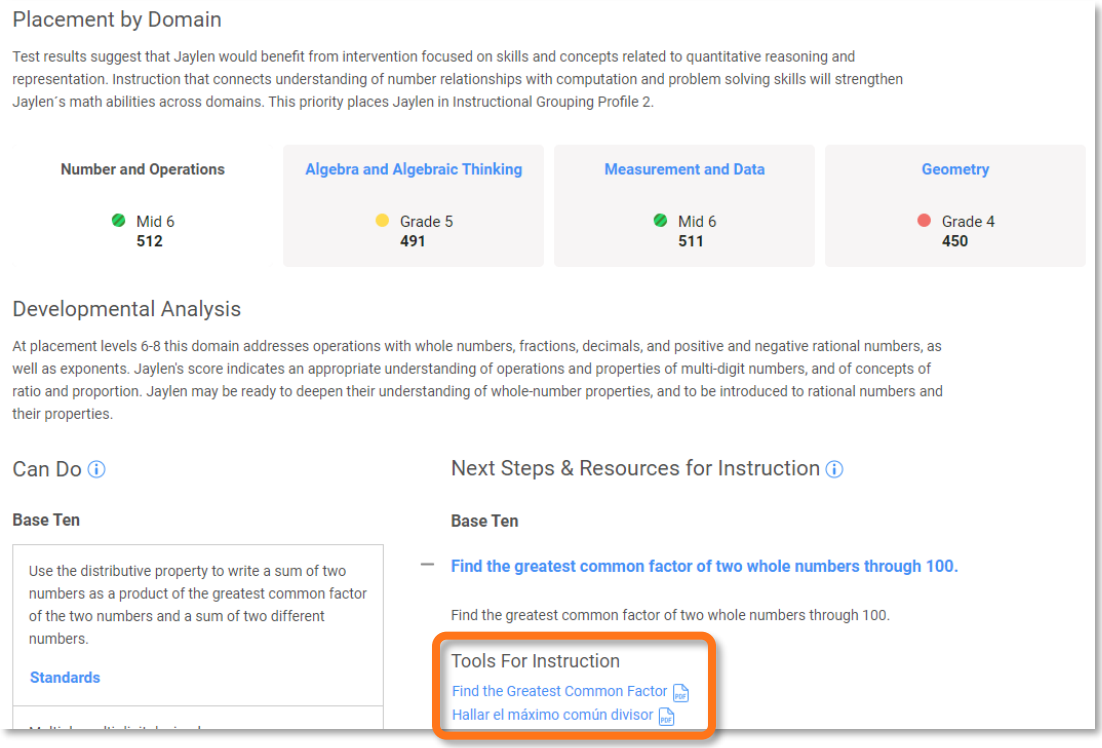


Figure 32. This excerpt from a Diagnostic Results (Student) report is for a student performing above grade level. The instructional recommendations and suggested resources are intended to help the student advance their skills.

In addition to being available at point-of-use in reports, Tools for Instruction can be accessed from the *i-Ready* teacher and administrator dashboards, from the Assess & Teach menu (Figure 33).

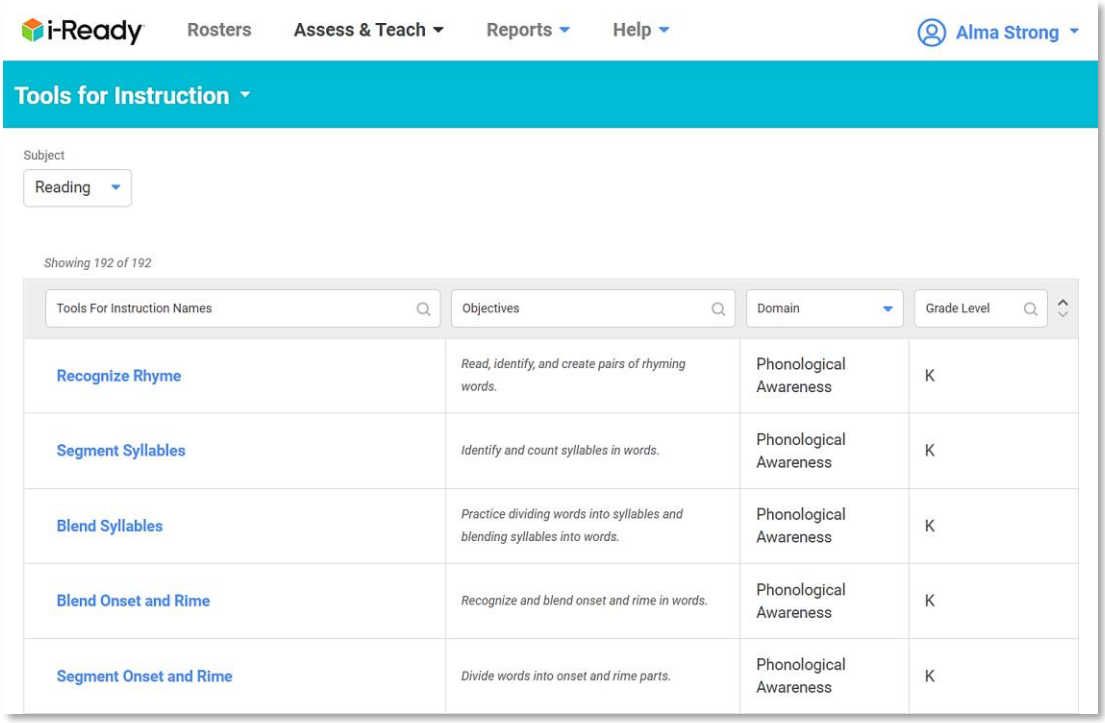


Figure 33. Tools for Instruction can be accessed from the teacher and administrator dashboards.

For additional information and to view more examples, see the Tools for Instruction overview page of our website: https://www.curriculumassociates.com/products/i-ready/i-ready-learning/tools-for-instruction.

JCSD educators can use the Instructional Groupings report (Figure 34) **to offer targeted support to students performing at different levels.** This report guides teachers in grouping students so that those who need support with the same skills can get the most out of small-group instruction. It affords educators flexibility in categorizing students and targeting efficient and effective remediation.

The **Instructional Groupings (Class)** report groups students with similar instructional needs and, for each group, provides detailed instructional priorities and classroom resources to support differentiated instruction. This report answers the questions:

- Which students fall into each of three tiers, based on their performance?
- How do I plan my differentiated instruction and identify the right resources to best support my students' needs?

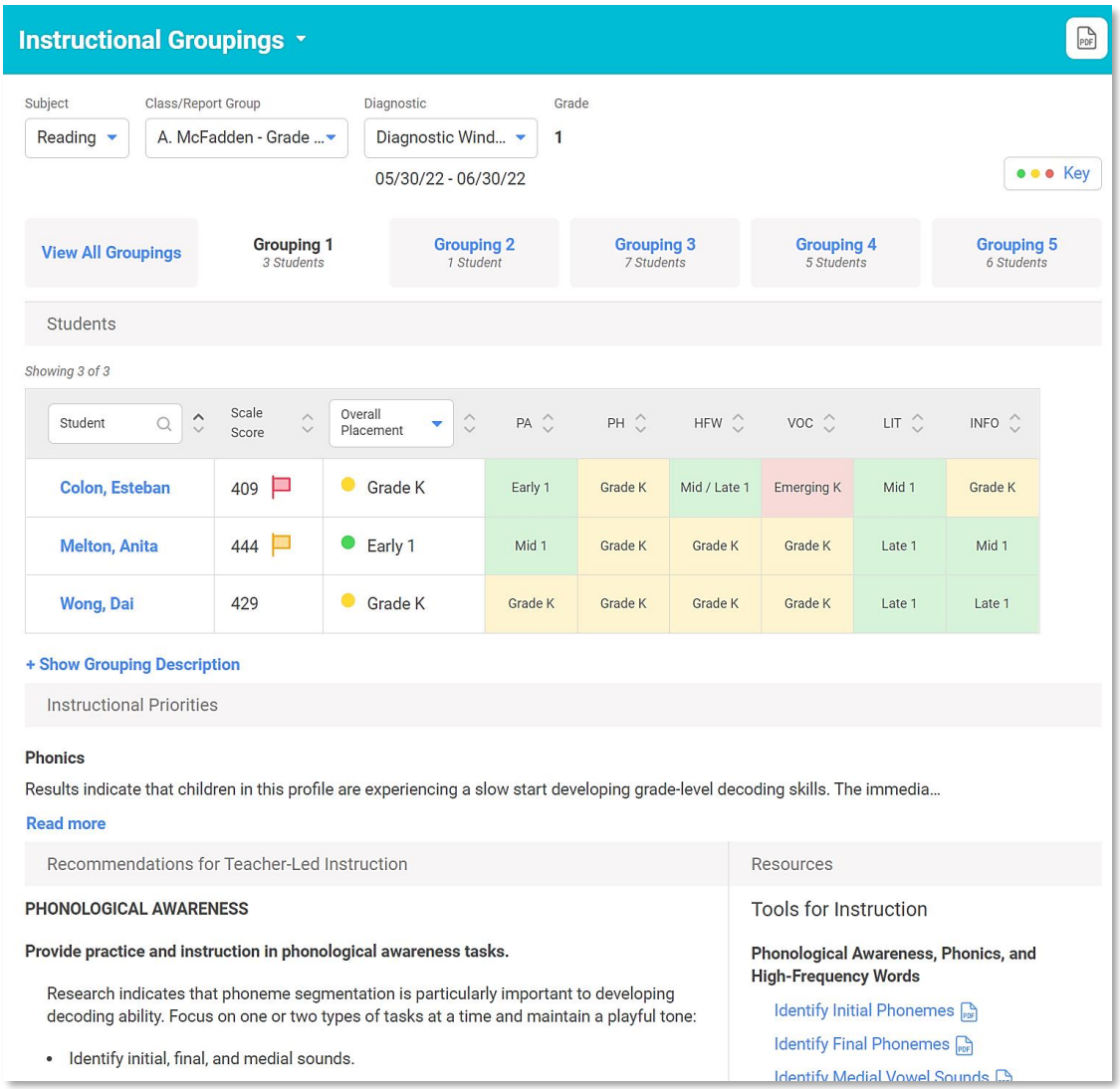


Figure 34. The Instructional Groupings report groups students who have performed similarly in skills assessed.

The **Instructional Groupings (School)** report groups students in each grade at a school with similar instructional needs. The report provides detailed instructional priorities and classroom resources to support differentiated instruction for each group. This report answers the question: "Across classes within a grade level at a specific school, which students have similar instructional needs, and how can they be grouped for instruction?"

Two key reports that can help teachers differentiate instruction are the **Diagnostic Results report**, which helps educators understand performance for a student, class, or school/district, and the **Instructional Groupings report**, which helps educators group students for instruction.

> **"The most significant thing about *i-Ready* is how it places students accordingly and how it guides teachers in addressing the situation regarding students' knowledge."**
> **—Educator and *i-Ready* User**

Teacher Toolbox

The cost-optional *Teacher Toolbox* offers Mississippi educators an extensive digital collection of K–8 instructional resources to support mathematics and ELA/writing instruction and intervention (Figure 35). With *Teacher Toolbox*, teachers can quickly find lessons and resources to provide on-level instruction while differentiating instruction to meet the unique needs of each student. Regardless of the grade they teach, educators can access the full range of resources for all available grade levels, thereby supporting differentiated instruction for students performing on-, below-, or above-grade level.

The following resources come at no-charge with the (cost-optional) Mississippi *Teacher Toolbox*.

i Ready Mississippi Reading (K–8) is a print-based supplemental reading comprehension program with strong instructional supports in vocabulary, aligned to MCCRS, *Ready Mississippi Reading* requires close reading of complex, authentic text from a variety of real-world source texts—from literature and poetry to blogs and news articles. *Ready Mississippi Reading* instruction uses a consistent Read, Think, Talk, Write model in which teacher-led discussion and small group collaboration are central to student achievement. Lessons scaffold to build students' confidence as they develop important critical thinking and analytical skills. As supported by research, *Ready Mississippi Reading* is an effective solution for all learners.

Ready Mississippi Writing (2–5) is a print-based supplemental writing program, aligned to MCCRS, *Ready Mississippi Writing* interweaves the writing standards with grade-level science and social studies themes to develop thoughtful, analytical writers. Through teacher-led instruction, students engage actively with source texts, learning to research for evidence and acquiring writing strategies that last for life. *Ready Mississippi Writing's* strong teacher support simplifies implementation with in-class, step-by-step strategies and tips to help students become fluent, fluid writers.

Ready Mississippi Mathematics (K–8)—top-rated by EdReports—is a print-based core or supplemental program. Aligned to MCCRS, *Ready Mississippi Mathematics* helps teachers create a rich classroom environment in which students at all levels become active, real-world problem solvers. Through teacher-led instruction, students develop mathematical reasoning, engage in discourse, and build strong mathematical habits. The program directly addresses the major focus of the grade, all while students develop a deeper understanding of mathematics concepts through the embedded Standards for Mathematical Practice. As supported by internal and external research, *Ready Mississippi Mathematics* is an effective solution that helps educators meet the needs of a wide range of learners.

Teacher Toolbox provides a wealth of resources in one easy-to-use online platform, including:

- Digital access to PDF versions of *Ready Mississippi Mathematics*, *Ready Mississippi Reading*, and *Ready Writing*. *Ready Mississippi Mathematics* and *Ready Mississippi Reading* specifically reflect the same focus as the Mississippi College- and Career-Readiness Standards (MCCRS); correlations to the MCCRS are provided in *Teacher Toolbox*, on the Program Implementation tab.
- Interactive tutorials to help increase student participation and engagement.

- Tools for Instruction, which are targeted lesson resources to support the review and reinforcement of specific mathematics and ELA skills.
- Ability to project lessons onto whiteboards for whole-class and small-group instruction.
- Access to read-aloud trade books for ELA grades K–1.
- Benchmark and formative assessments for mathematics, reading, and writing.

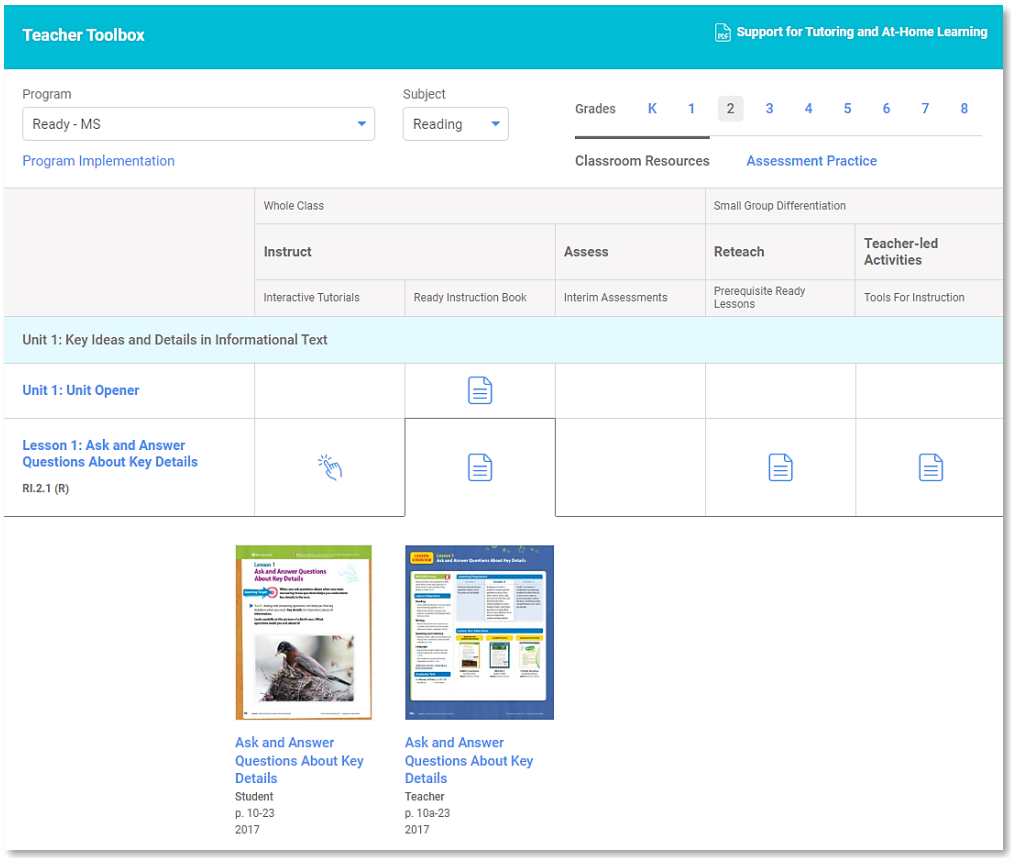


Figure 35. *Teacher Toolbox* provides digital access to *Ready Mississippi* student- and teacher-facing books, interactive tutorials, Discourse Cards, Fluency and Skills Practice, Assessment Practice, and more.

Teacher Toolbox offers educators an extensive digital collection of K–8 instructional resources to support mathematics and ELA/writing instruction and intervention. With *Teacher Toolbox*, teachers can quickly find lessons and resources to provide on-level instruction while differentiating instruction to meet the unique needs of each student. Regardless of the grade they teach, educators can access the full range of resources for all available grade levels, thereby supporting differentiated instruction for students performing on-, below-, or above-grade level.

Teacher Toolbox provides a wealth of resources in one easy-to-use online platform, including:

- Digital access to PDF versions of *Ready* print resources for mathematics, reading, and writing—making it easy for teachers to focus on particular skills, reteach skills that students may not have mastered at earlier grade levels, or provide challenge for students who are ready for more.

- Interactive tutorials to help increase student participation and engagement.
- Tools for Instruction, which are targeted lesson resources to support the review and reinforcement of specific mathematics and ELA skills.
- Ability to project lessons onto whiteboards for whole-class and small-group instruction.
- Access to read-aloud trade books for ELA grades K–1.
- Benchmark and formative assessments for mathematics, reading, and writing.

The organization of *Teacher Toolbox* makes it easy for educators to find information. The top menu allows teacher to select the appropriate subject and grade level (Figure 36).

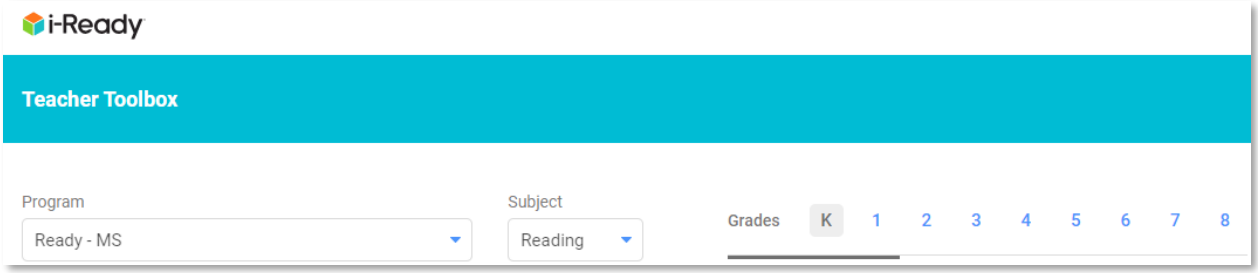


Figure 36. The menu in *Teacher Toolbox* helps teachers quickly access resources. Teachers of any grade can access material for all grades.

Below the menu are tabs, with the availability of tabs varying per domain and per grade. The tabs are **Program Implementation**, **Classroom Resources**, **Classroom Resources (Spanish)** [mathematics only], **Assessment Practice** [ELA and mathematics, grades 2–8 only], and **Program Level Evaluation Tools** [writing only]. The tabs are briefly described in the following sections.

Program Implementation

The Program Implementation tab provides teachers with the help and guidance they need to implement the *Ready* programs and other provided materials into their classes. It includes a wide range of resources, such as program overviews, tables of contents for teacher books, glossaries, graphic organizers, learning routines, rubrics, Discourse Cards, learning progression charts, tips and tricks for using the programs, and more.

Classroom Resources/Classroom Resources (Spanish)

The Classroom Resources tab provides access to the instructional material. Because the materials in *Teacher Toolbox* are organized by grade-level standard and align with grade-specific skill requirements, teachers can easily pinpoint additional resources for a specific standard or skill where a student or group of students may be struggling or may be ready for more challenge.

The tab includes the *Ready* books for both students and teachers in digital format, where units and lessons follow the same organization as the print versions (Figure 37). In addition to the *Ready* books, the tab provides access to all the other available instructional materials: Interactive Tools, Tools for Instruction, Interim Assessments, Read Aloud Trade Books, and more. For mathematics only, the Classroom Resources (Spanish) tab, which mirrors the organization of the Classroom Resources tab, presents all the learning resources that are available in Spanish.

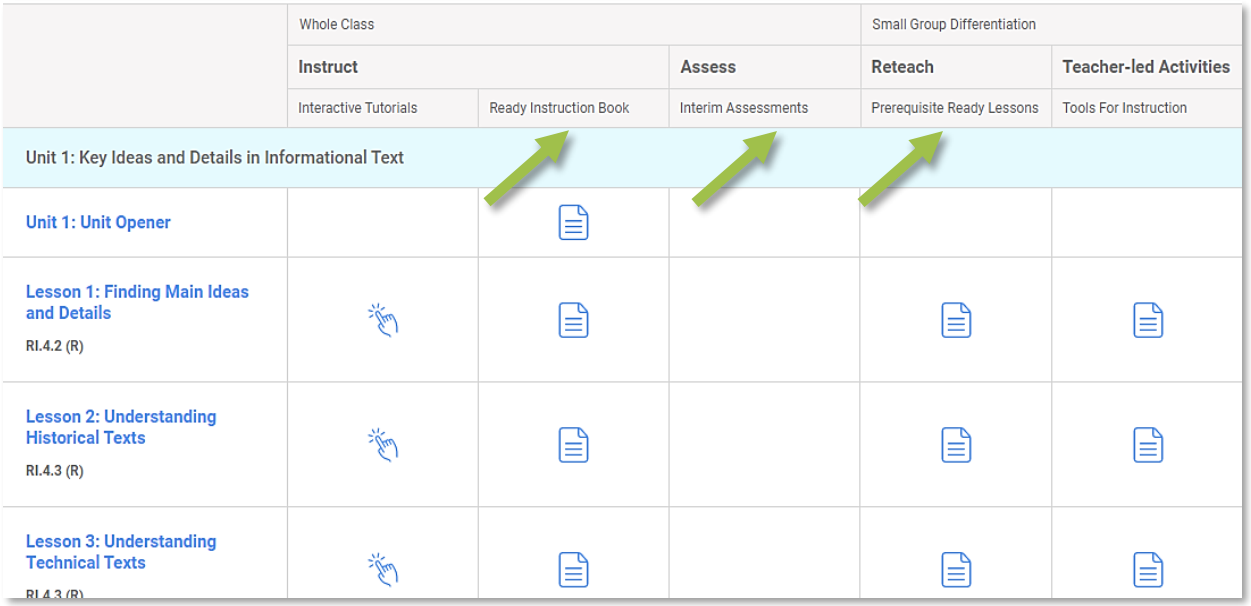


Figure 37. *Ready* content can be accessed under the Whole Class columns ("Ready Instruction Book" and "Interim Assessments") and the Small Group Differentiation columns ("Prerequisite Ready Lessons").

Assessment Practice (ELA and Mathematics, 2–8 Only)

The Assessment Practice tab, for grades 2–8 for reading and mathematics, provides access to full-length assessments that give educators an opportunity to assess student preparation and knowledge against rigorous standards-based items.

Program Level Evaluation Tools (Ready Writing Only)

For *Ready Writing* only, the Program Level Evaluation Tools tab include useful surveys and writing conference records, as well as performance task practice and assessment practice.

> **"I love all aspects of *Teacher Toolbox*! It is easy to navigate and find resources quickly, aligned with our standards…. I also appreciate the prerequisite information for my struggling learners."**
> **—Educator and *Teacher Toolbox* User**

Provides Literature and Informational Texts Online with Correlating Assessments

Provides Valid Correlating Texts Online

i-Ready Comprehension lessons feature high-interest texts of appropriate complexity and rigor to build student knowledge and vocabulary, with roughly 50–50 balance between informational and literary reading. The texts include a wide variety of themes and concepts, exposing students to content that expands students' knowledge about the world. High-interest texts are part of all *i-Ready* Comprehension lessons. Curriculum Associates' internal research has determined that content priorities for children in grades K–5 include humor, imagination, mysteries or problems to solve, fresh perspectives on science and social studies topics, and opportunities to learn something new. Across grades K–8, the texts are culturally and linguistically diverse to reflect the students who use *i-Ready* and foster students' investment in reading.

The Research Narrative that follows summarizes how specific features of *i-Ready Comprehension* lessons connect with this research. We begin, however, a Validity Statement, where we summarize the research upon which *i-Ready Assessment and Personalized Instruction* was built.[4]

Validity Statement

Based on multiple research studies that are aligned with the Science of Reading, below is a summary of findings that were used to determine the instructional strategies that are present in the *i-Ready Comprehension* lessons. For more, please refer to our *Aligned with the Science of Reading* whitepaper that is included with this submission in Appendix C.

[4] To help educators find *i-Ready* texts for grades K–8 aligned to the knowledge that the teacher wants students to build, they can use the *i-Ready* Text Selector Tool. It organizes the texts to align to social studies, science, literature, and art. Within each of those categories, there are numerous sub-categories. For example, in the social studies category, students will read about First Americans/Native Americans, Civics, Civil Rights, Sports & Competition, Word Cultures and Traditions, Biographies & Profiles, Learning & Language, Media, and Historical Accounts.

1. Include Appropriately Complex Texts

According to research conducted by ACT (2006), students who can read and understand complex texts have a higher probability of being ready for college than those who cannot read complex texts. This was found to be more important than the "comprehension level or the kind of textual element tested." These results were consistent across sex, race, and family income. A review of studies subsequent to the ACT research affirms the strong link between students' ability to read complex texts and their success in college and careers (CCSSO, 2012). Experts in reading instruction find that complex texts and the knowledge gained through reading them provide an "anchor" for students continuing to increase knowledge (Robertson, Dougherty, Ford-Connors, & Paratore, 2014). Reading such texts "supports students' acquisition of sophisticated and grade appropriate vocabulary, concepts, and linguistic structures" and their development of more sophisticated thinking and analytical abilities (Robertson et al., 2014; Stahl & Nagy, 2006). Researchers have found that a knowledge gap develops between students who read complex texts and those who do not—a gap that can follow students throughout their schooling (Robertson et al., 2014; Neuman, 2006).

2. Focus Instruction on the Text

State standards emphasize the importance of engaging with text as being central to students' learning experience, with only minimal time spent on prereading activities. This shift in focus places ideas and thinking about ideas back to the center of the reading curriculum. Shanahan, a literacy expert, and other researchers (2013) recommend that any prereading intervention should be limited to a brief introduction to the topic, and students should be told the genre and why they will be reading the text. While the original justification for helping students tap prior background knowledge to understand a text remains true, the ritualistic prereading practices that have developed around comprehension instruction have become perfunctory. Often background preparation actually detracts from the key ideas in the text and loses sight of the fact that the purpose of reading is to "interpret the text based on the information on the page rather than from the prereading activity initiated by the teacher" (Shanahan, 2013).

3. Incorporate Multiple Genres and Information-Rich Texts

Researchers recommend incorporating multiple genres as part of comprehension instruction, including informational texts, narratives, and storybooks. Informational texts build content knowledge and vocabulary development, while stories "convey information in ways that spark children's imagination and thought processes" (Roskos & Neuman, 2014).

4. Intersperse Comprehension Questions to Help Students Establish the Meaning of the Text

Beck and McKeown (2006) spent 15 years conducting research and devising and revising an effective approach for helping improve instruction in reading comprehension. They concluded that questions should be designed to anticipate likely comprehension challenges. Beck and McKeown's research suggests that interspersing comprehension questions throughout the reading of a text is more effective in fostering comprehension than asking questions after reading the text, as is commonly practiced (2006). They note that the latter practice leaves students stranded while reading the text—some students have questions or feel lost as they read, and some may develop misconceptions. Beck and McKeown advise that interspersing questions in reading instruction gets students to focus on understanding each portion of the text as they first read it. This strategy helps ensure that "the local understanding gets settled sufficiently so that global understandings are founded on solid ground" (Beck & McKeown, 2006).

5. Teach Multiple Comprehension Strategies, Including Teaching Students How to Reason Strategically When Challenges to Comprehension Occur

The National Reading Panel (NRP) analyzed 203 scientific studies on comprehension instruction and found that: "…interactive strategic processes are critically necessary to the development of reading comprehension" (NICHHD, 2000). They also found that helping students learn specific cognitive strategies and guiding students to reason strategically when challenges to comprehension occur can improve reading comprehension (NICHHD, 2000). Based on empirical evidence, the NRP concluded that teaching different reading comprehension strategies results in increased retention and understanding of new passages, and instruction on flexible use of multiple strategies is effective in teaching comprehension (NICHHD, 2000).

6. Technology-Enhanced Reading Comprehension Instruction: Use Technology to Provide Adaptive Scaffolding

According to Shanahan (2013), scaffolding during reading comprehension instruction is especially necessary in the context of requirements for "more complex and challenging texts." Research suggests that technology-based scaffolding that adapts to the needs of the learner is more effective than a "one-size-fits-all" instructional approach. Scaffolding involves assisting students when they are in need and fading that assistance as they demonstrate greater competence. Scaffolding involves shifting some control from the learner until the learner acquires the needed abilities to learn independently (Molenaar & Roda, 2008). In technology-enhanced instruction, research shows that scaffolding that uses prompts and question prompting provides students with many benefits that can enhance and support their learning (Molenaar & Roda, 2008).

Research Narrative

Following is a detailed explanation of how the *i-Ready* Comprehension lessons align to the key research priorities cited in the Comprehension Instructional Strategies Validity Statement. The lessons themselves have been designed to reflect research and expert opinion about effective reading instruction.

1 & 2. Include Appropriately Complex Texts & Focus Instruction on the Text

i-Ready Comprehension lessons feature complex, engaging, and rigorous informational and narrative texts and make the text central to the learning experience. Passages across grades K–8 have been carefully selected to introduce important topics, including content knowledge in science and social studies. Grades K–1 lessons offer rich read-aloud experiences for students who cannot yet read independently to build their vocabulary and content knowledge, there are background knowledge supports at the beginning of every K–2 lesson, and optional background knowledge supports appear at point of use in lessons for older students. Texts in all grades include numerous hyperlinked academic vocabulary words, with definitions in English and Spanish.

3. Incorporate Multiple Genres and Information-Rich Texts

Researchers recommend incorporating multiple genres of writing as part of comprehension instruction, including informational and narrative texts. Informational texts build students' vocabulary and content knowledge, while narrative texts "convey information in ways that spark children's imagination and thought processes" (Roskos & Neuman, 2014). Texts in *i-Ready* Comprehension lessons include a variety of informational and literary genres, including biographies, history/science articles, narrative nonfiction, persuasive essays, speeches, and technical texts, and, for literary texts, we have contemporary/ historical/ science fiction texts, folktales, fables, and myths, poetry, and plays.

4. Intersperse Comprehension Questions to Help Students Establish the Meaning of the Text

In every *i-Ready* Comprehension lesson, there are numerous interspersed comprehension questions to monitor students' understanding of the biggest, most important ideas in the text, a research-based strategy (Beck & McKeown, 2006). Adhering to this research and recommendations for best practices, comprehension questions are interspersed strategically so students focus on the important understandings as they encounter them. If a student answers a question incorrectly, the software responds immediately, employing a variety of techniques to ensure understanding of the current text portion before the student is allowed to continue reading. This approach helps prevent the student from getting lost or developing misconceptions during reading, and it leads to a deeper understanding of the text.

5. Teach Multiple Comprehension Strategies, Including Teaching Students How to Reason Strategically When Challenges to Comprehension Occur

While the lessons share a common overall instructional approach, they are differentiated by grade band to meet the changing needs of students at each stage of reading development. For example, K–1 lessons offer rich read-aloud experiences for students who cannot yet read complex texts independently in order to build their vocabulary and content knowledge. In lessons across K–8, students are guided and supported in reasoning strategically when their comprehension breaks down, taught a variety of sentences to strengthen students' syntactic awareness and ensure they can understand ideas within and across sentences in the increasingly complex texts they are reading.

6. Technology-Enhanced Reading Comprehension Instruction: Use Technology to Provide Adaptive Scaffolding

Research also shows that interactive, strategic processes are critically necessary to the development of reading comprehension and that adaptive scaffolding provided by certain instructional features and technology enhancements can be beneficial (NICHHD 2000; Molenaar & Roda, 2008). Accordingly, *i-Ready Comprehension* lessons all provide technology enhanced, individualized scaffolds to support and motivate each reader.

Finally, JCSD educators have access to both *i-Ready Assessment of Spanish Reading* and *i-Ready Literacy Tasks* that are designed to include a balance of informational and literary texts.

i-Ready Literacy Tasks for Passage Reading Fluency in Spanish have benchmark forms that can be used three times per year and cover grades 1–6, with each form including at least one literary passage and one informational passage, ensuring there is a balance of Information and Literacy texts for measuring the MCCRS Language domain.

In *Assessment of Spanish Reading*, students in grades 3–6 are administered an equal number of items from the Reading Comprehension: Literature domain and the Reading Comprehension: Informational Text domain (either 11 or 12), ensuring there is a balance of Informational and Literacy texts to measure the Common Core en Español Comprehension domain.

Provides Mathematics Lessons and Assignments to Progress at Individual Student's Pace

i-Ready Instructional Resources Provide Flexibility for Precision

Students can complete ***i-Ready Personalized Instruction*** modules at their own pace; moreover, teachers can add *i-Ready* lessons and/or change the order in which the lessons are received. **Not only does *i-Ready* automatically provide targeted and specific lessons for each student but also it offers educators the flexibility to adjust each student's pathway on their own journey as a learner.** Using the Personalized Instruction Summary report for a student, teachers can identify the date and time a student started and completed each *i-Ready* lesson. Educators can also find the amount of time each student took on each lesson within *Personalized Instruction*.

Alerts	Domain	Level	Lesson	Passed	Score	Lesson Time-on-Task	Started	Finished
	NO	Late 6	Understand Absolute Value	Passed	99%	13m	09/11/21	09/11/21
	NO	Late 6	Order Positive and Negative Numbers	Passed	80%	20m	09/09/21	09/09/21
	NO	Late 6	Understand Integers	Passed	67%	24m	09/07/21	09/07/21
	ALG	Mid 6	Practice: Analyze Two-Variable Relationships	Passed	95%	27m	09/05/21	09/05/21
	ALG	Mid 6	Analyze Two-Variable Relationships	Passed	69%	14m	09/04/21	09/04/21
	ALG	Mid 6	Solving Inequalities	Passed	83%	18m	09/02/21	09/02/21
	ALG	Mid 6	Using Equations to Solve Problems	Passed	93%	10m	08/31/21	08/31/21
	ALG	Mid 6	Solving Equations	Passed	80%	19m	08/29/21	08/29/21
	ALG	Mid 6	Practice: Equivalent Expressions	Passed	67%	13m	08/28/21	08/28/21

Figure 38. Teachers can identify start and finish dates as well as time on task for each student using the Personalized Instruction Summary student report.

For our discussion on the robust, accurate, and precise Diagnostic data available to JCSD educators to adjust instruction for individual students, please see page 31, and for Personalized Instruction's targeted and precise lessons, please see page 41.

Additionally, for a description of adaptive mathematic lessons and assignments, see page 23.

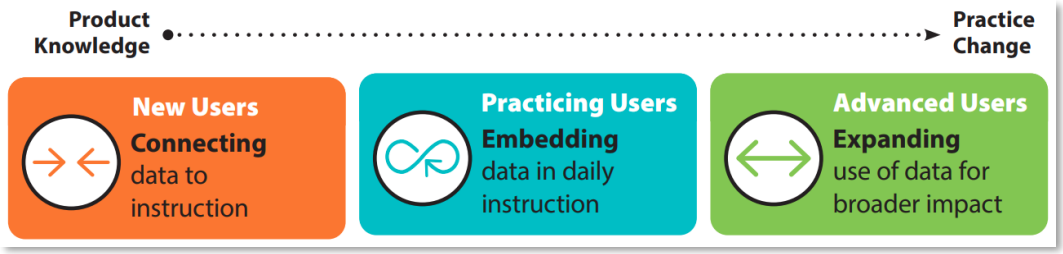
Provides Professional Development as Needed Virtual, On-Demand, or In-Person

Professional Development Drives Results

i-Ready has the tools to help JCSD identify, address, and measure progress to plan for instruction to accelerate learning. With more students underprepared for grade-level work, it is essential to know the tools and resources available to impact student growth—particularly for those students who are still learning to read and who are moving from procedural to conceptual mathematics problem solving.

Our professional development equips educators to effectively respond to those student instructional needs by ensuring students receive the right mix of prerequisite instruction, grade-level scaffolding, and precision interventions tied to their *Diagnostic* results. We help educators leverage existing and new features with *i-Ready* to provide targeted, just-in-time teaching and learning informed by data.

Tapping into our integrated, comprehensive network of support, educators learn carefully developed practices built around the most important actions that drive student growth and help educators strive for equity. We carefully scaffold knowledge to help educators use *i-Ready* in a beneficial manner from day one to deeply infuse data-driven practices into everyday instruction, and to bring new techniques and new insights from our ongoing research to new users, advanced users, and everyone in between.



Our professional development curriculum at each stage of implementation addresses a common set of professional learning needs that have been identified from years of observation and feedback on *i-Ready* implementations across the country. Sessions at each phase—**New**, **Practicing**, and **Advanced**—are specifically designed to address those identified needs. We also recognize that every teacher, school, and district is unique, thus we include Tailored Support sessions in each curriculum to meet the unique needs and goals of each of our partnering districts and schools. Since school leaders also play a critical role in managing successful implementations, we offer sessions for District and school leadership to help them plan, monitor, and support teachers and students as they work towards identified *i-Ready* goals.

NOTE: Our professional development may be eligible for federal Elementary and Secondary School Emergency Relief (ESSER) funding to support unfinished learning.

Flexible Professional Development for JCSD

In Table 6, reviewers will find a detailed description of each session in the **New Users** curriculum proposed here for the District. Our professional development can be delivered onsite or remotely and is purposefully designed to help move educators along the path to success with *i-Ready*.

Table 6. *i-Ready* Courses for New Users
Getting Good Data with *i-Ready*
Description: Educators understand *i-Ready*'s potential for student growth and plan for a successful first year of implementation. Getting Good Data with *i-Ready* is the integral first step for educators to begin implementing *i-Ready* and building a classroom data culture with their students. After taking the *i-Ready Diagnostic* themselves, educators learn how to administer the *Diagnostic* for reliable student data and why that unlocks the power of the *Diagnostic* to drive instruction. As time permits, educators further explore *i-Ready Personalized Instruction* and *i-Ready* growth measures. **Outcomes:** Motivate and prepare students to do their best on the *Diagnostic* in order to get reliable data to drive instruction. **Format:** The recommended length for this centrally delivered course is three hours, but we work within the flexibility of up to six hours to meet district needs. Computer and web access are strongly recommended. This session may be delivered virtually or in person. **Audience:**

Table 6. *i-Ready* Courses for New Users
• Teachers and instructional coaches • Leaders are also encouraged to attend
Using Data to Plan Instruction
Description: Educators analyze their own *i-Ready* data to create instructional plans that help students access grade-level instruction. Using Data to Plan Instruction guides educators to use effective data practices to analyze their own students' data from the first *Diagnostic*. Utilizing a data analysis process, educators uncover new insights and information about student performance to build on strengths and plan instructional scaffolds to maximize access to grade-level content. As time permits, educators explore critical steps for monitoring and managing *Personalized Instruction* and/or how to engage students through data chats. **Outcomes:** Analyze and use data to strategically plan next steps for whole class instruction. **Format:** The recommended length for this site-based course is three hours, but we work within the flexibility of up to six hours to meet district needs. Computer and web access are strongly recommended. This session may be delivered virtually or in person. **Audience:** • Teachers and instructional coaches • Leaders are also encouraged to attend
Tailored Support–Supporting Fidelity
Description: Tailored Support is planned collaboratively with the district to meet the local needs of implementation by addressing key areas of professional development at each stage of *i-Ready* use. For New Users, we identify data trends and extend momentum to ensure a successful first year. **Topics Include:** • Data-Driven Differentiated Instruction • *Personalized Instruction* • Understanding *i-Ready* Growth Model and Measuring Growth • Supporting Coaches and Champions in Their First Year • Implementation Support for Leaders
Using the *i-Ready* Literacy Tasks
Description: Educators will learn about *i-Ready Literacy Tasks* and the key foundational literacy skills that they cover. They will be introduced to the options for using the forms and learn how to administer and score these tasks. They will also understand the process of entering student data into *i-Ready Connect* (the *i-Ready* online system) and how to view the Literacy Tasks (Student) report. Finally, they will learn how to analyze results and determine next steps for instruction and subsequent assessment.
Data-Driven Leadership Best Practices I
Description: Prepare to successfully lead an *i-Ready* implementation. Data-Driven Leadership Best Practices I helps leaders establish effective implementation strategies and foundations that unlock *i-Ready*'s potential to drive student growth. Leaders who are new to *i-Ready* engage in hands-on exploration of the most important reports and features for administrators. This prepares leaders to use *i-Ready* for data-driven decision-making and instructional planning. As time permits, educators discuss the Top Leader Actions for successful assessment, instruction, and student engagement and develop communication plans that support a strong *i-Ready* rollout.

Table 6. *i-Ready* Courses for New Users
Outcomes: • Use the *i-Ready* administrator application and key reports in data-driven decision-making and instructional planning • Use tested strategies to launch a successful school-level *i-Ready* implementation • Develop and execute a school-level communication plan to share the purpose and priorities for the first year of *i-Ready* use **Format:** The recommended length of this centrally delivered course is three hours, but we work within the flexibility of up to six hours to meet district needs. Computer and web access are strongly recommended. This session may be delivered virtually or in person. **Audience:** • Principals and other site-level implementation leaders, such as instructional coaches • District leaders responsible for the implementation

The professional development sessions for teachers are delivered on separate days with a maximum of 30 participants at each session. The recommended time for each course is three hours, but we can adjust session duration as needed to meet the District's needs.

The professional development session for leaders lasts up to three hours and is centrally delivered. This session may be purchased à la carte or is included with the purchase of our recommended professional development package for three or more implementing schools.

Our pricing includes session development and any handouts, plus our specialist's time, travel, and lodging. JCSD will provide and host the training location/facility, coordinate all participant time, and provide required equipment (e.g., computers with internet access).

NOTE: While we are proposing New Users professional development for the District, we realize that some educators may be Practicing or Advanced Users. We will work with the District to determine the best professional development based on the product(s) educators use and their experience with them.

Protecting the Health and Safety of Educators and Students

Protecting the health and safety of the educators we serve and their students, as well as the health and safety of our employees, is of paramount importance to Curriculum Associates**.** School and district employees should be aware that Professional Development Consultants may have traveled by air to arrive at the session site as well as delivered professional development in multiple schools over the previous two weeks.

While it is our preference to deliver sessions in person, circumstances related to Covid-19 may require us to provide sessions virtually instead. Curriculum Associates reserves the right to switch any session from in-person to virtual if adequate safety measures cannot be put in place, or if Curriculum Associates determines that it would otherwise put employees or educators at risk to provide an in-person session. We are pleased to be able to serve you in these challenging times and look forward to providing productive learning sessions to your staff.

Professional Development in Year Two and Beyond

In subsequent years of implementation, the needs of teachers and leaders become more complex as they move from basic product knowledge to focus more on impactful changes in teaching practices. To meet those needs, we also offer a **Practicing Users** and **Advanced Users** professional development curriculum for succeeding years of implementation. While these curriculums are designed to be consecutive, the exact sequence of sessions is often dependent upon each school's specific needs. Some schools may be at the Practicing level for multiple years as they grow in their professional practice, while other schools may be ready for our Advanced curriculum sooner. In years two and beyond, we will work with JCSD to determine the best path to meet the needs of educators and students.

Must have Capability to Link and Sync with ClassLink and OneRoster

Curriculum Associates can provision data using multiple methods. Our experienced team will closely coordinate with JCSD to ensure the District's account is set up and ready to use.

Automated provisioning: The preferred provisioning method is automated provisioning, which can be accomplished in the following ways: APCSV, ClassLink®, Clever®, and OneRoster® as described in Figure 39.

	APCSV	ClassLink®	Clever®	OneRoster®	
				CSV	API
Description	Files are generated by SIS administrator and delivered to the Curriculum Associates SFTP site every night.	Curriculum Associates will retrieve the roster data from the ClassLink OneRoster API.	School districts set up a roster sync with Clever. For many districts, this integration can be done automatically.	Files are generated by the SIS administrator and delivered to the Curriculum Associates SFTP site every night.	Curriculum Associates will retrieve the roster data from your OneRoster API on a nightly basis.
Setup Support	Self-service with guideline documentation provided by CA	Support from CA and ClassLink in setting up automation	Support from CA and Clever in setting up automation	Self-service with IMS Global Standard	Self-service

Figure 39. Our provisioning experts will review the options with you to determine the best method for your district.

Additional information about each of these provisioning methods will be provided and reviewed during initial implementation discussions.

Tab III: Cost Proposal

Within the following pages, we include a price quote (ID 329195.1) for the proposed products and services**:**

- ***i-Ready Assessment and Personalized Instruction* (*i-Ready*)**—grades K–8 (site license) and 9–12 (per student)
- **Professional Development**—three New User sessions per site and one **free** leadership session
- ***i-Ready Partners* Services**—districtwide, at no cost

To further support reading and math intervention and instruction, JCSD may purchase *Teacher Toolbox* as an optional, additional cost. Please see the flyer following quote ID 329195.1 for more detail.

Curriculum Associates®

Prepared For:
Missy Bufkin
Jones County SD
5204 Highway 11 N,
Ellisville, MS 39437

5/30/2023

Dear Missy Bufkin,

Thank you for requesting a price quote from Curriculum Associates. The chart below provides a summary of the products and i-Ready Partner Services included. If you have any questions or would like any changes, please contact us.

Implementation Starting: 2023-2024 Quote ID: 329195.1 Valid through: 12/31/2023

Product	List Price	Net Price
i-Ready	$198,740.00	$188,803.00
Professional Development	$52,800.00	$48,000.00
i-Ready Partners Services	$0.00	$0.00

i-Ready Partners Services Includes:

- *Initial Implementation Services: Provisioning, Initial Rostering, Hosting, Technology Assessment*
- *Account Management: Account Manager You Know On A First Name Basis, Implementation Guidance, Realtime Achievement Data After Every Assessment, Ongoing Data Management*
- *Staff Development Consultation and Resources: Consultative services to help you plan and make the most of Professional Development sessions; Access to Online Educator Learning (OEL) Digital Courses, and i-Ready Central Self-Service Resources*
- *Technical Support: Proactive Network Monitoring & Issue Notification, Annual Health Check, Technical Support*

List Total:	$251,540.00
Savings:	$14,737.00
Shipping/Tax/Other:	$0.00
Total:	**$236,803.00**

Thank you again for your interest in Curriculum Associates.

Sincerely

Andrea Shane
251-455-7695
ashane@cainc.com

Please submit this quote with your purchase order

Curriculum Associates

Quote ID: 329195.1 **Date:** 5/30/2023 **Valid through:** 12/31/2023

Prepared For:
Missy Bufkin
Jones County SD
5204 Highway 11 N,
Ellisville, MS 39437
mabufkin@jones.k12.ms.us
6016495201

Your Representative:
Andrea Shane
251-455-7695
ashane@cainc.com

East Jones ES 108 Northeast Dr, Laurel, MS 39443

Total Building Enrollment: 735, Grade Range: PK - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Compliments Onsite and Virtual Professional Development)	Multiple	28024.0	1	$600.00	$0.00	$0.00
Professional Development i-Ready Assessment and Personalized Instruction New User Package - Getting Good Data, Using Data to Plan Instruction, and Tailored Support	Multiple	19979.0	1	$6,000.00	$6,000.00	$6,000.00
i-Ready Assessment and Personalized Instruction Math and Reading Site License 501-800 Students 1 Year	Multiple	15004.0	1	$23,270.00	$22,106.50	$22,106.50
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$0.00	$0.00	$0.00
					Subtotal:	$28,106.50
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$28,106.50

Glade ES 990 Highway 15 S, Laurel, MS 39443

Total Building Enrollment: 406, Grade Range: PK - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Compliments Onsite and Virtual Professional Development)	Multiple	28024.0	1	$600.00	$0.00	$0.00
Professional Development i-Ready Assessment and Personalized Instruction New User Package - Getting Good Data, Using Data to Plan Instruction, and Tailored Support	Multiple	19979.0	1	$6,000.00	$6,000.00	$6,000.00
i-Ready Assessment and Personalized Instruction Math and Reading Site License 351-500 Students 1 Year	Multiple	15003.0	1	$19,750.00	$18,762.50	$18,762.50
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$0.00	$0.00	$0.00
					Subtotal:	$24,762.50
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$24,762.50

Moselle ES 168 Rayner Rd, Moselle, MS 39459

Total Building Enrollment: 532, Grade Range: PK - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Compliments Onsite and Virtual Professional Development)	Multiple	28024.0	1	$600.00	$0.00	$0.00
Professional Development i-Ready Assessment and Personalized Instruction New User Package - Getting Good Data, Using Data to Plan Instruction, and Tailored Support	Multiple	19979.0	1	$6,000.00	$6,000.00	$6,000.00
i-Ready Assessment and Personalized Instruction Math and Reading Site License 501-800 Students 1 Year	Multiple	15004.0	1	$23,270.00	$22,106.50	$22,106.50
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$0.00	$0.00	$0.00
					Subtotal:	$28,106.50
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$28,106.50

North Jones ES 650 Trace Rd, Laurel, MS 39443

Total Building Enrollment: 819, Grade Range: PK - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Compliments Onsite and Virtual Professional Development)	Multiple	28024.0	1	$600.00	$0.00	$0.00
Professional Development i-Ready Assessment and Personalized Instruction New User Package - Getting Good Data, Using Data to Plan Instruction, and Tailored Support	Multiple	19979.0	1	$6,000.00	$6,000.00	$6,000.00
i-Ready Assessment and Personalized Instruction Math and Reading Site License 801-1200 Students 1 Year	Multiple	15005.0	1	$29,810.00	$28,319.50	$28,319.50
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$0.00	$0.00	$0.00
					Subtotal:	$34,319.50
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$34,319.50

South Jones ES 27 Warrior Rd, Ellisville, MS 39437

Total Building Enrollment: 1015, Grade Range: PK - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Compliments Onsite and Virtual Professional Development)	Multiple	28024.0	1	$600.00	$0.00	$0.00
Professional Development i-Ready Assessment and Personalized Instruction New User Package - Getting Good Data, Using Data to Plan Instruction, and Tailored Support	Multiple	19979.0	1	$6,000.00	$6,000.00	$6,000.00
i-Ready Assessment and Personalized Instruction Math and Reading Site License 801-1200 Students 1 Year	Multiple	15005.0	1	$29,810.00	$28,319.50	$28,319.50
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$0.00	$0.00	$0.00
					Subtotal:	$34,319.50
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$34,319.50

South Jones Jr Sr HS 313 Anderson St, Ellisville, MS 39437

Total Building Enrollment: 436, Grade Range: 7 - 12

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Compliments Onsite and Virtual Professional Development)	Multiple	28024.0	1	$600.00	$0.00	$0.00
Professional Development i-Ready Assessment and Personalized Instruction New User Package - Getting Good Data, Using Data to Plan Instruction, and Tailored Support	Multiple	19979.0	1	$6,000.00	$6,000.00	$6,000.00
i-Ready Assessment and Personalized Instruction Math and Reading Site License 351-500 Students 1 Year	Multiple	15003.0	1	$19,750.00	$18,762.50	$18,762.50
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$0.00	$0.00	$0.00
					Subtotal:	$24,762.50
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$24,762.50

West Jones ES 5652 Highway 84 W, Laurel, MS 39443

Total Building Enrollment: 973, Grade Range: PK - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Compliments Onsite and Virtual Professional Development)	Multiple	28024.0	1	$600.00	$0.00	$0.00
Professional Development i-Ready Assessment and Personalized Instruction New User Package - Getting Good Data, Using Data to Plan Instruction, and Tailored Support	Multiple	19979.0	1	$6,000.00	$6,000.00	$6,000.00
i-Ready Assessment and Personalized Instruction Math and Reading Site License 801-1200 Students 1 Year	Multiple	15005.0	1	$29,810.00	$28,319.50	$28,319.50
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$0.00	$0.00	$0.00
					Subtotal:	$34,319.50
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$34,319.50

West Jones Jr Sr HS 254 Springhill Rd, Laurel, MS 39443

Total Building Enrollment: 506, Grade Range: 7 - 12

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Platform Site License Including Educator Prep Series (Compliments Onsite and Virtual Professional Development)	Multiple	28024.0	1	$600.00	$0.00	$0.00
Professional Development i-Ready Assessment and Personalized Instruction New User Package - Getting Good Data, Using Data to Plan Instruction, and Tailored Support	Multiple	19979.0	1	$6,000.00	$6,000.00	$6,000.00
i-Ready Assessment and Personalized Instruction Math and Reading Site License 501-800 Students 1 Year	Multiple	15004.0	1	$23,270.00	$22,106.50	$22,106.50
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$0.00	$0.00	$0.00
					Subtotal:	$28,106.50
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$28,106.50

Jones County SD 5204 Highway 11 N, Ellisville, MS 39437

Total Building Enrollment: 5815, Grade Range: K - 12

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Professional Development i-Ready Assessment and Personalized Instruction Add on Leadership Session	Multiple	19984.0	1	$0.00	$0.00	$0.00
					Subtotal:	$0.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$0.00

Total	
List Total:	$251,540.00
Savings:	$14,737.00
Merchandise Total:	$236,803.00
Voucher/Credit:	$0.00
Estimated Tax:	$0.00
Estimated Shipping:	$0.00
Total:	**$236,803.00**

Special Notes

All i-Ready purchases require professional development.
5% discount applied to i-Ready based on scope of quote.

F.O.B.: N. Billerica, MA 01862
Shipping: Shipping based on MDSE total
Terms: Net 30 days, pending credit approval
Fed. ID: #26-3954988

Please submit this quote with your purchase order

Y9

Curriculum Associates®

Information on Professional Development Sessions and COVID-19

Protecting the health and safety of the educators we serve and their students, as well as the health and safety of our employees, is of paramount importance to Curriculum Associates. While it is our preference to deliver PD sessions in person, circumstances related to COVID-19 may require us to provide sessions virtually instead. Curriculum Associates' policy is to only provide PD sessions in person where one of our employees can reach the session site by car and where adequate safety measures are in place to protect the health of our session leaders and participants. Curriculum Associates reserves the right to switch any session from in-person to virtual if we cannot reach a session site by car, if adequate safety measures cannot be put in place, or if Curriculum Associates determines that it would otherwise put it employees at risk to provide an in-person session.

If your school or district will not permit visitors at the time of a scheduled session, Curriculum Associates would be happy to provide an equivalent live, virtual session via videoconference. Similarly, Curriculum Associates will comply with your school or district's health and safety requirements regarding on-site visitors if we are given adequate advance notice. Our PD Operations team will work with school or district personnel to hold sessions in a manner that protects the safety of educators and your school community as well as Curriculum Associates employees.

We are pleased to be able to serve you in these challenging times and look forward to providing productive learning sessions to your staff. Any questions regarding scheduling in-person or virtual training sessions should be directed to pdoperations@cainc.com.

Curriculum Associates, 153 Rangeway Road, North Billerica MA 01862-2013
Phone: 800-225-0248, Fax: 800-366-1158, E-Mail: orders@cainc.com, Website: CurriculumAssociates.com

i-Ready Partners

Unparalleled Service and Educator Support

The *i-Ready Partners* team was born from our core value: the quality of our services is as important as the quality of our products. Know that when you implement our programs, your local *i-Ready Partners* will be there to support your team every step of the way.

Service Components

Our *i-Ready Partners* team is tasked with helping you implement our programs to meet ambitious district goals. *i-Ready Partners* support includes:

- **An Account Manager You Know on a First-Name Basis:** Dedicated account managers are your point of connection to a powerful network of *i-Ready* experts focused on making your implementation successful.
- **Consultative Professional Development Planning:** Tailored professional development plans ensure that PD is tied to your implementation goals and that educators are equipped to optimize the use of our programs from day one.
- **Real-Time Achievement Data after Every Assessment:** Detailed student achievement analytics to empower data-driven practices in classrooms.
- **Educational Consultants to Help You Know What's Coming Next:** Educational consultants to keep you up to speed on our latest research, development, and best practices.
- **Technical Support and Health Checks:** Proactive support that anticipates and heads off issues before they start—and is there for you should they arise.

Account Management

Professional Development

Educational Consultants

Achievement Analytics

Technical Support

Your *i-Ready Partners* Team

Dedicated to helping you implement *i-Ready* programs and achieve your district goals

Curriculum Associates®

Placing an Order

Email: Orders@cainc.com
Fax: 1-800-366-1158
Mail:
ATTN: CUSTOMER SERVICE DEPT.
Curriculum Associates LLC
153 Rangeway Rd
North Billerica, MA 01862-2013

Please visit CurriculumAssociates.com for more informationabout placing orders or contact CA's customer service department (1-800-225-0248) and reference quote numberfor questions.
Please attach quote to all signed purchase orders.
If tax exempt, please submit a valid exemption certificate with PO and quote in order to avoid processing delays. Exemption certificates can also be submitted to exempt@cainc.com.

Shipping Policy

Unless otherwise noted, shipping costs are calculated as follows:

Order Amount	Freight Amount
$74.99 or less	Max charge of $12.75
$75.00 to $999.99	12% of order
$1,000 to $4,999.99	10% of order

Order Amount	Freight Amount
$5,000.00 to $99,999.99	9% of order
$100,000 and more	7% of order

Please contact your local CA representative or customer service (1-800-225-0248) for expedited shipping rates. The weight limit for an expedited order is 500lbs.

The enhanced shipping and handling services listed below are available upon request subject to the availability of our carrier partners. Please notify us of these delivery requests prior to submitting your PO so that we can include the service on your quote appropriately:

- Interior Location Delivery $50/shipment location
- White Glove Delivery Service $350/shipment location

If our carrier partners are unable to deliver to the location instructed on the PO or you need to change the time or location of delivery, one or more of the following fees may be applicable:

- Delivery Address Change $100/shipment location
- Freight Storage $150/day/shipment location
- Freight Carrier Redelivery $100/shipment location

Unless otherwise expressly indicated, the shipping terms for all deliveries is FOB CA's Shipping Point (whether to a CA or third party facility). Risk of loss and title is passed to purchaser upon transfer of the goods to carrier, standard shipping charges (listedabove) are added to the invoice or included in the unit price unless otherwise specified.

Supply chain challenges outside of Curriculum Associates' control may impact inventory availability for print product. We recommend submission of purchase orders as soon as possible to help ensure timely delivery.

Payment Terms

Payment terms are as follows:

- With credit approval: Net 30 days
- Without credit approval: payment in full at time of order
- Accounts must be current before subsequentshipments are made

To ensure payment processing is timely and environmentally conscious, CA encourages ACH payments. If you would like to pay via ACH, please request remittance information by emailing AR@cainc.com.
Please send any payment notifications to payments@cainc.com. Credit card payments are only accepted for purchases under $50,000.

Invoice Receipt Preference

CA is pleased to offer electronic invoice delivery. Electronic invoice delivery allows CA to deliver your invoice in a timely and environmentally friendly manner. To request electronic invoice delivery please contact the CA Accounts Receivable team at invoices@cainc.com or by fax (1-800-366-1158). Please reference your quote number, provide a valid email address where the invoice should be directed, and indicate you would like to opt into electronic invoice delivery.

Terms of Service

Customer's use of i-Ready® shall be subject to the i-Ready Terms and Conditions of Use, which can be found at i-ready.com/support. Customer's professional-development sessions will expire two years following the date of your purchase order and are subject to the Professional Development Terms of Service, which can be found at https://www.curriculumassociates.com/PDTOS.

Return Policy

Except for materials sold on a non-refundable basis, purchaser may return, at purchaser risk and expense, purchased materials with pre-approval from CA's Customer Service department within 12 months of purchase. Please examine your order upon receipt. Before returning material, call CA's Customer Service department (1-800-225-0248 option 4) for return authorization and documentation. When returning material, please include your return authorization number and the return form that will be provided to you by CA's Return department. i-Ready®, Toolbox®, and BRIGANCE® Online Management Systems may be returned for a pro-rated refund for the remaining time left on the contract. We do not accept returns on unused i-Ready or Toolbox licenses®, materials that have been used and/or are not in "saleable condition," and individual components of kits or sets including but not limited to BRIGANCE® Kits, Ready® student and teacher sets, Ready Classroom® student and teacher sets, and Magnetic Reading classroom kits.

Price List
Academic Year 2023–2024

Per Student per Subject Pricing

Assessment Only*	Assessment and Personalized Instruction*	Upgrade to Instruction*
$7.25	$34.25	$27

*Minimum order of 150 total licenses. Licenses may be Reading, Mathematics, or a combination of both subjects totaling 150. *i-Ready* per student volume discounts (applied per PO) are available based upon the quantity of licenses purchased: 1,000–3,000: 5%; 3,001–5,000: 10%; 5,001–10,000: 15%; 10,001+: 20%. Districts with fewer than 1,000 students that purchase for all students may receive a 5% discount. Please contact your sales representative for details.

School Site License Pricing: Assessment and Personalized Instruction

Enrollment	Single Subject	Both Subjects
< 200	$4,860	$8,300
201–350	$8,300	$13,900
351–500	$11,820	$19,750
501–800	$13,910	$23,270
801–1,200	$17,890	$29,810
1,201+	$20,010	$33,320

i-Ready site license volume discounts (applied per PO) are available based upon the quanitity of site licenses purchased: 10–20: 5%; 21–50: 10%; 51–100: 15%; 101+: 20%. Discricts with fewer than 10 school sites that purchase for all sites may receive a 5% discount. Please contact your sales representative for details.

Teacher Toolbox Pricing

Site licenses can be purchased for Mathematics (Grades K–8) or English Language Arts (Reading for Grades K–8 and Writing for Grades 2–5).

Enrollment	Single Subject	Both Subjects
< 200	$1,290	$2,580
201–350	$2,360	$4,720
351–500	$3,550	$7,100
501–800	$4,080	$8,160
801–1,200	$5,060	$10,120
1,201+	$5,500	$11,000

Site license tiers based on total site Grades K–8 student enrollment. Teacher Toolbox can be purchased as a standalone or with *i-Ready* or *Ready*®. If purchasing with *i-Ready* or *Ready*, a 15% Blended Learning discount is applied to the Teacher Toolbox list pricing.

Multiyear pricing available. Contact your sales representative for details.

Prices and product availability are subject to change without notice.

To ensure successful implementation, professional development is required with all *i-Ready* purchases. Your sales representative will work with you to determine a professional development plan that best reflects your implementation's needs.

Demonstration Account Access and Login Credentials for: *i-Ready Assessment and Personalized Instruction* with *Teacher Toolbox*

Getting Started

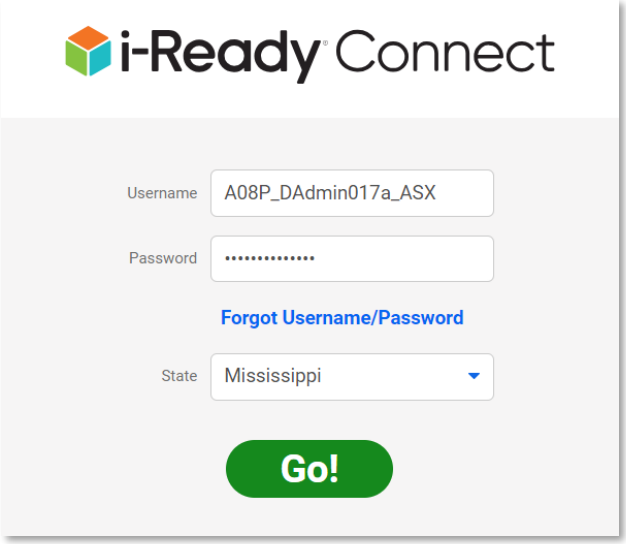
The login credentials below provide reviewers access to features and functions available to administrators, teachers, and students in *i-Ready®*.

Three Steps to Log In:

1. To get started, go to https://pd.i-ready.com.
2. Please enter the following login credentials **EXACTLY** as they appear below:

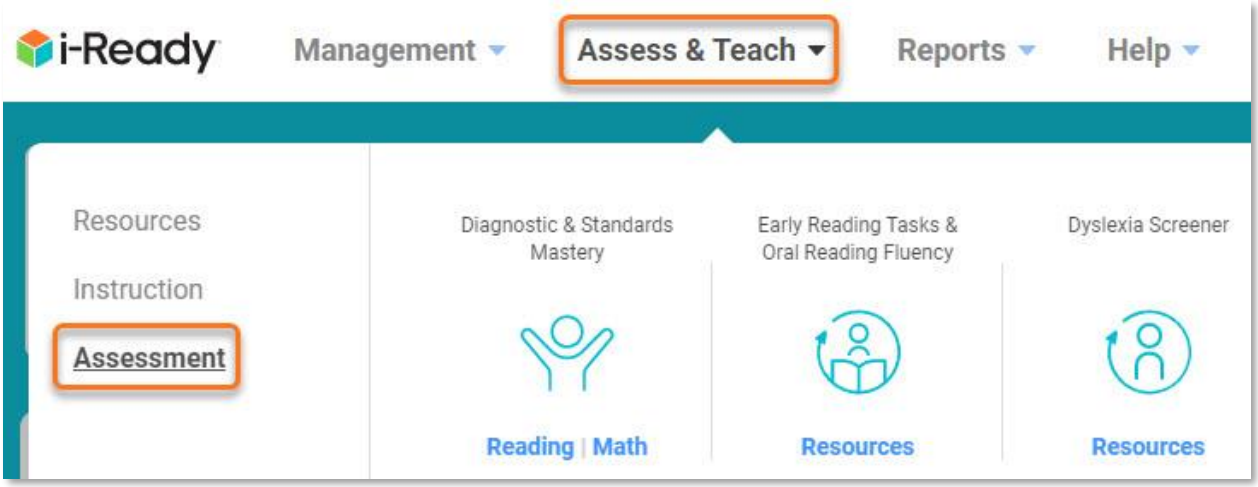
Demonstration Account Login Credentials (Valid Until 08/31/2023)		
Login Type	**Username**	**Password**
Administrator	A08P_DAdmin017a_ASX	Demo4Educators
Teacher	A08P_Teacher017a_TSX	Demo4Educators

3. Select **Mississippi** as the state in the drop-down menu, then click "Go!".



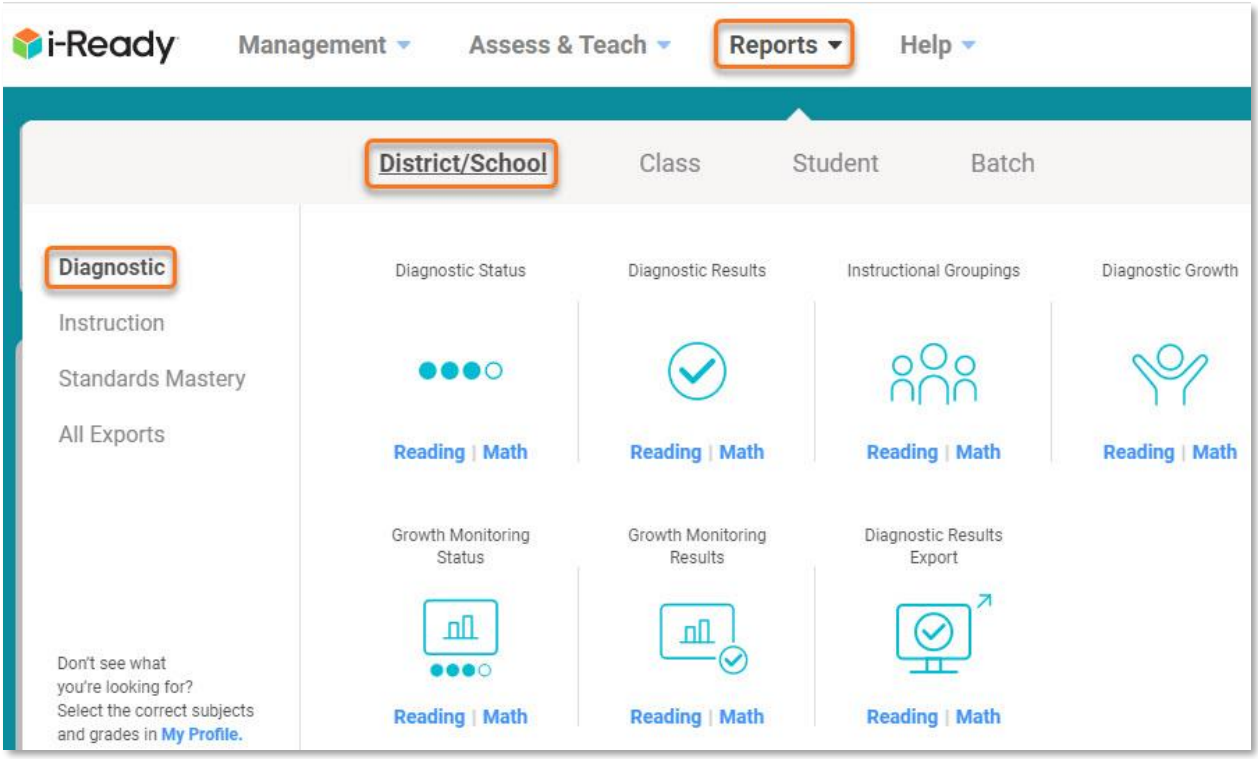
Accessing Assessments in *i-Ready*

Click on “Assess & Teach” at the top of the screen; then “Assessment” on the left side menu; then click on the desired assessment.



Accessing Reports in *i-Ready*

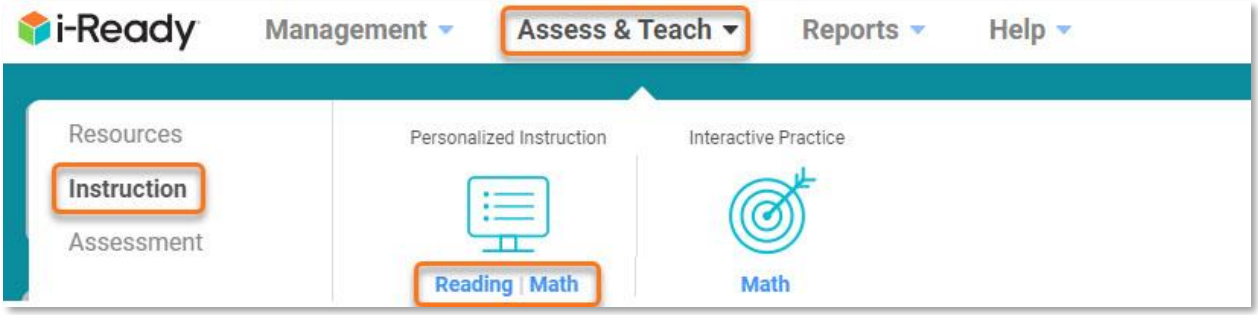
Click on “Reports” at the top of the screen; then select any data type from the left side menu and user category from the top menu to view all available reports. As an example, here are all reports available on the “District/School” level for the *Diagnostic*.



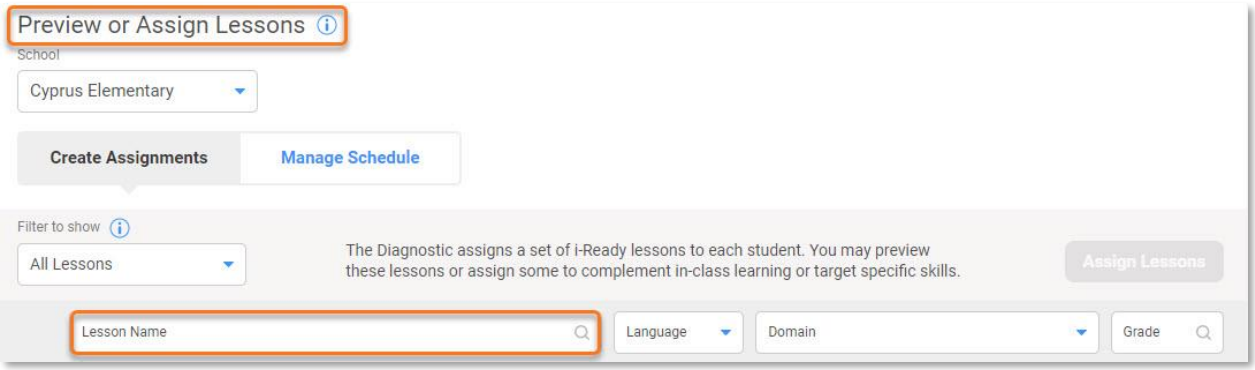
Accessing *Personalized Instruction* in *i-Ready*

To access *i-Ready Personalized Instruction* lessons, follow these steps:

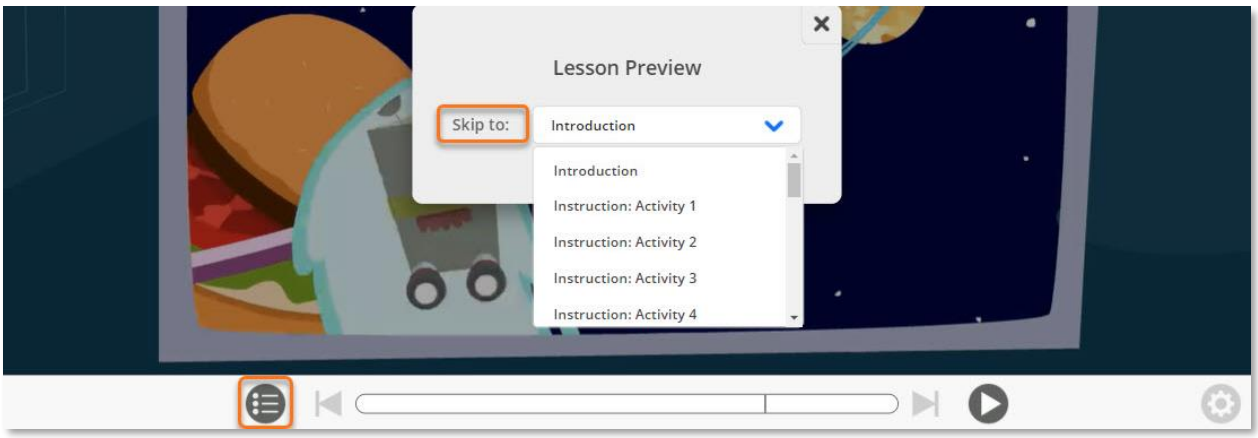
1. Click on “Assess & Teach” at the top of the screen; then “Instruction” on the left side menu; then click on the desired subject under “*Personalized Instruction*.”



2. Scroll down to “Preview or Assign Lessons.” (Note: If you are logged in as an Administrator, you will need to select a demo school.) Use the “Lesson Name” field to search for a lesson.

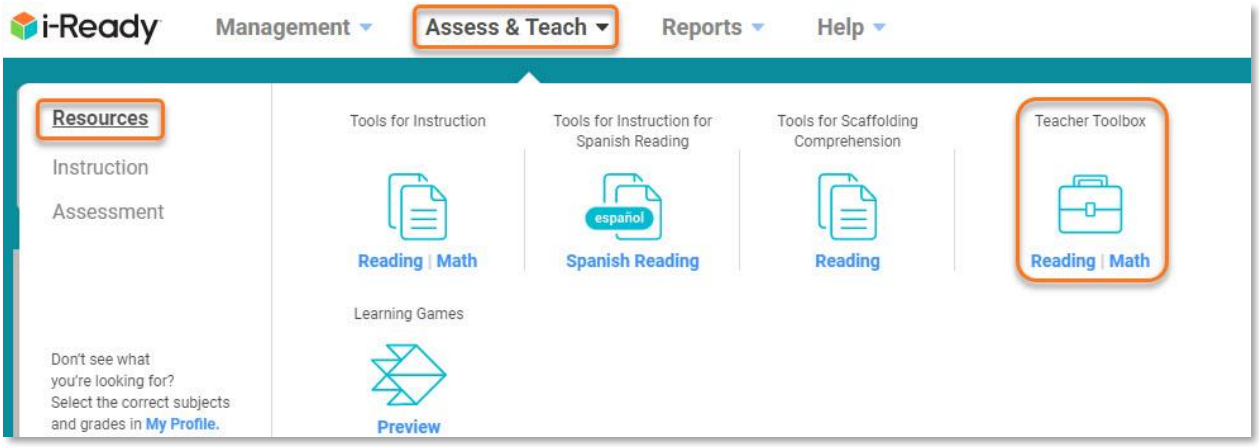


3. Once you enter a lesson, you can navigate to a specific part. Click the navigation button on the bottom left, and then scroll through the “Skip to” menu to view and select any activity.



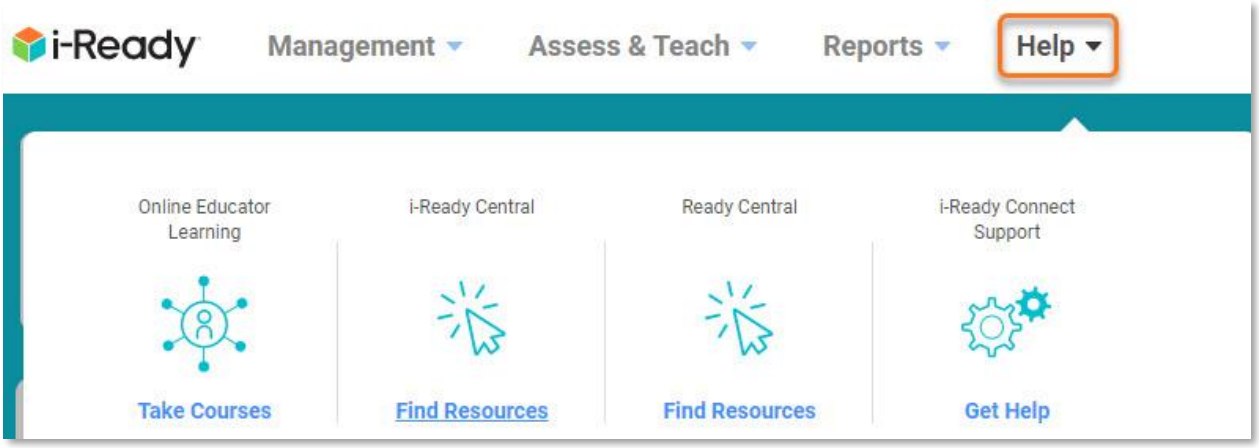
Accessing *Teacher Toolbox* and Other Resources in *i-Ready*

Click on “Assess & Teach” at the top of the screen; then “Resources” on the left side menu; then click on the desired resource.



Accessing Help in *i-Ready*

Click on “Help” at the top of the screen to access *i-Ready Central* and other supports to help you implement *i-Ready.*



HELP: For questions about the demonstration account contact:

1. Jackie Sullivan at jsullivan@cainc.com / 978-313-1315 or
2. Noah Segal at nsegal@cainc.com / 978-947-7624

i-Ready Diagnostic: What It Measures

This document provides an overview of the content assessed on the *i-Ready Diagnostic* and how it assesses students and provides information about the items presented to students.

What Is Assessed in Reading?

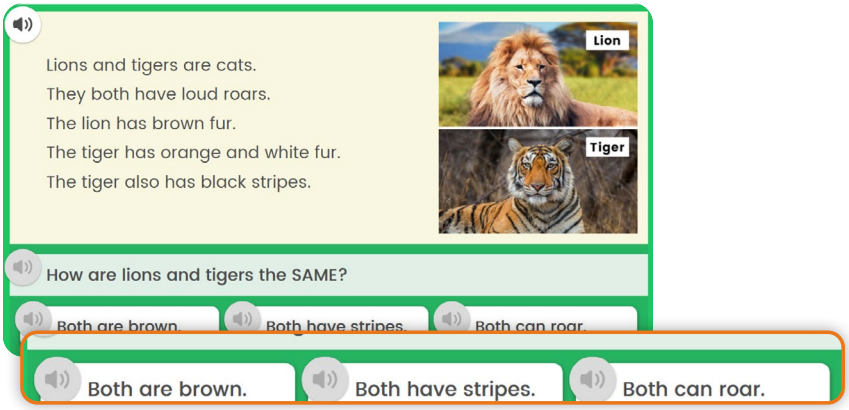
Reading skills are assessed in six key domains on the *i-Ready Diagnostic* for Reading. Those six domains are:

- Phonological Awareness
- Phonics
- High-Frequency Words
- Vocabulary
- Comprehension: Literature
- Comprehension: Informational Text

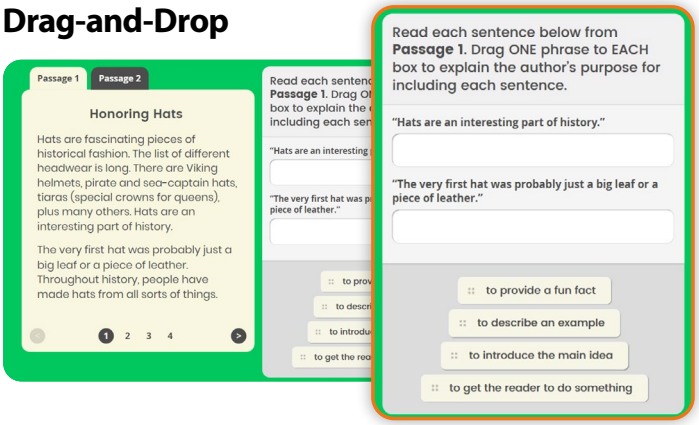
Students are assessed in the domains that are most relevant to informing instruction at their grade level. Additional information on which domains are covered at which grade levels is available in the *i-Ready Diagnostic* FAQ on reading test flows.

On the *i-Ready Diagnostic* for Reading, students are assessed with three types of items:

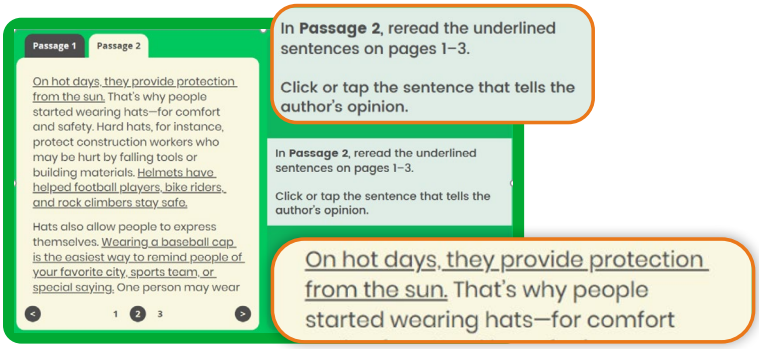
Multiple Choice



Drag-and-Drop



Highlight Text



For more specific information on skills assessed by grade level in Reading, click here.

Phonological Awareness

Phonological awareness is the understanding that a spoken word is made up of different parts, and each of these parts makes a sound. For example, the word *bat* includes the sounds */b/*, */a/*, and */t/*, and the word *batter* can be broken into two syllables that make the sounds */bat/* and */ter/*. Phonological awareness is an important building block for phonics. Readers need to be able to distinguish, or make out, the individual sounds in spoken words before they can fully master matching sounds to letters.

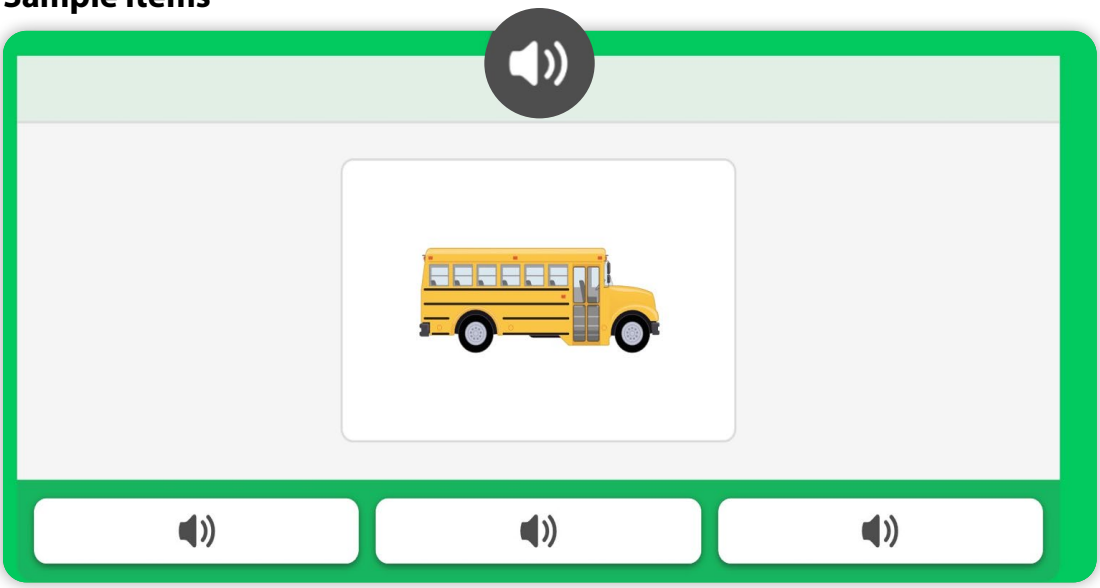
In the *i-Ready Diagnostic*, assessment items use both audio and visual cues to assess whether a student can distinguish and manipulate the sounds in spoken language. The stems, which comprise questions or directions, are read aloud to students, as are the individual answer choices. Students can use an audio icon to hear the items and answer choices repeated. Students are asked to segment and blend syllables, onset and rime, and individual phonemes. Other items assess whether a student can manipulate phonemes by deleting, adding, or substituting sounds in spoken words.

Assessed Skills

On the *i-Ready Diagnostic* for Reading, phonological awareness is assessed for Grades K–1. Some of the important skills assessed in the Phonological Awareness domain include:

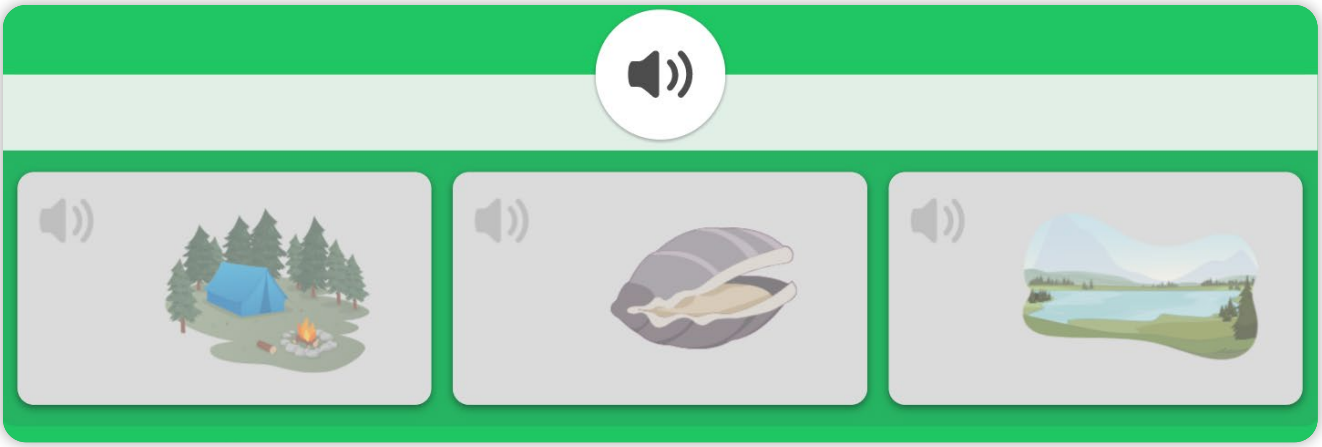
- Rhyme Recognition
- Syllable Blending and Segmenting
- Onset and Rime Blending and Segmenting
- Phoneme Identification and Isolation
- Phoneme Blending and Segmentation
- Phoneme Addition, Deletion, and Substitution

Sample Items



Grade K: In this example, audio is played and says, "Find the first sound in the word *bus*." Students must select the correct order of the sounds */b/, /u/, /s/*. This is an example of a Phonological Awareness item that assesses initial phoneme isolation.

Phonological Awareness (Cont'd.)



Grade 1: In this example, audio is played and says, "Say *lamb*. Now add */k/* to the beginning. What's the new word?" This item assesses a student's capability to add initial single-consonant sounds to words. The student creates a word of four or more phonemes with a blend. This is an example of a Phonological Awareness item that assesses manipulation through addition.

Phonics

Phonics instruction teaches students how to connect the sounds they hear in spoken words to the letters they see in written words. Students have to learn many different connections between sounds and spelling patterns. In fact, there are so many connections that learning phonics can feel like learning the rules to understand a hidden code. But this skill is mastered by taking one step at a time, learning one rule and then another, and so on. Once students can make these connections quickly and easily, they can really start to read for meaning.

i-Ready Diagnostic assesses a student's proficiency in recognizing sound-spelling correspondences. Test items use both audio and visual support. Some items that comprise questions or directions are read aloud, and students are asked to choose among written answer choices. Other items are written, and students are asked to choose among answer choices that are read aloud. As in Phonological Awareness, students can use an audio icon to hear the items and answer choices repeated. Many items are supported by art. Items focus on a range of high-utility skills, including letter recognition, one-to-one letter-sound correspondences, *CVC* words, consonant blends, consonant digraphs, final *e* conventions, *r*-controlled vowels, inflectional endings, vowel teams (i.e., digraphs and diphthongs), two-, three-, four-, and five-syllable words, and words with prefixes/suffixes.

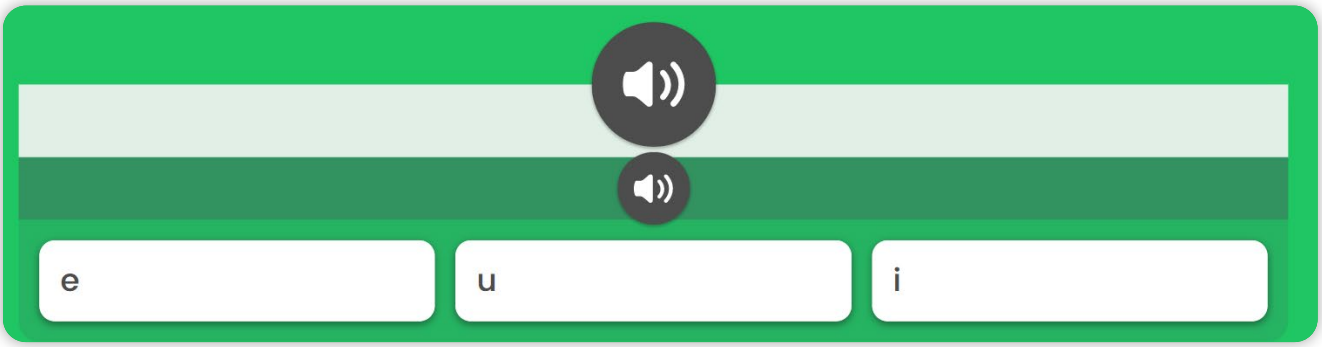
Assessed Skills

On the *i-Ready Diagnostic* for Reading, phonics is assessed for Grades K–2. Some of the important skills addressed in the Phonics domain include:

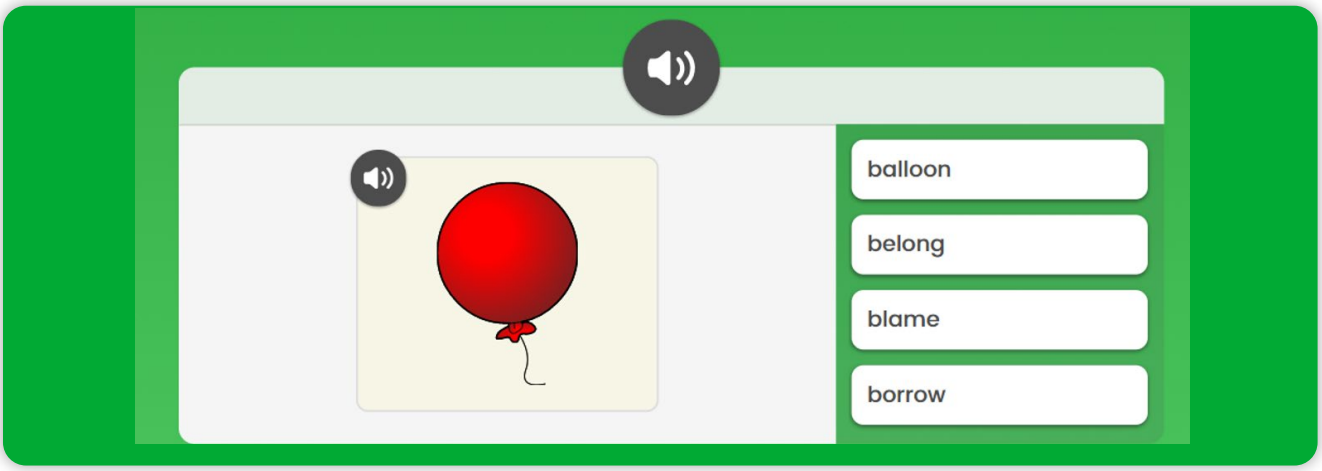
- Alphabetic Knowledge
  - Letter recognition
  - Letter-sound correspondence
- Sound Spellings
  - Short and long vowels
  - *r*-controlled vowels
  - Digraphs and diphthongs
- Decoding Multisyllable Words and Encoding
  - Multisyllable decoding strategies
  - Words with prefixes
  - Words with suffixes
- Decoding/Encoding/Sorting Multisyllable Words

Phonics (Cont'd.)

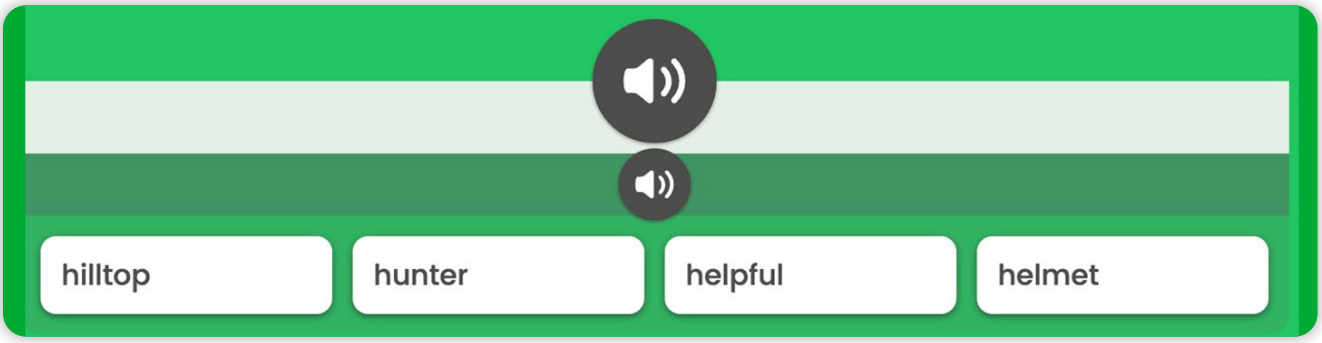
Sample Items



Grade K: In the above example, audio is played and says, "Which letter has the sound */i/*?" (i.e., short */i/* sound). This item measures proficiency in associating the long vowel sound */i/* with the appropriate grapheme. This is an example of a Phonics item that measures alphabetic knowledge.



Grade 2: In the above example, students listen to spoken directions and are asked to find the word *balloon*. This item measures proficiency with decoding grade-level sound spellings, including multisyllabic constructions and the sound */oo/*. This is an example of a Phonics item that measures the decoding of multisyllable words.



Grade 2: In the above example, students listen to spoken directions and are asked to choose the word *helmet*.

High-Frequency Words

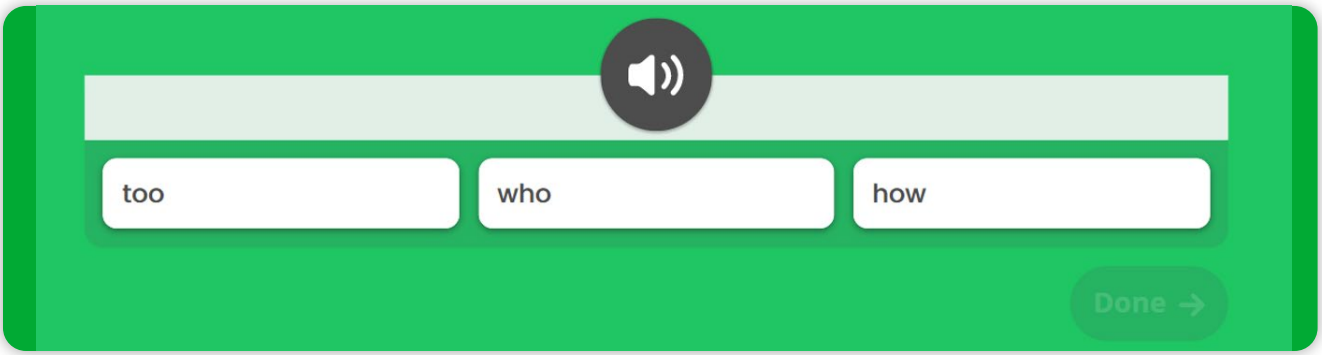
High-frequency words are the words that appear most often in what students read. Words such as *the*, *and*, and *it* are high-frequency words. Because these words appear so often, readers ought to learn to recognize them automatically. Also, these words are often spelled in ways that can be confusing. Words such as *could* and *there* do not follow the rules that connect sounds to letters in most words. Learning to recognize these words automatically helps students read more quickly and easily, which gives them a better opportunity to understand what they are reading.

Words assessed and taught in the *i-Ready Diagnostic* and Personalized Instruction are drawn from the Dolch Basic Word List (Dolch, 1941), the Fry Instant Word List (Fry, 1999), and the Educator's Word Frequency Guide (Zeno et al., 1995). Items in the *i-Ready Diagnostic* assess students' ability to recognize high-frequency words. Some item stems that comprise questions or directions are read aloud, and students are asked to choose among written answer choices. Other item stems are written, and students are asked to choose among answer choices that are read aloud. Students can use an audio icon to hear the items and answer choices repeated.

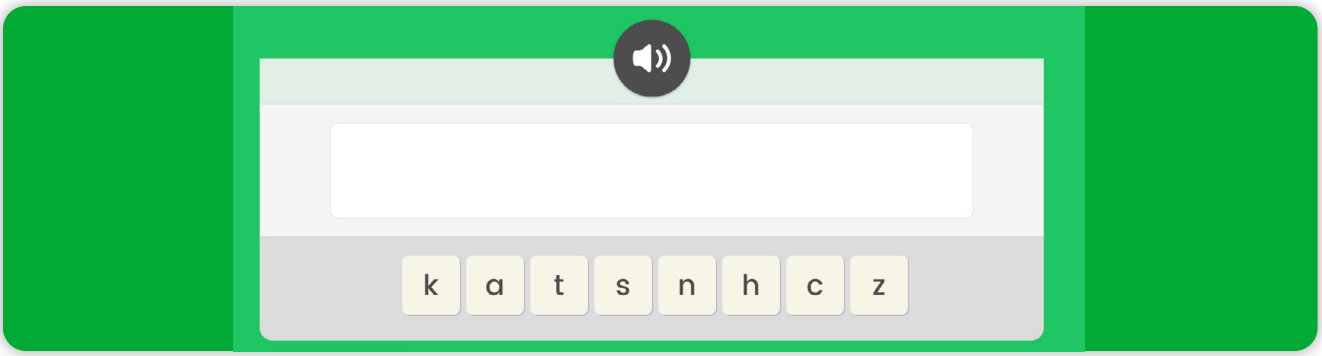
Assessed Skills

On the *i-Ready Diagnostic* for Reading, the domain of High-Frequency Words comprises words from the Dolch, Fry, and Zeno word lists.

Sample Items



Grade 1: In the above example, students hear the word, then choose the word that matches the spoken word. This item measures students' proficiency in recognizing a familiar word (e.g., *who*) among words with similar phonological elements.



Grade 2: In the above example, the audio prompt asks the students to "move the letters to correctly spell the word *thanks*." This item measures students' proficiency in spelling grade-appropriate high-frequency words.

Vocabulary

Vocabulary is the name for the words a student knows. The more words a student knows, the easier it is to understand what the student reads. Good readers know the meanings of many words. Students grow their vocabularies by hearing and reading new words, talking about words, and being taught specific words.

Test items in the *i-Ready Diagnostic* assess students' knowledge of both Tier 2 words (i.e., academic or literary) and Tier 3 words (i.e., domain-specific or content-area words). Panels of teachers and reading specialists selected the words to be assessed using research-based lists that included:

- *Words Worth Teaching* (Biemiller, 2010)
- *The Living Word Vocabulary* (Dale & O'Rourke, 1981)
- *The Educator's Word Frequency Guide* (Zeno et al., 1995)
- *An Academic Word List* (Coxhead, 2000)

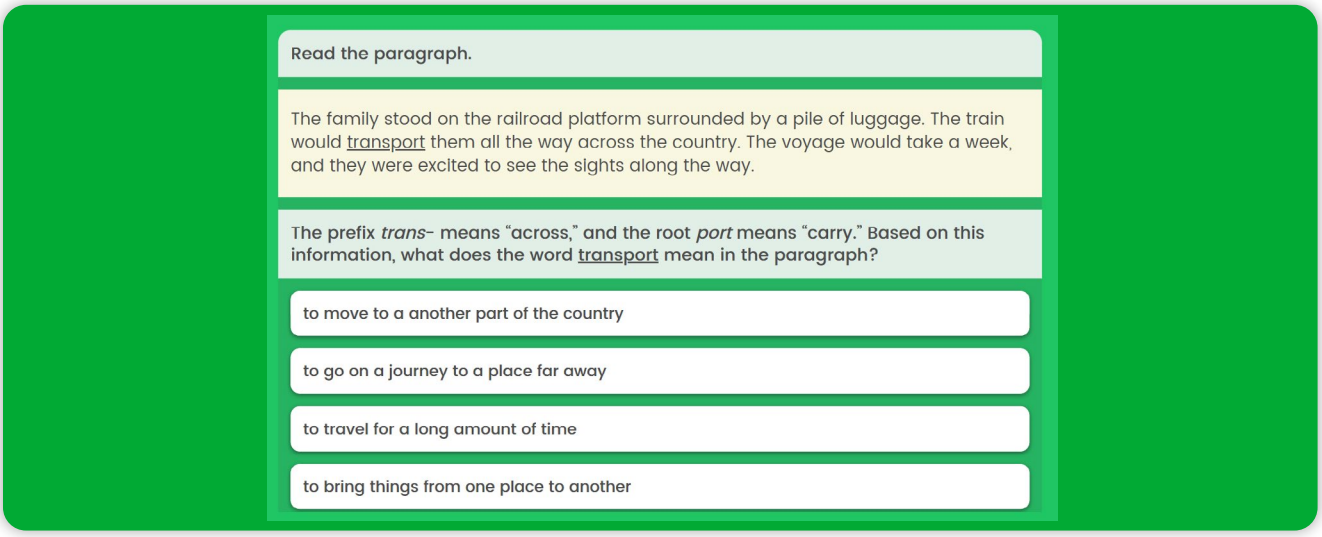
The panels made these selections to reflect the types of words students learn in various disciplines at different grade levels and in various stages of their lives. Test items assess knowledge of these words in context, and those aimed at early readers include visual support. Because oral vocabulary is a critical part of reading development, test items for Grades K–2 are supported by audio.

Assessed Skills

Some of the important skills addressed in the Vocabulary domain include:

- Understand General Academic and Domain-Specific Vocabulary
- Identify Word Relationships (Synonyms/Antonyms)
- Sort Images That Represent Words into Conceptual Categories
- Determine Word Meaning Using Base Words and Affixes
- Use a Glossary to Determine/Clarify Word Meaning
- Understand Word Families
- Determine Word Meaning Using Greek and Latin Roots and Affixes
- Understand Word Relationships
- Analyze Figurative Language

Sample Item



Grade 4: This item measures students' ability to infer meaning of words by using prefixes and root words.

Comprehension: Literature

The Comprehension: Literature domain assesses a student's ability to understand types of writing that are fictional. Fictional literary texts are composed of short stories, plays, and poems. A student who understands literature might identify the sequence of events in a story, discuss the meaning of a poem, or explain the lines a character speaks in a play. As a student develops as a reader, they will be able to understand increasingly complex stories, plays, and poems.

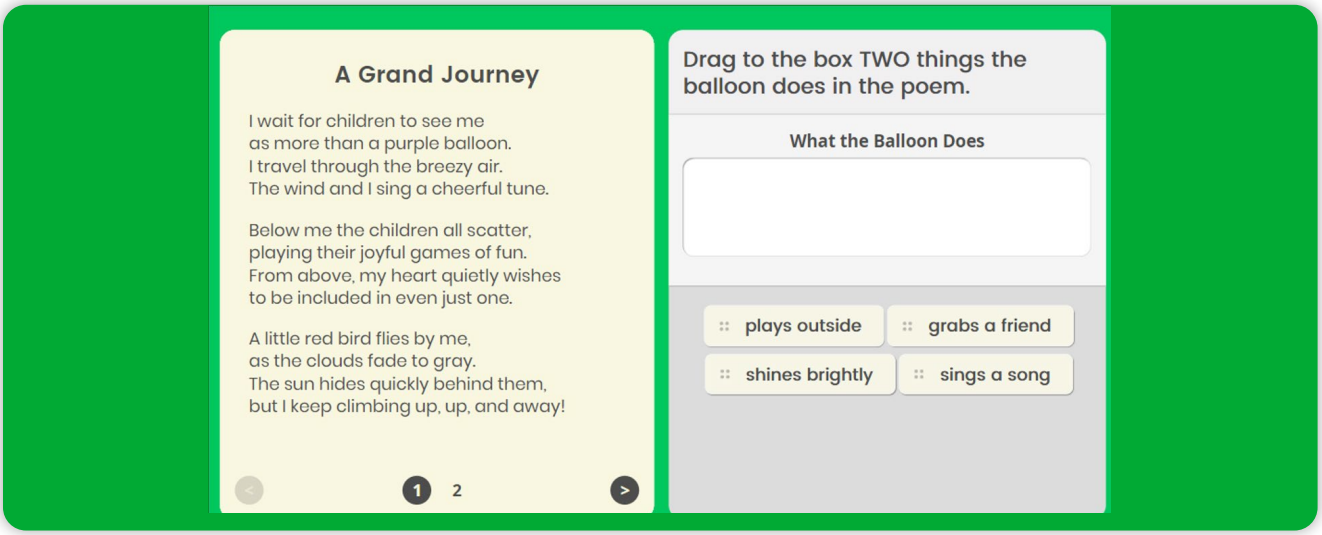
In the *i-Ready Diagnostic*, the Comprehension: Literature domain is assessed using passages written by authors experienced in the literature of the grade, and many of the texts are authentic and previously published. Each passage is associated with a set of items that assess various concepts, but they all require that a student has read and processed the literary passage presented to them in the Diagnostic.

Assessed Skills

Some of the important skills addressed in the Comprehension: Literature domain include:

- Ask Questions about Stories
- Make Inferences
- Cite Textual Evidence
- Determine Theme/Central Message of a Story/Poem
- Recount or Summarize Story Events
- Understand/Describe Characters, Settings, Events
- Interpret Figurative Language
- Connect Words and Pictures
- Analyze Structure and Elements of Stories/Plays/Poems
- Compare and Contrast Stories
- Interpret Allusions
- Analyze How Plot/Characters Are Developed
- Analyze Word Choice, Impact on Meaning, and Tone
- Analyze Point of View and How It Is Conveyed
- Compare and Contrast Literary Texts and Multimedia Presentations of the Texts

Sample Item



Grade 3: This item measures whether students can identify explicit key details in literary text.

Comprehension: Informational Text

The Comprehension: Informational Text domain assesses a student's proficiency with understanding types of writing that are usually true. Reading materials, such as articles, recipes, or instructions, are examples of informational text. The texts written in this domain are usually organized using one or more informational text structures. Additionally, they may contain charts, diagrams, and graphs that are important to understanding.

In the *i-Ready Diagnostic*, the Comprehension: Informational Text domain is assessed using passages written by authors experienced with the grade level and carefully selected to be informational while also engaging to students. A student who understands informational text might identify the main idea and supporting details, describe the way the writing is organized, or draw information from a photograph or diagram. Each passage is associated with a set of items that assess various concepts, but all require that a student has read and comprehended the informational passage presented to them in the Diagnostic.

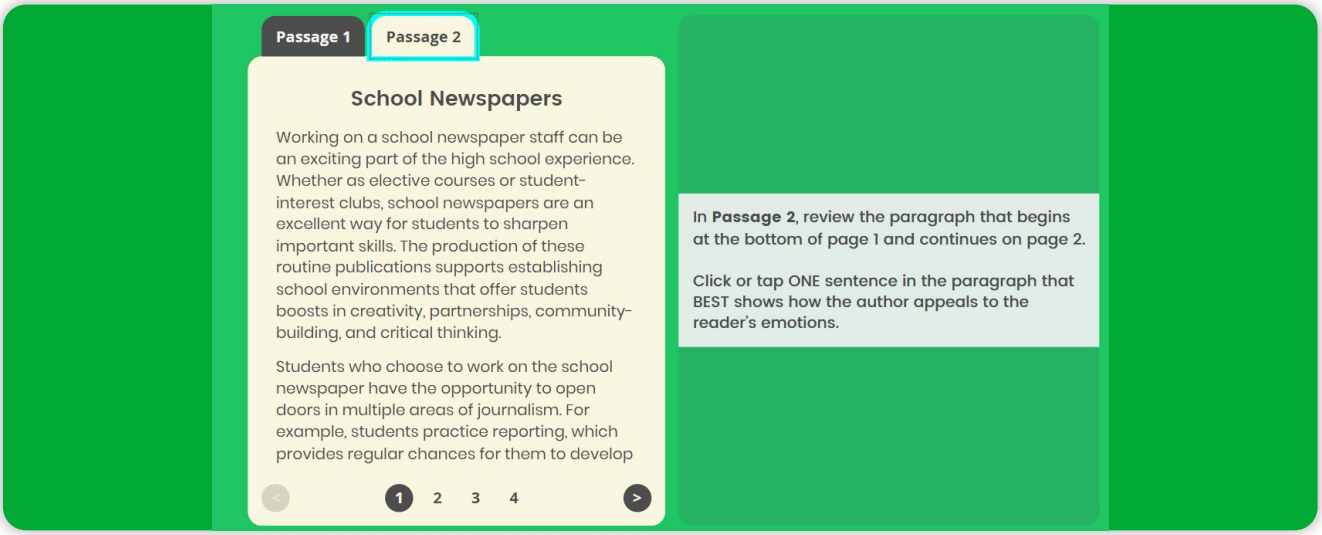
Assessed Skills

Some of the important skills addressed in Comprehension: Informational Text domain include:

- Ask Questions about Key Ideas
- Identify Main Idea/Key Details
- Cite Textual Evidence
- Make Inferences
- Retell or Summarize Text
- Demonstrate Understanding of Unfamiliar Words
- Describe or Analyze Relationships between Ideas and Events in Scientific, Historical, and Technical Texts
- Identify or Analyze Author's Point of View or Purpose
- Connect Text and Visuals
- Use or Interpret Text Features
- Compare Author's Point of View in Two Texts
- Analyze and Compare Text Structures within One Text or between Two Texts
- Find and Integrate Information from Multiple Sources
- Evaluate Arguments/Persuasive Techniques
- Analyze Interactions among Individuals, Events, and Ideas
- Analyze the Impact of Text Structure on Meaning
- Understand Unfamiliar Words/Figurative, Connotative, Technical Meanings
- Analyze Author's Point of View, Purpose, and Rhetorical Techniques
- Compare, Contrast, and Integrate Information from Various Print and Digital Sources
- Interpret Figurative Language/Allusions/Connotations
- Analyze Word Choice, Impact on Meaning, and Tone
- Analyze Point of View and How It Is Conveyed
- Compare and Contrast Literary Texts and Multimedia Presentations of the Texts

Comprehension: Informational Text (Cont'd.)

Sample Item



Grade 9: This item measures whether students are able to analyze how an author uses rhetorical techniques to support a point of view or purpose in informational text.

Reading Conclusion

In addition to these Reading domains, the *i-Ready Diagnostic* also includes an Overall Reading score, which is a composite score. This score combines student performance on the Comprehension: Literature and Comprehension: Informational Text domains. This score reflects a student's overall reading comprehension proficiency across both Comprehension domains included on the Diagnostic.

Content and Skills by Grade

Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12 (Assessed Only)
Foundational Skills			
Phonological Awareness (Grades K–1) • Rhyme Recognition • Syllable Blending and Segmenting • Onset and Rime Blending and Segmenting • Phoneme Identification and Isolation • Phoneme Blending and Segmentation • Phoneme Addition, Deletion, and Substitution			
Phonics • Alphabetic Knowledge - Letter Recognition - Letter–Sound Correspondence - Letter Naming - Distinguishing between Frequently Confused Letters • Decoding and Encoding Sound-Spellings - Short and Long Vowels - Consonant Clusters and/or Consonant Blends and Digraphs - *r*-Controlled Vowels - Digraphs and Diphthongs - Common Syllable Types • Decoding and Encoding Multisyllable Words - Multisyllable Decoding Strategies - Inflectional Endings - Words with Prefixes - Words with Suffixes	**Phonics (Grade 3)** • Decoding/Encoding/Sorting Multisyllable Words - Multisyllable Decoding Strategies - Types of Syllables - Words with Prefixes - Words with Suffixes		
High-Frequency Words • Words from Zeno, Dolch, and Fry Lists - Recognition in Isolation - Identification among Other Words - Spelling			

Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12 (Assessed Only)
Vocabulary			
• Understand General Academic and Domain-Specific Vocabulary • Identify Word Relationships (Synonyms/Antonyms) • Sort Images That Represent Words into Conceptual Categories	• Understand General Academic and Domain-Specific Vocabulary • Determine Word Meaning Using Base Words and Affixes • Use a Glossary to Determine/ Clarify Word Meaning • Understand Word Families • Analyze Word Relationships	• Understand General Academic and Domain-Specific Vocabulary • Determine Word Meaning Using Greek and Latin Roots and Affixes • Understand Word Relationships • Use Print and Digital Reference Guides to Determine Word Meaning	• Understand General Academic and Domain-Specific Vocabulary • Determine Word Meaning Using Knowledge of Greek and Latin Roots and Affixes • Understand Word Relationships (e.g., Connotations) • Analyze Figurative Language

Reading Domain Tables

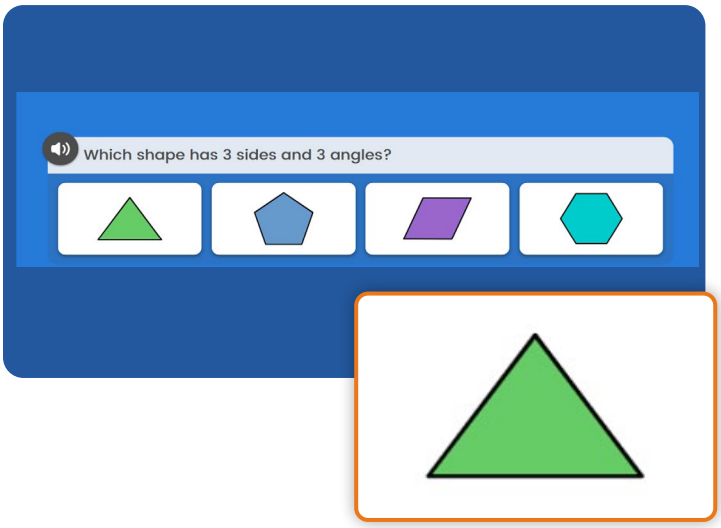
Grades K–2	Grades 3–5	Grades 6–8	Grades 9–12 (Assessed Only)
Comprehension: Informational Text			
• Ask/Answer Questions about Key Details • Identify the Main Topic or Main Idea • Identify Reasons That Support Specific Points • Recount or Retell Text • Determine Word Meanings • Connect Words and Pictures/Explain How Images Support Text • Use Text Features • Describe Connections between Ideas, Events, and Procedures • Identify Author's Purpose • Compare and Contrast Key Details within and between Two Texts	• Ask Questions about Key Ideas • Identify Main Idea/Key Details • Cite Textual Evidence • Make Inferences • Retell or Summarize Text • Demonstrate Understanding of Unfamiliar Words • Describe or Analyze Relationships between Ideas and Events in Scientific, Historical, and Technical Texts • Demonstrate Understanding of Unfamiliar Words • Identify or Analyze Author's Point of View or Purpose • Evaluate Arguments • Connect Text and Visuals • Use or Interpret Text Features • Compare Author's Point of View in Two Texts • Analyze and Compare Text Structures within One Text or between Two Texts • Find and Integrate Information from Multiple Sources	• Make Inferences • Cite Textual Evidence • Determine or Analyze Development of Central Ideas and Supporting Details • Summarize Text • Understand Unfamiliar Words/ Figurative, Connotative, Technical Meanings • Analyze Connections among Events, Ideas, and Individuals in Text • Analyze Text Structure • Determine Author's Point of View/Purpose • Evaluate Arguments/ Persuasive Techniques • Integrate Information from Different Print/Digital Sources • Compare Informational Texts (e.g., Autobiography vs. Biography, Historical Fiction vs. Nonfiction, Texts on the Same Topic)	• Make Inferences • Cite Textual Evidence • Analyze Development of Central Ideas and Supporting Details • Summarize Text • Analyze Interactions among Individuals, Events, and Ideas • Analyze the Impact of Text Structure on Meaning • Understand Unfamiliar Words/ Figurative, Connotative, Technical Meanings • Analyze Author's Point of View, Purpose, and Rhetorical Techniques • Evaluate Arguments/ Persuasive Techniques • Compare, Contrast, and Integrate Information from Various Print and Digital Sources
Comprehension: Literature			
• Ask/Answer Questions about Stories • Identify/Describe Characters, Settings, Events • Describe Parts of a Story • Recount Stories • Determine Word Meanings • Identify Sensory Words/ Phrases • Describe How Authors Use Words/Sounds in Special Ways (e.g., Alliteration) • Connect Words and Pictures • Determine Central Message • Identify Point of View • Compare and Contrast Story Elements within One Story or between Two Stories	• Ask Questions about Stories • Make Inferences • Cite Textual Evidence • Determine Theme/Central Message of a Story/Poem • Recount or Summarize Story Events • Understand/Describe Characters, Settings, Events • Interpret Figurative Language • Determine Point of View in a Story • Connect Words and Pictures • Analyze Structure and Elements of Stories/Plays/Poems • Compare and Contrast Stories (e.g., by Same Author, in Same Genre, Similar Topics/Themes) • Interpret Allusions	• Make Inferences • Cite Textual Evidence • Identify/Analyze Theme • Summarize Text • Analyze How Plot/Characters Are Developed • Analyze Structure/Elements of Poetry, Plays, Stories • Interpret Figurative Language/ Allusions/Connotations • Analyze Word Choice, Impact on Meaning and Tone • Identify or Analyze Narrative/ Author's Point of View • Compare/Contrast Literary Texts (e.g., Story to a Poem, Modern Work to Traditional Story, Print to Multimedia)	• Make Inferences • Cite Textual Evidence • Analyze Development of Multiple Themes • Summarize Text • Analyze How Story Elements Interact • Analyze Structure/Elements of Poetry, Plays, Stories • Interpret Figurative Language, Allusions, and Connotations • Analyze Word Choice, Impact on Meaning and Tone • Analyze Point of View and How It Is Conveyed • Compare and Contrast Literary Texts and Multimedia Presentations of the Texts

What Is Assessed in Mathematics?

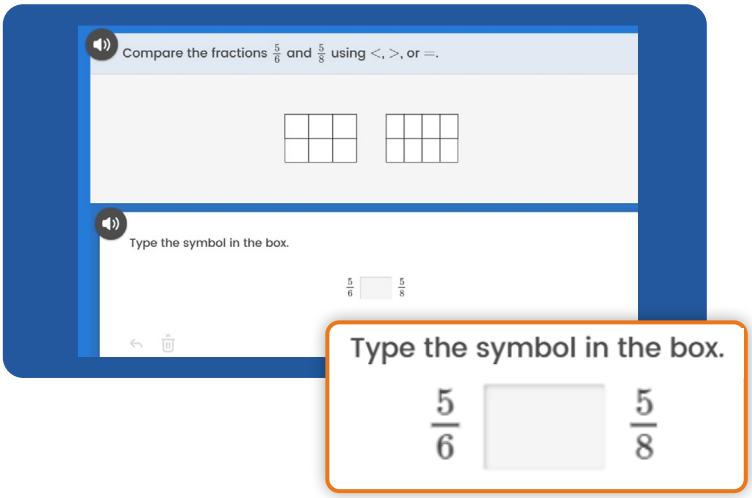
Most state content standards organize mathematical content within grades by domain—big ideas that connect topics across grades. A major goal of this grouping is to build understanding of mathematical concepts within each domain and how they progress across grades. *i-Ready Diagnostic* organizes mathematical content into four domains: Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry.

The intent of the *i-Ready Diagnostic* for Mathematics is to help identify the specific skills each student needs to develop, identify each student's areas of strength, and measure academic growth throughout the school year. The Diagnostic provides comprehensive insight into student learning across the multiple domains in Mathematics. The domains are evaluated using a variety of item types and tools. The item types are:

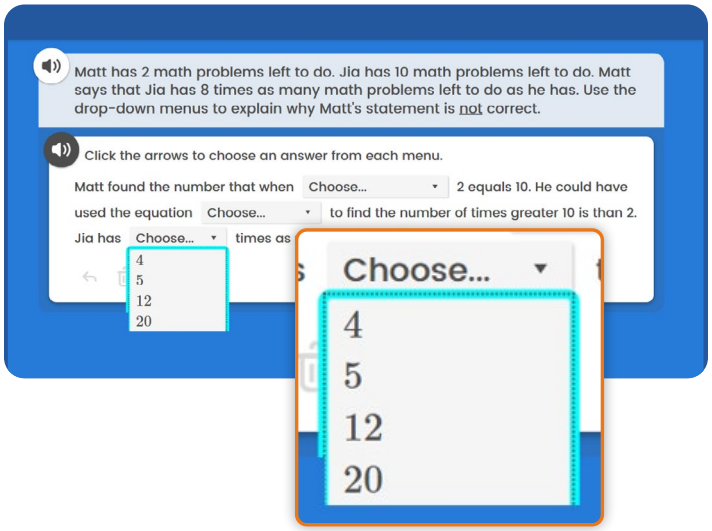
Multiple Choice



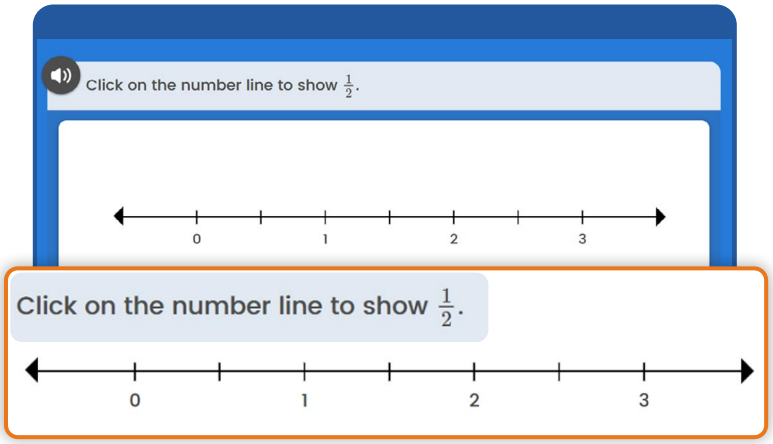
Short Answer



Dropdown

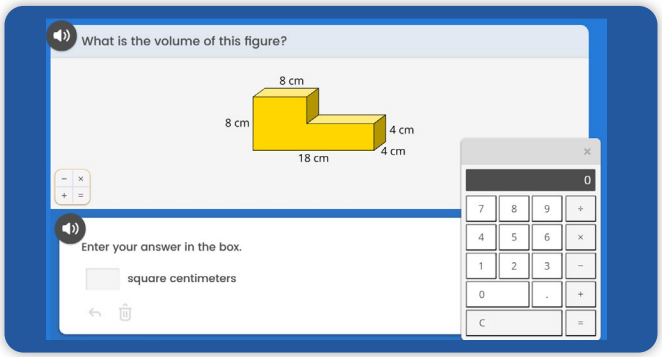


Number Line

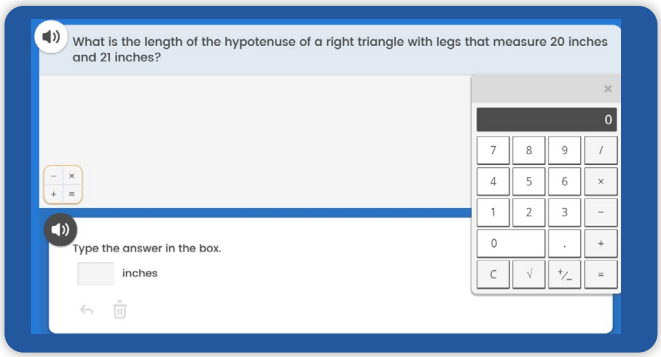


Mathematical Tools

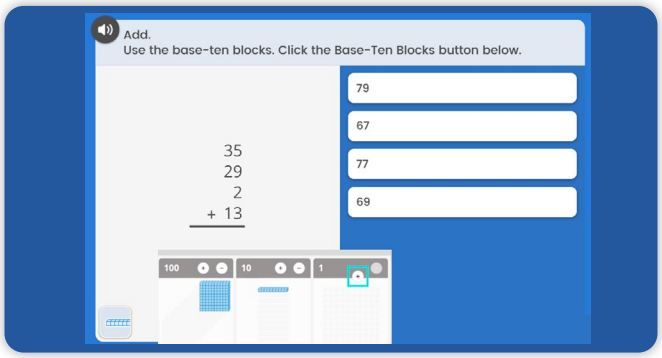
Some items require the use of certain virtual mathematical tools. When necessary, the tool will appear directly embedded in the item. The Diagnostic includes the following mathematical tools:



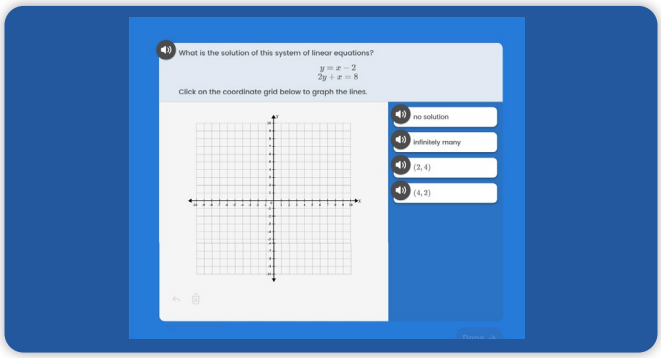
Four-Function Calculator



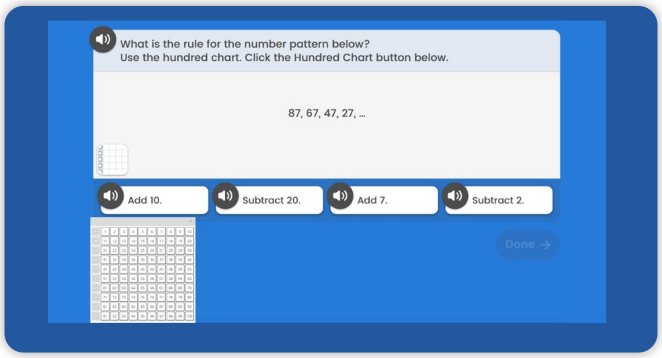
Five-Function Calculator



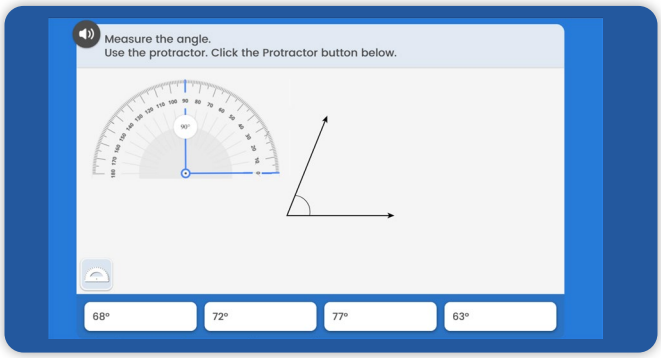
Base-Ten Blocks



Coordinate Grid

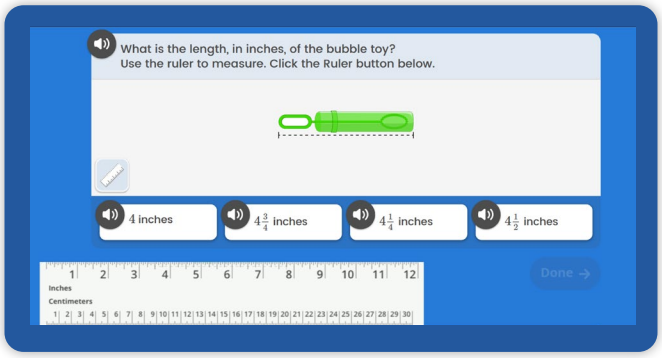


Hundred Chart

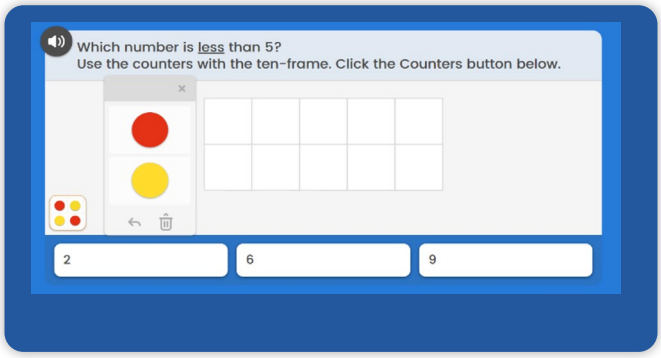


Protractor

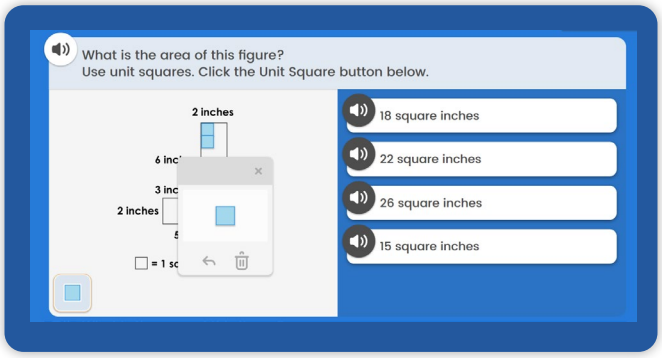
Mathematical Tools (Cont'd.)



Ruler



10-Frame with Counters



Unit Squares

For more specific information on skills assessed by grade level in Mathematics, click here.

Number and Operations

Number and Operations refers to the mathematics skills often thought of as arithmetic, from reading and writing numbers to adding, subtracting, multiplying, and dividing different types of numbers. This includes rational numbers, including whole numbers, decimals, fractions, integers, and irrational numbers. Number and Operations also includes number sense and quantitative reasoning.

The *i-Ready Diagnostic* for Mathematics assesses the Number and Operations domain by requiring students to demonstrate an understanding of representing numbers, relationships among numbers, relationships between operations and number systems, the number system, and performing computation with rational numbers accurately. This is done by presenting students with representations of numbers, operations, and mathematical tools. For example, students connect number words and numerals to the quantities they represent using various models.

Assessed Skills

Grades K–5

- Counting and Cardinality
- Number and Operations in Base Ten
  Whole numbers and decimals, place value, comparing, adding, subtracting, multiplying, and dividing
- Number and Operations—Fractions
  Modeling, comparing, adding, subtracting, multiplying, dividing

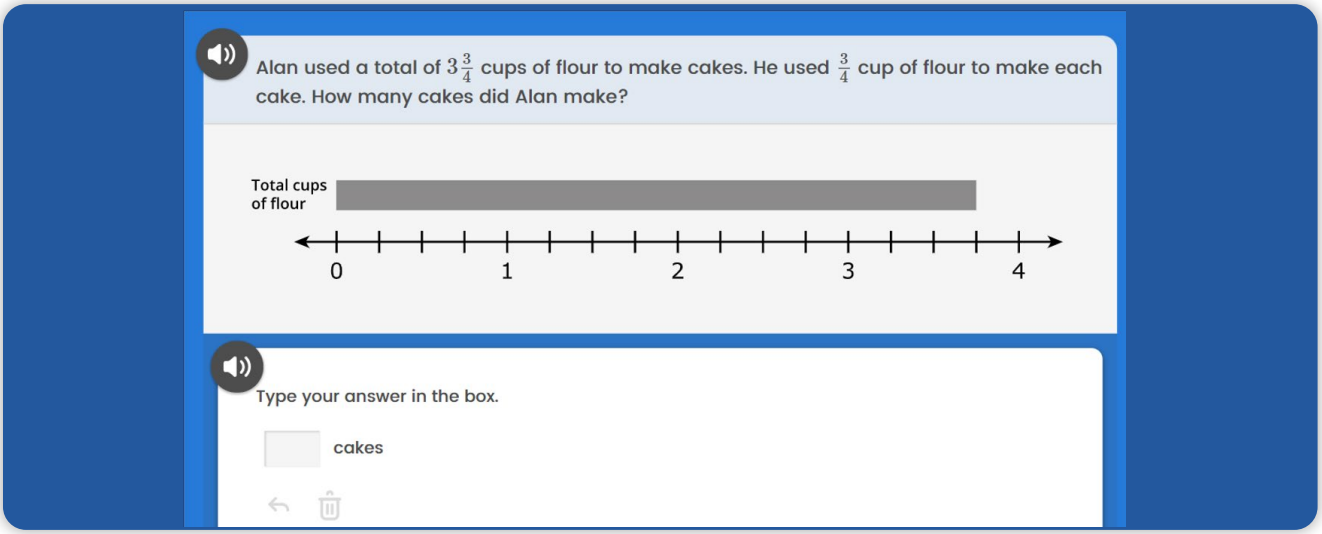
Grades 6–8

- The Number System
  Common factors, common multiples, positive and negative rational numbers, including integers, fractions, decimals, approximating numbers that are not rational, irrational numbers

Grades 9–12

- Number and Quantity
  The real number system, quantities, the complex number system, vector and matrix quantities, operations on vectors

Sample Item



Grade 6: This item measures students' proficiency with solving a word problem involving the division of a mixed number by a fraction with the help of a visual model.

Algebra and Algebraic Thinking

Algebra and Algebraic Thinking refers to mathematics skills related to seeing number patterns, understanding the meaning of addition, subtraction, multiplication, and division, and using symbols to write and solve equations, including those used to solve word problems. In the high school grades, this domain covers the algebra topics related to using functions, equations, and inequalities to model mathematical situations and solve problems by reasoning quantitatively and extending the understanding of operations beyond the real number system.

The *i-Ready Diagnostic* for Mathematics assesses the Algebra and Algebraic Thinking domain by requiring students to apply formulas, interpret word problems, and use images and modeling to come to a response to each item. Students demonstrate an understanding of quantitative relationships and analyze mathematical situations and structures using algebraic symbols, patterns, models, and words.

Assessed Skills

Grades K–5

- Operations and Algebraic Thinking
  Meaning of operations, number relationships, applying properties of operations, solving word problems

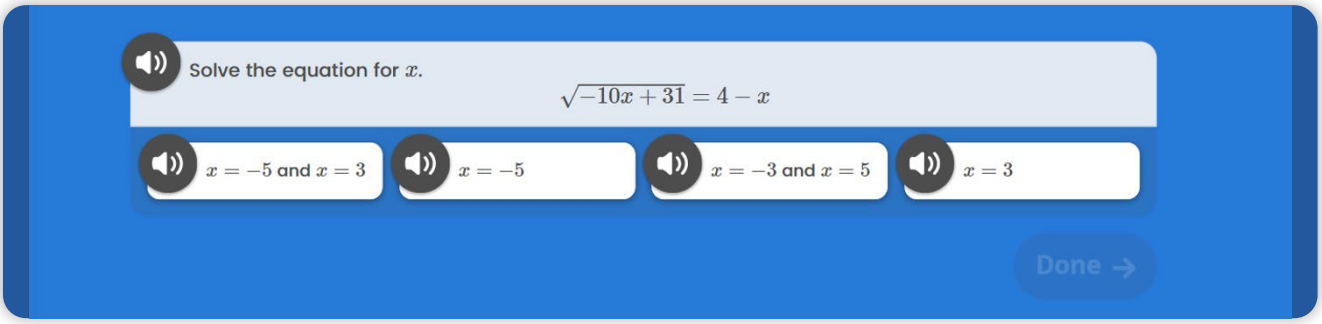
Grades 6–8

- Ratios and Proportional Relationships
  Percentages, rates, ratios
- Expressions and Equations
  Variables, equivalent expressions, exponents, radicals and integer exponents, solving real-world problems, slope, equations, inequalities, graphs of lines
- Functions
  Defining, evaluating, and comparing functions and modeling relationships with functions

Grades 9–12

- Algebra
  Expressions, arithmetic with polynomial and rational expressions, interpreting, writing and solving equations, reasoning with equations and inequalities
- Functions
  Interpreting, modeling, and building functions (i.e., linear, exponential, quadratic, polynomial, logarithmic, trigonometric, rational)

Sample Item



Grade 11: This item measures students' understanding of how to solve radical equations.

Measurement and Data

Measurement and Data comprises a wide range of mathematics skills related to collecting, organizing, and interpreting numerical information, from telling time or using a ruler to measuring the length of an object to using formulas to find volume or surface area.

The *i-Ready Diagnostic* assesses the Measurement and Data domain by requiring students to understand how to use and interpret tables and graphs, and in later grades, statistics and probability. Students are asked to demonstrate proficiency in applying concepts such as length, area, weight, and volume and are able to select the appropriate type of unit of measurement.

Assessed Skills

Grades K–5

- Measurement and Data
  Customary and metric units, time, money, length, capacity, weight and mass, geometric measurement, area, perimeter, volume, creating and interpreting graphs

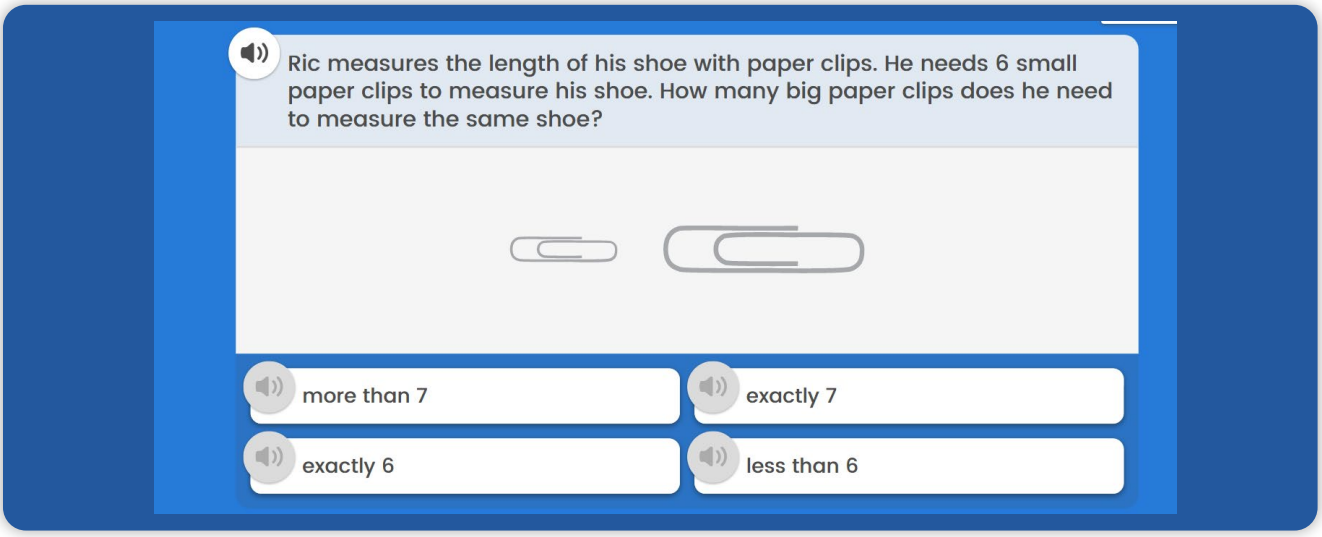
Grades 6–8

- Statistics and Probability
  Randomness, probability distributions, collecting and analyzing data, making inferences and conclusions based on random samples, and measures of center and variability

Grades 9–12

- Statistics and Probability
  Interpreting categorical and quantitative data, making inferences and justifying conclusions, conditional probability, rules of probability, expected values, making decisions using probability

Sample Item



Grade 2: This item measures students' skills in relating the size of a unit of measurement to the number of units needed to equal the length of an object.

Geometry

Geometry refers to a variety of skills related to analyzing two- and three-dimensional shapes. These include naming and classifying shapes using characteristics such as symmetry, number of sides, and angle measures, and in later grades, using congruence and similarity. In the high school grades, this domain covers geometry and measurement topics related to developing spatial geometric reasoning, connecting geometric properties and equations, writing proofs, and using statistics and probability concepts to analyze data.

The *i-Ready Diagnostic* assesses the Geometry domain by requiring students to make use of images, mathematical tools, and geometric relationships. Students use geometric properties and connections to solve word problems, evaluate constructs, and support mathematical conclusions.

Assessed Skills

Grades K–5

- Geometry
  Two-dimensional figures, three-dimensional shapes, lines, segments, points, rays, angles, symmetry, coordinate plane, graphing points, perimeter, area, volume

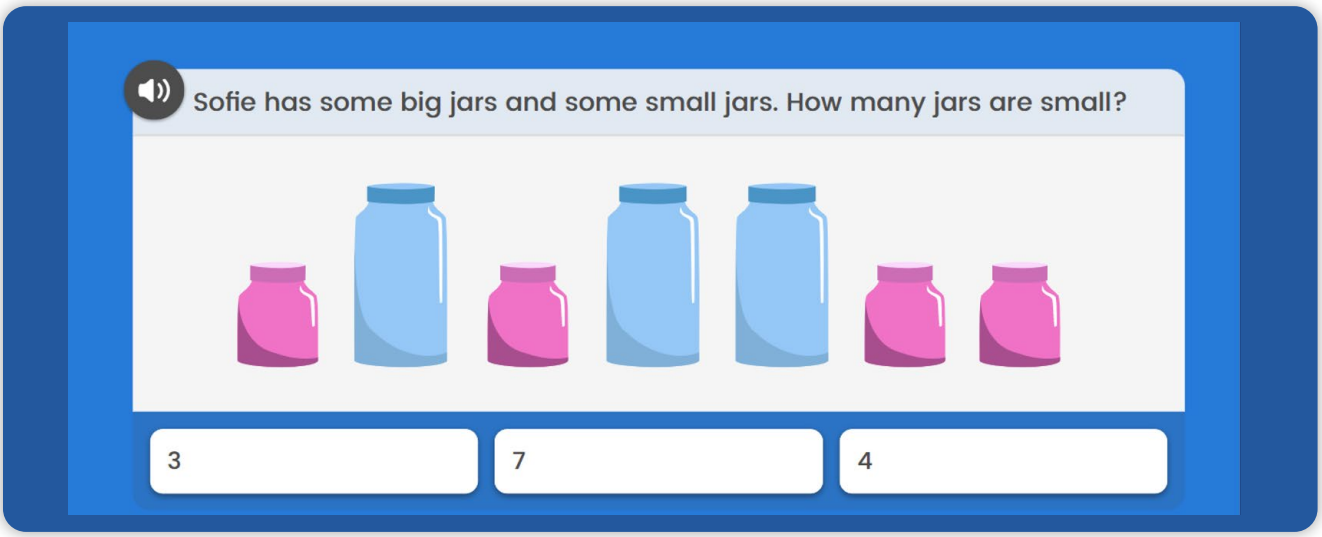
Grades 6–8

- Geometry
  Relationship between geometric figures, angle measures, area, surface area, congruence, similarity, coordinate geometry, Pythagorean Theorem

Grades 9–12

- Geometry
  Congruence, similarity, transformations, right triangles, right triangle trigonometry, circles, proofs

Sample Item



Grade K: This item measures the student's skill in classifying objects into given categories and counting the numbers of objects in the categories.

Mathematics Domain Tables

Grades K–5	Grades 6–8	Grades 9–12* (Assessed Only)
Number and Operations		
Counting and Cardinality **Number and Operations in Base Ten** Whole numbers and decimals, place value, comparing, adding, subtracting, multiplying, dividing **Number and Operations—Fractions** Modeling, comparing, adding, subtracting, multiplying, dividing	**The Number System** Common factors, common multiples, positive and negative rational numbers, including integers, fractions, decimals, approximating numbers that are not rational, irrational numbers	**Number and Quantity** The real number system, quantities, the complex number system, vector and matrix quantities, operations on vectors
Algebra and Algebraic Thinking		
Operations and Algebraic Thinking Meaning of operations, number sense, number relationships, properties, solving word problems	**Ratios and Proportional Relationships** Percent, rates, ratios **Expressions and Equations** Variables, equivalent expressions, exponents, radicals and integer exponents, solving real-world problems, slope, equations, inequalities, graphs of lines, systems of equations **Functions** Defining, evaluating, and comparing functions, modeling relationships with functions	**Algebra** Structure of expressions, arithmetic with polynomial and rational expressions, interpreting, writing and solving equations, reasoning with equations and inequalities **Functions** Interpreting, modeling, and building functions: linear, exponential, piecewise-defined, step, absolute value, quadratic, polynomial, logarithmic, trigonometric, rational
Measurement and Data		
Measurement and Data Customary and metric units, time, money, length, capacity, weight and mass, geometric measurement, area, perimeter, volume, creating and interpreting graphs	**Statistics and Probability** Randomness, probability distributions, statistical questions, collecting and analyzing data, making inferences and conclusions based on random samples and measures of center and variability	**Statistics and Probability** Interpreting categorical and quantitative data, making inferences and justifying conclusions, conditional probability, rules of probability, expected values, making decisions using probability
Geometry		
Geometry Two-dimensional figures, three-dimensional shapes, lines, segments, points, rays, angles, symmetry, coordinate plane, graphing points, perimeter, area, volume	**Geometry** Relationship between geometric figures, angle measures, area, surface area, congruence, similarity, coordinate geometry, Pythagorean Theorem	**Geometry** Congruence, similarity, transformations, right triangles, right triangle trigonometry, circles, proofs

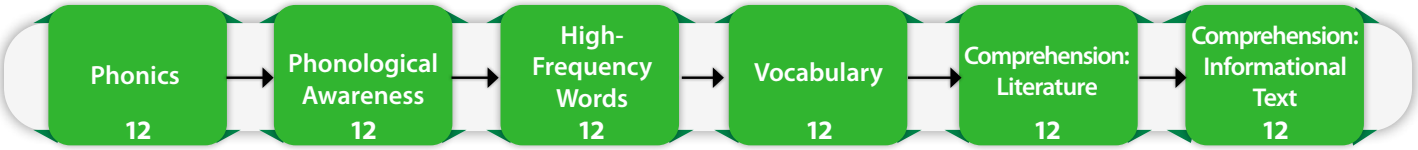
*In Diagnostic Results reports for Grades 9–12, student data will be reflected in two domains: Algebra and Algebraic Thinking (includes topics shown in Grades 9–12 Number and Operations) and Geometry (includes topics shown in Grades 9–12 Measurement and Data).

i-Ready Diagnostic Test Flows: Reading

For each subject, the domains and test flow (i.e., the order of domains) vary by grade level and student performance.

Grades K–1

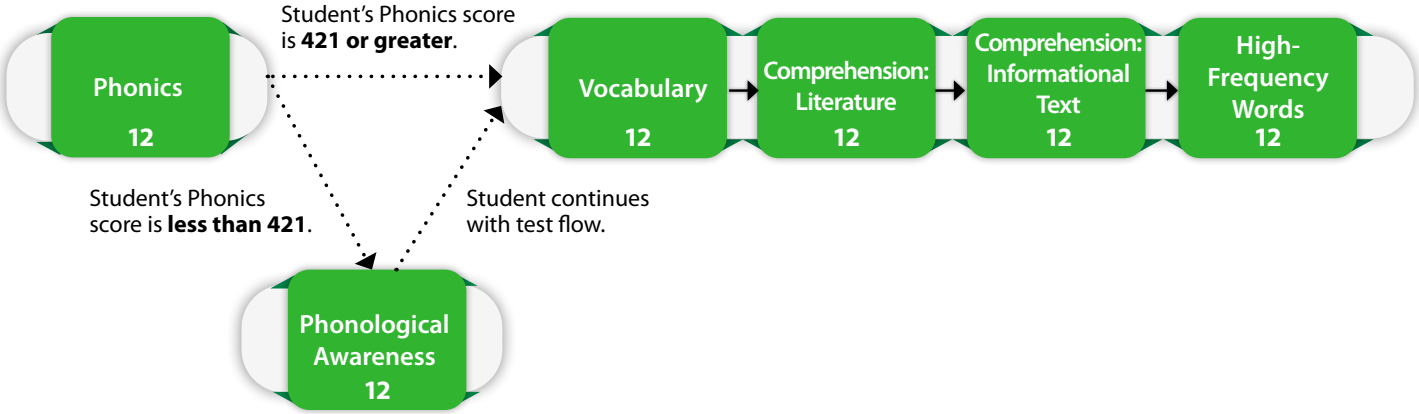
Students who are in chronological Grades K–1 will receive items in all six Reading domains. The test flow and number of items in each domain is as follows:



Students in Grades K–1 will see a total of 72 reading items across the six domains.

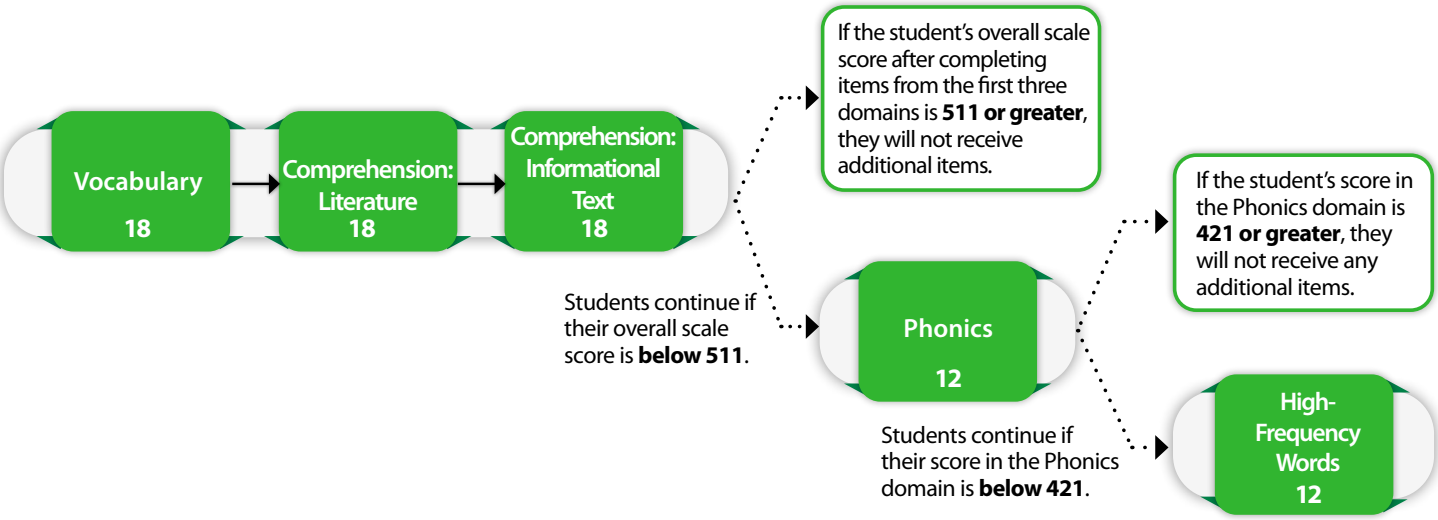
Grade 2

Students who are in chronological Grade 2 are first assessed in the Phonics domain. The student's overall scale score after completing Phonics items determines the rest of their test flow.



i-Ready Diagnostic Test Flows: Reading (Cont'd.)

Grades 3–8

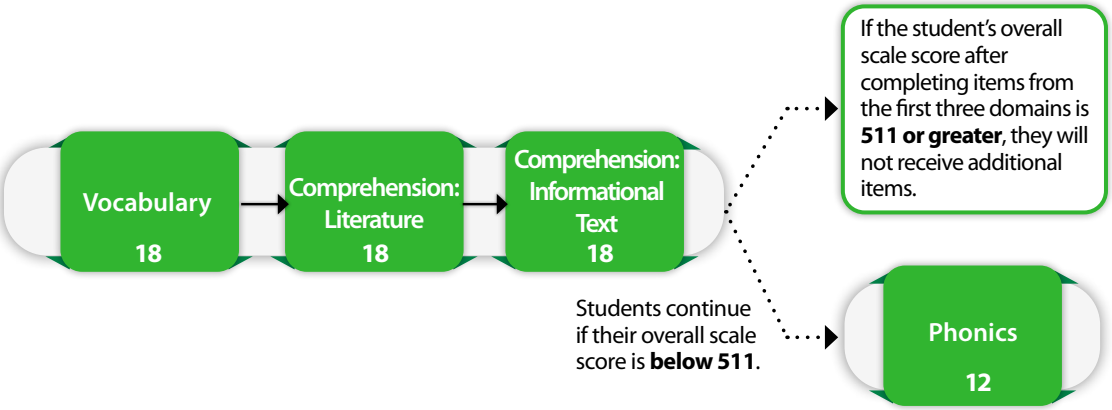


Students who are in chronological Grades 3–8 are first assessed in the Vocabulary, Comprehension: Literature, and Comprehension: Informational Text domains. The student's overall scale score after completing these domains determines if the test ends or continues. If the test continues, the student will receive Phonics, and the score on Phonics determines if the test ends or continues to High-Frequency Words.

Students whose test ends after the first three domains will see a total of 54 items, students whose test ends after the Phonics domain will see 66 items, and students who see all five domains will see 78 items.

Grades 9–12

Students who are in chronological Grades 9–12 are first assessed in the Vocabulary, Comprehension: Literature, and Comprehension: Informational Text domains. The student's overall scale score after completing these domains determines if the test ends or the student continues to Phonics.



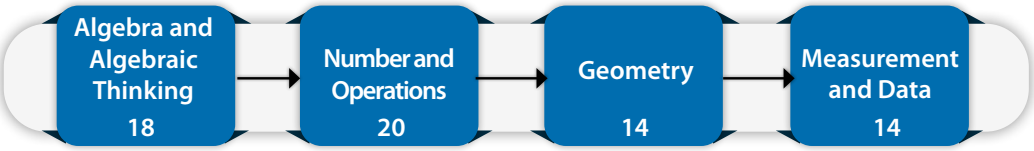
Students whose tests end after the first three domains will see 54 items. Students who see all four domains will see 66 items.

Mathematics

For each subject, the domains and test flow (i.e., the order of domains) vary by grade level and student performance.

Grades K–8

Students who are in chronological Grades K–8 will be assessed in all four Mathematics domains in the following order:

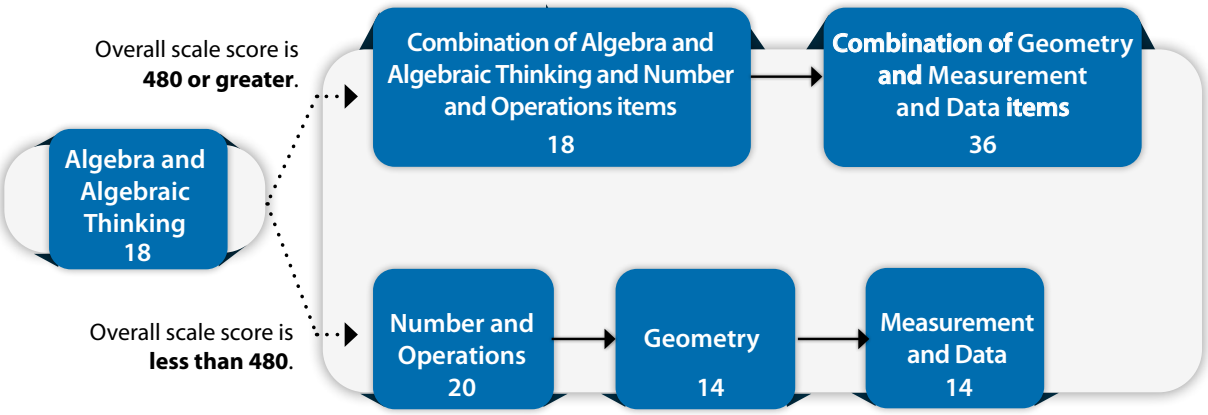


Students in Grades K–8 will see 66 total items across the four Mathematics domains.

Grades 9–12

Students who are in chronological Grades 9–12 are first assessed in the Algebra and Algebraic Thinking domain. The student's overall scale score after completing the first 18 items in this domain determines the rest of their test flow.

Students who score below 480 on the first set of items follow a test flow consisting of Number and Operations, then Geometry, then Measurement and Data. This branch of the test flow is designed to assess students who are generally performing well below proficiency on typical high school content. The goal is to provide instructional information to educators to help get students to grade-level proficiency.



i-Ready Diagnostic Test Flows: Mathematics (Cont'd.)

Students who score at or above 480 on the first set of items follow a separate branch of the test flow that is for students who are ready for typical high school coursework.

In the first set of items, the students will see a combination of Algebra and Algebraic Thinking items and Number and Operations items. Students will see a maximum of 12 items in Algebra and Algebraic Thinking and a maximum of nine items in Number and Operations. In high school, the Number and Operations items are more similar to Number and Quantities items—a high school mathematics concept closely associated with algebraic thinking—and as a result, they contribute to a student's Algebra and Algebraic Thinking domain score. Students do not receive a Number and Operations domain placement.

For the second set of items, students will see a combination of Geometry items and Measurement and Data items. Students will see a maximum of 30 items in Geometry and a maximum of six items in Measurement and Data. For this branch, Measurement and Data items are generally represented through high school–level statistics items, and as a result, they contribute to a student's Geometry domain score. Students in this branch consequently do not receive a Measurement and Data domain placement.

Students who score below 480 on the first domain will see a total of 66 items. Students who score at or above 480 on the first domain will see a total of 72 items.

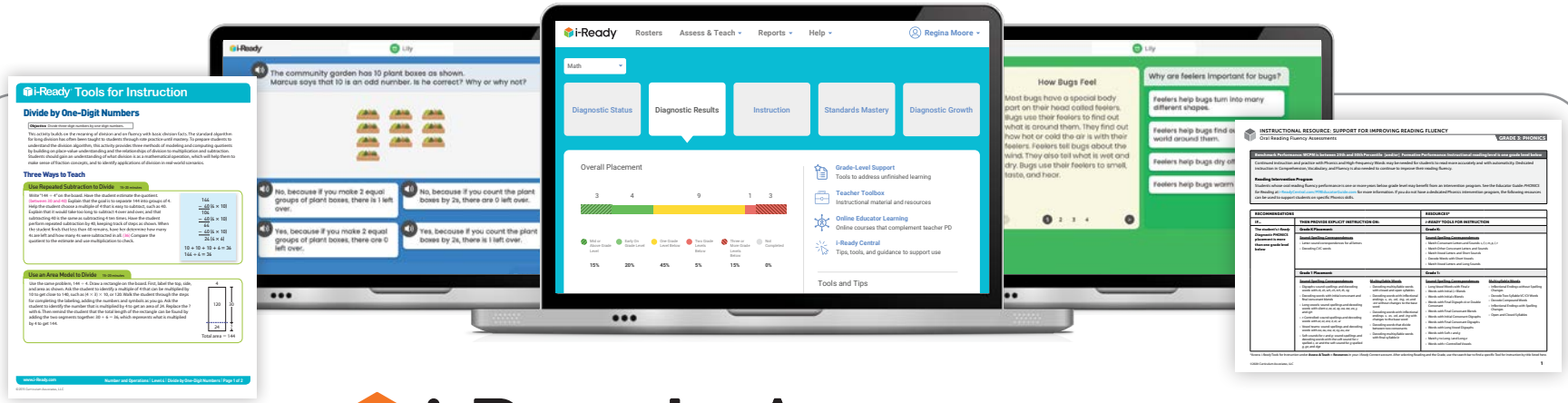
Field Test Items

Some students may be asked to take a small number of field test items, which contribute to the continual improvement and validity of the Diagnostic. These questions are seamlessly inserted into a student's test-taking experience, and a student would not be aware that they are taking a field test item. These items do not contribute to a student's score.

i-Ready

One Proven Program

Assessment for the Purpose of Instruction



i-Ready® Assessment

Designed to give a full picture of student performance and growth in Reading and Mathematics by giving deep insights into student needs to connect instructional resources to classroom action

- ✓ Diagnostic for Mathematics in Spanish (K–12)
- ✓ Assessment of Spanish Reading (K–6)

✓ Adaptive Diagnostic (K–12)

- Tools for Instruction (K–8)
- Tools for Scaffolding Comprehension (Reading, 3–8)

✓ Grade-Level Standards Mastery (2–8)

- Differentiated Instructional Support Resources (2–8)

- ✓ Growth Monitoring (K–8)
- ✓ Literacy Assessments (K–6)

i-Ready® Learning

Motivating, personalized Reading and Mathematics instruction that addresses unfinished learning and provides engaging, rigorous resources for grade-level learning

- ✓ Personalized Instruction (K–8)
- ✓ Learning Games (Mathematics, K–8)
- ✓ Teacher Toolbox (K–8)
- ✓ Tools for Instruction (K–8)
- ✓ Tools for Scaffolding Comprehension (Reading, 3–8)
- ✓ *i-Ready Classroom Mathematics* (K–8)
- ✓ *Magnetic Reading Foundations* (K–2)
- ✓ *Magnetic Reading* (3–5)
- ✓ *PHONICS for Reading* (3–12)

Reading Diagnostic Results for a Class

Diagnostic Results

Subject: Reading

Class/Report Group: Grade 5, Section 1

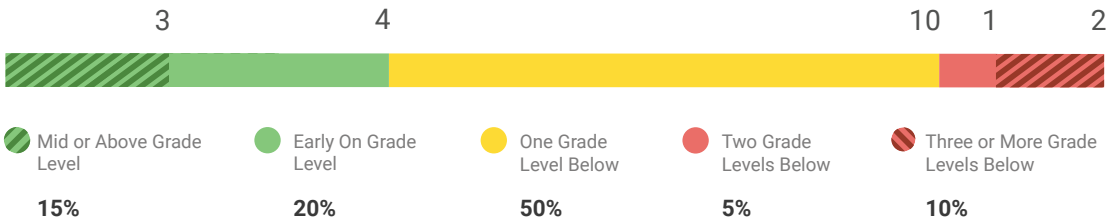
Diagnostic: Diagnostic 1

08/31/22–09/30/22

Gives a comprehensive picture of class instructional needs, including criterion-referenced grade-level placements, national norms, and growth measures, based on data from each Diagnostic

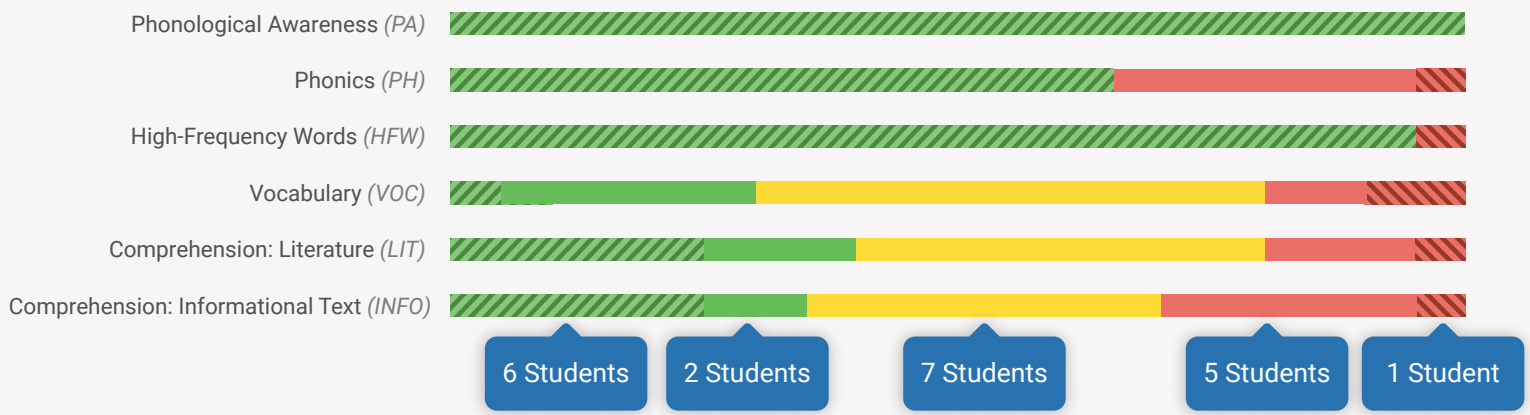
3-Level Placement | 5-Level Placement (Enhanced)

Overall Placement



The Mapping between 5-Level and 3-Level Placements

Placement by Domain*



Showing 20 of 20

Choose Your Column:

Student	Overall Placement & Scale Score	Placement by Domain						National Norms
		PA	PH	HFW	VOC	LIT (Show Comp: Overall)	INFO (Show Comp: Overall)	
Sanchez, Abby	Mid 5 (615)	Tested Out	Tested Out	Tested Out	Early 5	Mid 5	Mid 5	
Wade, Kiara	Early 5 (603)	Tested Out	Tested Out	Tested Out	Early 5	Mi		
Vo, Isaiah	Early 5 (599)	Tested Out	Tested Out	Tested Out	Early 5	Mid 5	Mid 5	82nd
McDonald, Kal	Early 5 (589)	Tested Out	Tested Out	Tested Out	Early 5	Early 5	Early 5	76th
Powell, Elijah	Grade 4 (577)	Tested Out	Grade 3	Tested Out	Grade 4	Grade 4	Grade 3	66th
Ruiz, Justin	Grade 4 (571)	Tested Out	Tested Out	Tested Out	Grade 4	Early 5	Grade 4	61st
Hess, Michael	Grade 4 (563)	Tested Out	Grade 3	Tested Out	Grade 3	Grade 3	Grade 3	55th
Baker, Danielle	Grade 4 (560)	Tested Out	Grade 3	Tested Out	Grade 4	Grade 4	Grade 3	52nd
Patel, Mia	Grade 4 (560)	Tested Out	Tested Out	Tested Out	Grade 3	Grade 4	Grade 3	52nd

National Norms
- Annual Growth Measures
- Lexile® measure & range
- National Norms
- Date

Criterion Referenced

Norm Referenced

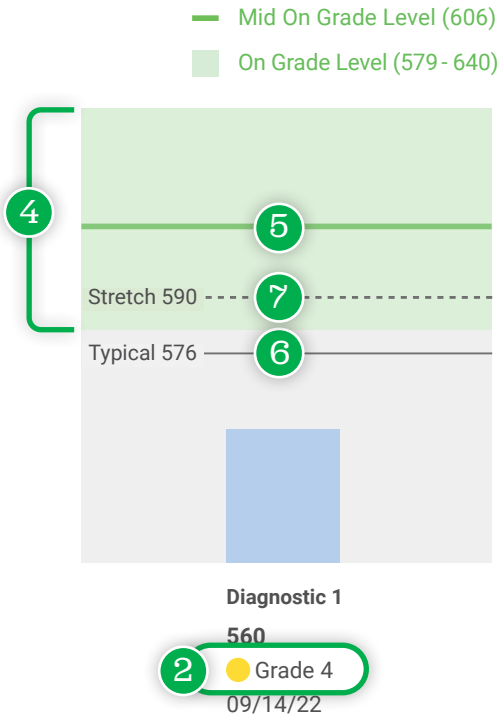
Reading Diagnostic Results for a Student

Diagnostic Results ▾ **Danielle Baker** ▾ **Grade 5** (1)

Subject: Reading ▾ | Diagnostic: Diagnostic 1 (09/14/22) ▾ | Key

Uses criterion-referenced grade-level placements to give teachers insight into the instructional strengths, areas of need, and annual growth expectations for each student

1. *Student's Grade*
2. *Current Grade-Level Placement*
3. *Current Normative Percentile*
4. *Grade-Level Performance Range*
5. *Grade-Level Proficiency*
6. *Typical: Average Growth for Students at the Same Starting Point*
7. *Stretch: Ambitious Growth for Students That Puts Students on a Path toward Proficiency*



This Diagnostic is considered the baseline and is used to establish growth measures for this student.

Overall — Grade 4 (560)
Standard Error +/- 12

Domain	Placement	Can Dos & Next Steps
Phonological Awareness*	Tested Out	↓
Phonics*	Grade 3	↓
High-Frequency Words*	Tested Out	↓
Vocabulary	Grade 4	↓
Comprehension: Literature	Grade 4	↓
Comprehension: Informational Text	Grade 3	↓

Show Comprehension: Overall ☐ ⓘ

*Foundational Domains

National Norm Performance and Lexile® Framework for Reading Measure

(3) **National Norm**
52nd Percentile ⓘ

Lexile® Reading Measure:
830L

Lexile Range:
730L–880L

Understanding Lexile Reading Measures PDF

The Lexile® Find a Book tool enables you to search for books by grade, interest, and Lexile measure. You can view a book's most challenging words and build a customized reading list. Search for books and see additional Lexile tools now at Hub.Lexile.com.

How to Use the Lexile Find a Book Tool PDF

Placement by Domain

Results in Phonics indicate that Danielle has difficulty decoding words accurately. Vocabulary is another cause for concern. This score indicates that Danielle has areas of need in grade-level word knowledge. Targeting Phonics and Vocabulary instruction is the best way to support this student's growth as a reader. Taken together, this information places Danielle in Instructional Grouping 1.

Phonological Awareness	Phonics	High-Frequency Words	Vocabulary	Comprehension: Literature	Comprehension: Informational Text
Tested Out	Grade 3 **514**	Tested Out	Grade 4 **561**	Grade 4 **547**	Grade 3 **519**

Developmental Analysis

This domain addresses Danielle's understanding of informational text. Results indicate that Danielle would likely benefit from instruction in Grade 3 informational skills and strategies such as analyzing cause-and-effect relationships and determining main idea. Teach a variety of informational genres, including biographies, autobiographies, and newspaper or magazine articles.

Can Do

Danielle is developing proficiency with below-grade level informational texts in skills such as:

- Demonstrating understanding of key ideas and details
- Using text features to locate information
- Identifying reasons that support an author's point
- Retelling the most important ideas
- Comparing and contrasting information between two texts

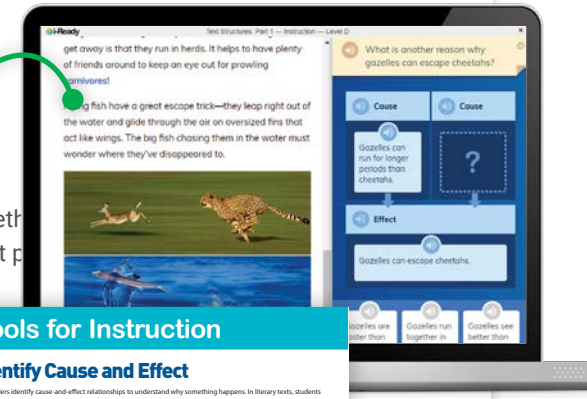
Standards

Next Steps & Resources for Instruction

— Extend understanding of cause and effect.

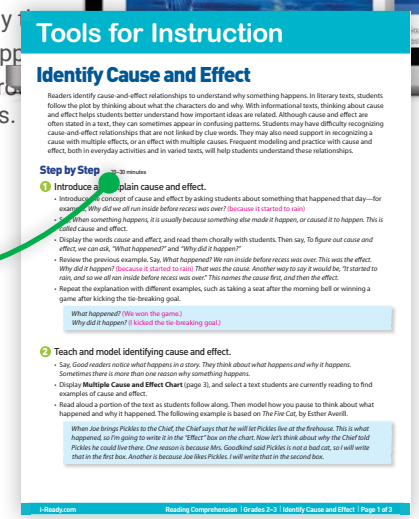
Extend understanding of cause and effect.

- Define effect as something that happens. Define cause as someth
- Read aloud a Grade 3 informational book and model the thought p effect relationships.
- Say, "When I read, I think about things that happen and why t
- Model asking and answering questions such as, "What happ
- Then have Danielle read an informational text in a small gro questions and to look for details in the text to find answers.



Tools for Instruction

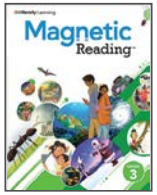
Identify Cause and Effect


Tools for Instruction

Identify Cause and Effect

Step by Step

Additional Resources



Magnetic Reading

Learn More

- **Grade 3**
  Lesson 7: Group Survival
  Lesson 13: Travel Before and After Trains

Reading Instructional Groupings

Instructional Groupings

Subject: Reading

Class/Report Group: Grade 5, Section 1

Diagnostic: Diagnostic Window 1
08/31/22–09/30/22

Grade: Grade 5

Groups students with similar instructional needs and, for each group, provides the teacher with detailed instructional priorities and classroom resources to support differentiated instruction

View All Groupings

Grouping 1	Grouping 2	Grouping 3	Grouping	
7 Students	0 Students	7 Students	0 Students	6 Students

Students

Showing 7 of 7

Student	Scale Score	Overall Placement	PA	PH	HFW	VOC	LIT	INFO
Baker, Danielle	560	Grade 4	Tested Out	Grade 3	Tested Out	Grade 4	Grade 4	Grade 3
Choi, Isabelle	568	Grade 4	Tested Out	Grade 3	Tested Out	Grade 4	Grade 4	Grade 4
Malone, Carla	522	Grade 3	Tested Out	Grade 3	Grade 2	Grade 3	Grade 3	Grade 3
Singh, Brian	577	Grade 4	Tested Out	Grade 3	Max Score	Grade 4	Grade 4	Grade 4

– Hide Grouping Description

Students in this Grouping are below grade level in Phonics and have a limited vocabulary.

Instructional Priorities

Phonics

Students in this grouping are experiencing difficulty reading words accurately. In order to read for meaning, these students will need to become efficient decoders, and explicit Phonics instruction should be the immediate priority for their small group work. Also provide instruction and practice to build automatic word recognition in connected texts. Keep in mind that the end goal of reading is comprehension, and continue to work on comprehension as you target Phonics.

Vocabulary

These students are likely to have difficulty not only with word meanings, but also with the background knowledge required by grade-level texts. Thus, another focus for small group instruction should be meanings of individual words, as well as word relationships, word parts, and other word-learning strategies. Also integrate instruction of Vocabulary in comprehension activities that focus on drawing meaning from texts.

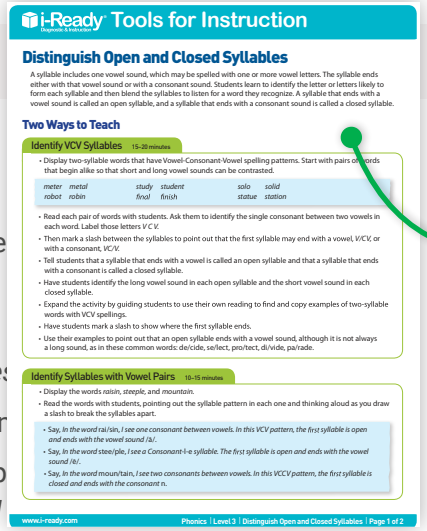
Recommendations for Teacher-Led Instruction

Phonics

Focus on decoding longer words.

Students in this profile are likely to be challenged by the multisyllabic words in intermediate-level texts.

- Teach or review the meaning of common prefixes (*in-*, and common suffixes (*-y*, *-ly*, *-ily*, *-er*, *-est*, *-ness*, *-ful*, *-les*
- Teach or review decoding multisyllabic words with cor
- Provide scaffolded support to help students develop p more complex spelling patterns: words with schwa + *l* difficult vowel + /r/; and irregular vowel pairs, such as *ie* in *relief* and *science*.



i-Ready Tools for Instruction

Distinguish Open and Closed Syllables

A syllable includes one vowel sound, which may be spelled with one or more vowel letters. The syllable ends either with that vowel sound or with a consonant sound. Students learn to identify the letter or letters likely to form each syllable and then blend the syllables to listen for a word they recognize. A syllable that ends with a vowel sound is called an open syllable, and a syllable that ends with a consonant sound is called a closed syllable.

Two Ways to Teach

Identify VCV Syllables 15–20 minutes

- Display two-syllable words that have Vowel-Consonant-Vowel spelling patterns. Start with pairs of words that begin alike so that short and long vowel sounds can be contrasted.

meter	*metal*	*study*	*student*	*solo*	*solid*
robot	*robin*	*final*	*finish*	*statue*	*station*

- Read each pair of words with students. Ask them to identify the single consonant between two vowels in each word. Label those letters *V C V*.
- Then mark a slash between the syllables to point out that the first syllable may end with a vowel, *V/CV*, or with a consonant, *VC/V*.
- Tell students that a syllable that ends with a vowel is called an open syllable and that a syllable that ends with a consonant is called a closed syllable.
- Have students identify the long vowel sound in each open syllable and the short vowel sound in each closed syllable.
- Expand the activity by guiding students to use their own reading to find and copy examples of two-syllable words with VCV spellings.
- Have students mark a slash to show where the first syllable ends.
- Use their examples to point out that an open syllable ends with a vowel sound, although it is not always a long sound, as in these common words: de/cide, se/lect, pro/tect, di/vide, pa/rade.

Identify Syllables with Vowel Pairs 10–15 minutes

- Display the words *raisin*, *steeple*, and *mountain*.
- Read the words with students, pointing out the syllable pattern in each one and thinking aloud as you draw a slash to break the syllables apart.
  - Say, *In the word rai/sin, I see one consonant between vowels. In this VCV pattern, the first syllable is open and ends with the vowel sound /a/.*
  - Say, *In the word stee/ple, I see a Consonant-l-e syllable. The first syllable is open and ends with the vowel sound /ē/.*
  - Say, *In the word moun/tain, I see two consonants between vowels. In this VCCV pattern, the first syllable is closed and ends with the consonant n.*

www.i-ready.com Phonics | Level 3 | Distinguish Open and Closed Syllables | Page 1 of 2

Resources

Tools for Instruction

Phonics

- Distinguish Open and Closed Syllables
- Multisyllabic Words with Prefixes and Suffixes
- Words with Two Vowels Sounded Separately
- Multisyllabic Words: Three and Four Syllables
- Multisyllabic Words: Three to Five Syllables

Vocabulary

Use read alouds.

Using read alouds, even with intermediate students, is a highly effective approach to increasing students' vocabulary. Use a variety of approaches to teach the meanings of words during reading, including thinking aloud about how you can deduce the meaning of an unfamiliar word. Target words from the read aloud to use in other contexts throughout the day.

Teach high-utility academic language.

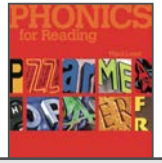
Focus on critical-thinking words used across a range of academic contexts.

Additional Resources

PHONICS for Reading

Second Level

All the lessons in this book



Third Level

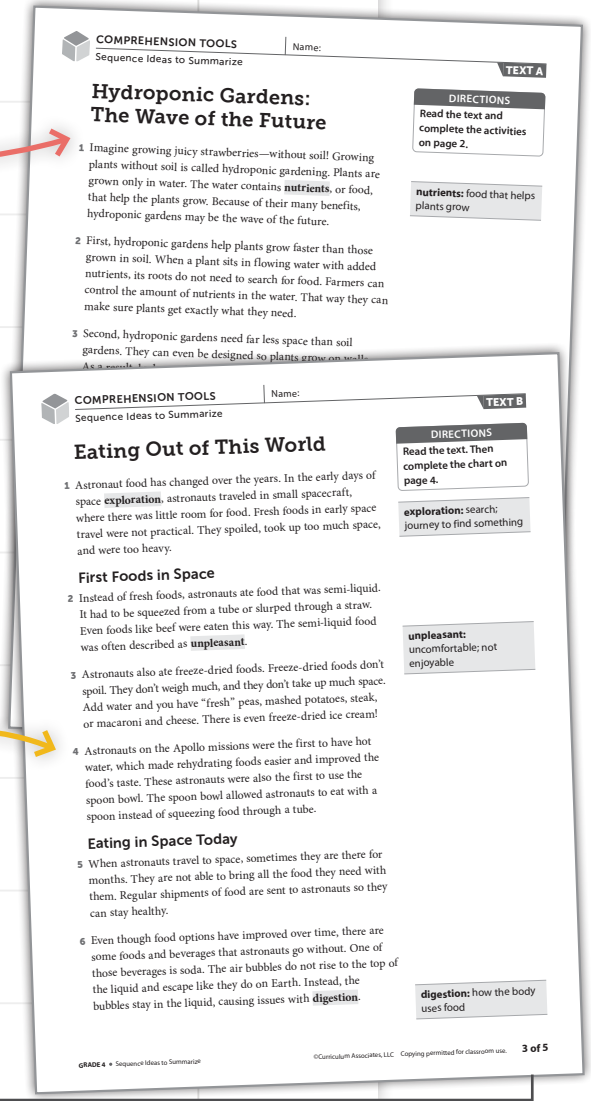
All the lessons in this book

Diagnostic Results

Provide All Students a Pathway to Grade-Level Instruction

Tools for Scaffolding Comprehension (TSCs) support acceleration to grade-level instruction by targeting the most important concepts and skills and teaching them efficiently.

Student	PA	PH	HFW	VOC	LIT	INFO	Percentile Rank	Date
Simmons, Tristan	Tested Out	Grade 2	Tested Out	Grade 1	Grade 2	Grade 2	9th	
Cochran, Damon	Tested Out	Max Score	Tested Out	Grade 2	Grade 3	Grade 3	12th	
Malone, Carla	Tested Out	Grade 3	Grade 2	Grade 3	Grade 3	Grade 3	27th	
Baker, Danielle	Tested Out	Grade 3	Tested Out	Grade 4	Grade 4	Grade 3	52nd	
Powell, Elijah	Tested Out	Grade 3	Tested Out	Grade 4	Grade 4	Grade 3	66th	
Hess, Michael	Tested Out	Grade 3	Tested Out	Grade 3	Grade 3	Grade 3	55th	
Lowe, Noah	Tested Out	Max Score	Tested Out	Grade 4	Grade 4	Grade 4	45th	
Ramirez, Gabriella	Tested Out	Max Score	Tested Out	Grade 4	Grade 4	Grade 4	38th	
Bowers, Tara	Tested Out	Max Score	Tested Out	Grade 4	Grade 4	Grade 4	42nd	
Greene, Nora	Tested Out	Max Score	Tested Out	Grade 4	Grade 4	Grade 4	52nd	



COMPREHENSION TOOLS | Name:
Sequence Ideas to Summarize
TEXT A

Hydroponic Gardens: The Wave of the Future

DIRECTIONS: Read the text and complete the activities on page 2.

1 Imagine growing juicy strawberries—without soil! Growing plants without soil is called hydroponic gardening. Plants are grown only in water. The water contains **nutrients**, or food, that help the plants grow. Because of their many benefits, hydroponic gardens may be the wave of the future.

nutrients: food that helps plants grow

2 First, hydroponic gardens help plants grow faster than those grown in soil. When a plant sits in flowing water with added nutrients, its roots do not need to search for food. Farmers can control the amount of nutrients in the water. That way they can make sure plants get exactly what they need.

3 Second, hydroponic gardens need far less space than soil gardens. They can even be designed so plants grow on walls.

COMPREHENSION TOOLS | Name:
Sequence Ideas to Summarize
TEXT B

Eating Out of This World

DIRECTIONS: Read the text. Then complete the chart on page 4.

1 Astronaut food has changed over the years. In the early days of space **exploration**, astronauts traveled in small spacecraft, where there was little room for food. Fresh foods in early space travel were not practical. They spoiled, took up too much space, and were too heavy.

exploration: search; journey to find something

First Foods in Space

2 Instead of fresh foods, astronauts ate food that was semi-liquid. It had to be squeezed from a tube or slurped through a straw. Even foods like beef were eaten this way. The semi-liquid food was often described as **unpleasant**.

unpleasant: uncomfortable; not enjoyable

3 Astronauts also ate freeze-dried foods. Freeze-dried foods don't spoil. They don't weigh much, and they don't take up much space. Add water and you have "fresh" peas, mashed potatoes, steak, or macaroni and cheese. There is even freeze-dried ice cream!

4 Astronauts on the Apollo missions were the first to have hot water, which made rehydrating foods easier and improved the food's taste. These astronauts were also the first to use the spoon bowl. The spoon bowl allowed astronauts to eat with a spoon instead of squeezing food through a tube.

Eating in Space Today

5 When astronauts travel to space, sometimes they are there for months. They are not able to bring all the food they need with them. Regular shipments of food are sent to astronauts so they can stay healthy.

6 Even though food options have improved over time, there are some foods and beverages that astronauts go without. One of those beverages is soda. The air bubbles do not rise to the top of the liquid and escape like they do on Earth. Instead, the bubbles stay in the liquid, causing issues with **digestion**.

digestion: how the body uses food

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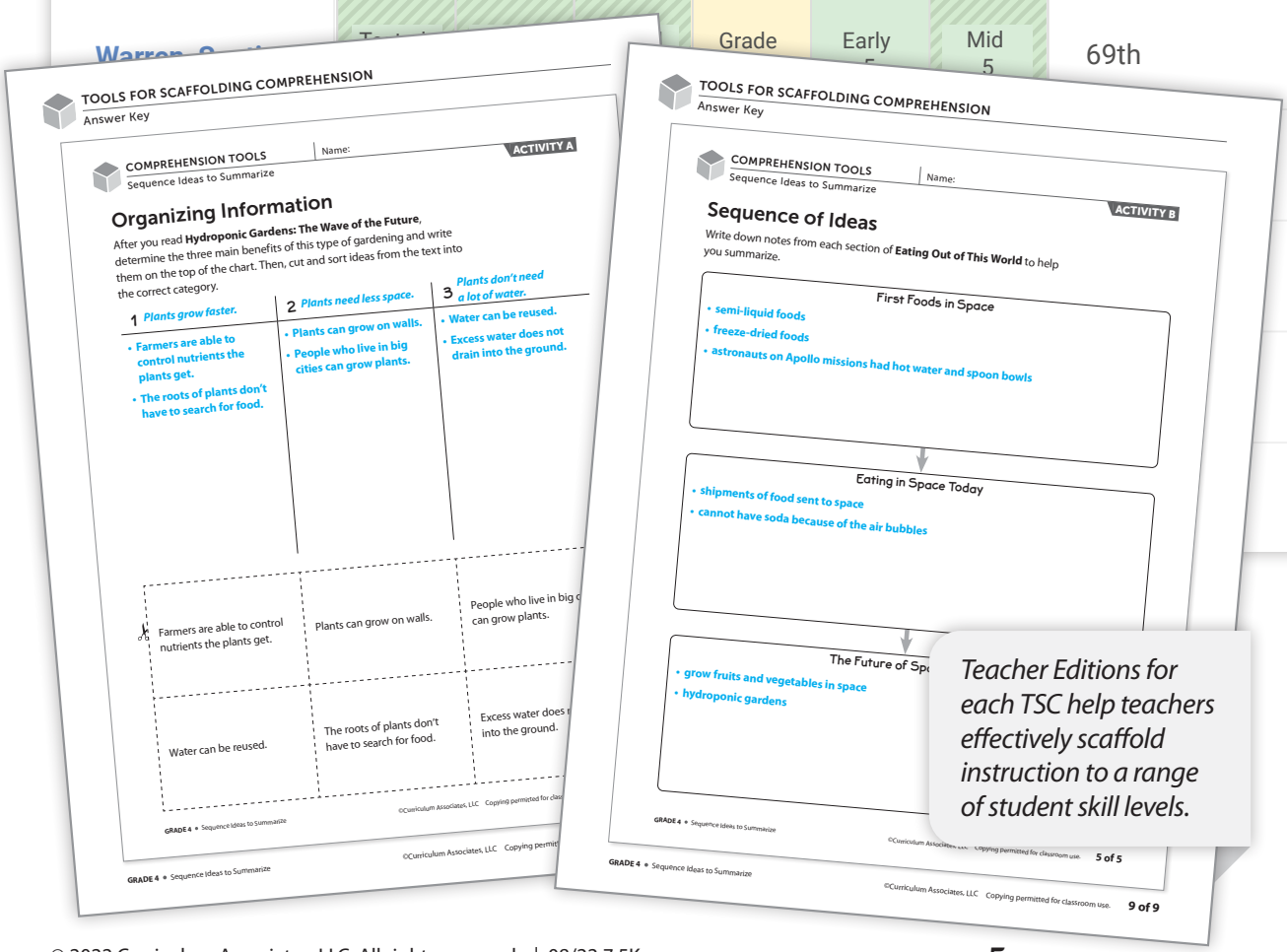
Ruiz, Justin	Tested Out	Max Score	Tested Out	Grade 4	Early 5	Grade 4	61st	09/14/22
Choi, Isabelle	Tested Out	Grade 3	Tested Out	Grade 4	Grade 4	Grade 4	59th	09/14/22
Singh, Brian	Tested Out	Grade 3	Max Score	Grade 4	Grade 4	Grade 4	66th	09/14/22
McDonald, Kal	Tested Out	Max Score	Tested Out	Early 5	Early 5	Early 5	75th	09/14/22
Wade, Kiara	Tested Out	Max Score	Tested Out	Early 5	Mid 5	Early 5	83rd	09/14/22
Warren, [illegible]	[illegible]	[illegible]	[illegible]	Grade [illegible]	Early [illegible]	Mid 5	69th	09/14/22
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	09/14/22
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	09/14/22
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	09/14/22
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	09/14/22


TOOLS FOR SCAFFOLDING COMPREHENSION
Answer Key

COMPREHENSION TOOLS
Sequence Ideas to Summarize

Name:

ACTIVITY A

Organizing Information

After you read **Hydroponic Gardens: The Wave of the Future**, determine the three main benefits of this type of gardening and write them on the top of the chart. Then, cut and sort ideas from the text into the correct category.

1 *Plants grow faster.*	2 *Plants need less space.*	3 *Plants don't need a lot of water.*
• Farmers are able to control nutrients the plants get. • The roots of plants don't have to search for food.	• Plants can grow on walls. • People who live in big cities can grow plants.	• Water can be reused. • Excess water does not drain into the ground.

Farmers are able to control nutrients the plants get.	Plants can grow on walls.	People who live in big c can grow plants.
Water can be reused.	The roots of plants don't have to search for food.	Excess water does n into the ground.

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TOOLS FOR SCAFFOLDING COMPREHENSION
Answer Key

COMPREHENSION TOOLS
Sequence Ideas to Summarize

Name:

ACTIVITY B

Sequence of Ideas

Write down notes from each section of **Eating Out of This World** to help you summarize.

First Foods in Space
- semi-liquid foods
- freeze-dried foods
- astronauts on Apollo missions had hot water and spoon bowls

Eating in Space Today
- shipments of food sent to space
- cannot have soda because of the air bubbles

The Future of Sp
- grow fruits and vegetables in space
- hydroponic gardens

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GRADE 4 • Sequence Ideas to Summarize ©Curriculum Associates, LLC Copying permitted for classroom use. 9 of 9

Teacher Editions for each TSC help teachers effectively scaffold instruction to a range of student skill levels.

Grade-Level Scaffolding

Identifies recommended reading pairs, groups students by learning needs around grade-level skills, and pinpoints resources to help prepare students for grade-level instruction

Subject: Reading

Class/Report Group: Reading Class A

Grade of Content: 5

When you're teaching a skill. . .

Select a skill to see readiness data, groupings, and instructional recommendations.

Summarize a literary text (ELA.5.R.3.2)

Students Grouped/Total: **20/21** (No Diagnostic: **1**)

Ready to Go | Additional Support | In-Depth Support | Needs Support Decoding | No Diagnostic

When your class is reading a text. . .

Select all Reading Buddies to see research-based, mixed-level pairings that will provide just the right level of support when reading a text.

Paired Reading	Teacher Support
17 Students	3 Students

All Reading Buddies

Students Grouped/Total: **21/21** (No Diagnostic: **0**)

Ready to Go	Additional Support	In-Depth Support	Needs Support Decoding
7 Students	5 Students	5 Students	3 Students
Students are ready to summarize grade-level texts.	Students summarize text that is below grade level.	Students may need support determining key events and organizing them in order.	Students need explicit instruction on decoding, in addition to their comprehension instruction.
✓ Ready to Go	Tools for Scaffolding Comprehension: Summarize Literature Teacher - Use Scaffold B Student - Use Scaffold B	Tools for Scaffolding Comprehension: Summarize Literature Teacher - Use Scaffold A Student - Use Scaffold A	Skill 5: Decode Words with Silent Letters Consider using a phonics intervention program such as *PHONICS for Reading*

Reading Buddies

Select a Lexile® Text Measure to view student readiness for a text.

730L

Ready (Paired) | Ready (Pairing provides support) | Needs Teacher Support

Paired Reading *(17 Students)*

Students are strategically placed in well-matched, mixed-level pairs. Have pairs alternate reading sections of the text aloud. This research-based scaffold provides an opportunity for readers to gain fluency as they move toward reading independence.

Abby Sanchez
Lexile: 1080L

Elijah Powell
Lexile: 910L

Brian Singh
Lexile: 910L

Geena Stanton
Lexile: 1070L

Justin Ruiz
Lexile: 880L

Melanie Tan
Lexile: 1060L

Isabelle Choi
Lexile: 800L

Kiara Wade
Lexile: 1025L

Michael Hess
Lexile: 735L

Danielle Baker
Lexile: 730L

Mia Patel
Lexile: 670L

Isaiah Vo
Lexile: 1010L

Noah Lowe
Lexile: 625L

Kal McDonald
Lexile: 965L

Tara Bowers
Lexile: 600L

Santino Warren
Lexile: 925L

Gabriella Ramirez
Lexile: 570L

Teacher Support *(3 Students)*

The students below need support decoding. Use shared reading or teacher read-aloud with these students.

Damon Cochran

Carla Malone

Tristan Simmons

No Diagnostic Data for Pairing *(1 Student)*

View the Diagnostic Status report, and have students complete the Diagnostic to generate pairs.

Zandy Avina

Reading Personalized Instruction Summary for a Student

Personalized Instruction Summary **Danielle Baker** **Grade 5**

Subject: Reading

Date Range: All Activity

Shows a student's progress through i-Ready *lessons in real time and highlights where that student is succeeding and where teachers should intervene to help students who need support*

Current & Past Lessons | **Upcoming Lessons**

Monitor Domain Progress

Domains	Grade K			Grade 1			Grade 2			Grade 3			Grade 4			Grade 5			Grade 6			Grade 7			Grade 8		
	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L	E	M	L
Phonological Awareness (PA) View *Tested Out*																											
Phonics (PH) View																											
High-Frequency Words (HFW) View *Tested Out*																											
⚠ **Vocabulary (VOC)** View																											
Comprehension (COMP) View																											
Comprehension: Close Reading (CR) View																											

On Grade Level

Activity Overview

Lessons Passed (YTD) **51/60 | 85%**

Total Lesson Time-on-Task (YTD) **20h 17m**

Domains	Passed/Completed	% Lessons Passed
Phonological Awareness (PA)	—	—
Phonics (PH)	3/3	100%
High-Frequency Words (HFW)	—	—
Vocabulary (VOC)	25/34	74%
Comprehension (COMP)	23/23	100%
Comprehension: Close Rea		

Lesson Time-on-Task: Year to Date
20h 17m

Last Week	Current Week
35m	44m

Comprehension

Text Structures, Part 1

Objectives:
- Understand an overall cause–effect text structure in part of a text
- Understand an overall compare–contrast text structure in part of a text
- Read and understand science articles

Preview

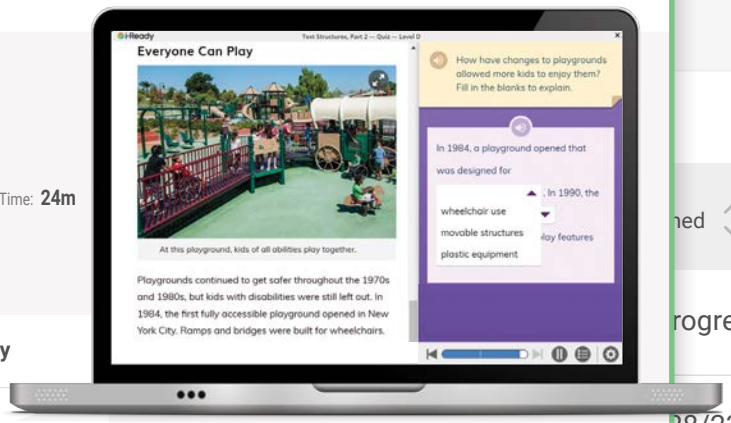
Estimated Total Run Time: **24m**

Instruction | Quiz

Curriculum Framework for English Language Arts and Literacy

Focus Standard(s)

RI.4.5 - Describe the overall structure (e.g., . . . comparison, cause/effect . . .) of events, ideas, concepts, or information in a text or part of a text.



Showing 14 of 60

Alerts	Domains							
	COMP							rogress
	COMP							28/23
	COMP				90%			28/23
	COMP	Late 4	Text Structures, Part 2	English	Passed 90%	29m	02/22/23	02/22/23
	COMP	Late 4	Text Structures, Part 1	English	Passed 90%	7m	02/22/23	02/22/23

Reading Literacy Tasks for a Student

Literacy Tasks ▾ **Danielle Baker** ▾ **Grade 5**

PDF | CSV (2) ▾

Task Type: Passage Reading Fluen... ▾

Language: English ▾

Provides insight into student progress toward reaching grade-level expectations for reading by providing tools to support the assessment of literacy skills through one-on-one administered tasks

Benchmark Assessments

Passage Reading Fluency

PDF Recommended Task Progressions

	Form ▾	Time of Year ⓘ	Content Grade	Mean Words Correct per Minute (WCPM)	Result	Percentile	Date
+	Benchmark 1	Fall	Grade 5	89	Below	25–49th	09/28/22
+	Benchmark 2	Winter	Grade 5	115	Below	25–49th	12/14/22

INSTRUCTIONAL RESOURCE: FOUNDATIONAL SUPPORT FOR DEVELOPING READING FLUENCY

Oral Reading Fluency Assessments — GRADE 4: PHONICS

Benchmark Performance: WCPM is below the 25th Percentile [and/or] Formative Performance: Instructional reading level is more than one grade level below

Instruction focused on Phonics and High-Frequency Words will help these students read more accurately and with automaticity.

Reading Intervention Program

Students whose oral reading fluency performance is one or more years below grade level may benefit from an intervention program. See the Educator Guide: *PHONICS for Reading* at i-ReadyCentral.com/PfREducatorGuide.com for more information. If you do not have a dedicated Phonics intervention program, the following resources can be used to support students on specific Phonics skills.

RECOMMENDATIONS		RESOURCES*
IF...	**THEN PROVIDE EXPLICIT INSTRUCTION ON:**	***i-READY* TOOLS FOR INSTRUCTION**
The student's *i-Ready Diagnostic* PHONICS placement is more than one grade level below	**Grade K Placement:**	**Grade K:**
	Sound-Spelling Correspondences • Letter-sound correspondences for all letters • Decoding CVC words	Sound-Spelling Correspondences • Match Consonant Letters and Sounds: *s, f, r, m, p, l, t* • Match Other Consonant Letters and Sounds • Match Vowel Letters and Short Sounds • Decode Words with Short Vowels • Match Vowel Letters and Long Sounds
	Grade 1 Placement:	**Grade 1:**
	Sound-Spelling Correspondences • Digraphs: sound-spellings and decoding words with *ck, sh, wh, ch, tch, th, ng* • Decoding words with initial consonant and final consonant blends • Long vowels: sound-spellings and decoding words with silent *e, ee, ai, ay, oa, ow, ea, y,* and *igh* • *r*-Controlled: sound-spellings and decoding words with *ar, or, ore, ir, er, ur* • Vowel teams: sound-spellings and decoding words with *oo, ou, ow, oi, oy, au, aw* • Soft sounds for *c* and *g*: sound-spellings and decoding words with the soft sound for *c* spelled *c, ce* and the soft sound for *g* spelled *g, ge,* and *dge* Multisyllable Words • Decoding multisyllable words with closed and open syllables • Decoding multisyllable words with inflectional endings *-s, -es, -ed,* and *-ing* with changes to the base word • Decoding words with inflectional endings *-er,* and *-est* without changes to the base word • Decoding multisyllable words that divide between two consonants • Decoding multisyllable words with final syllable *le*	Sound-Spelling Correspondences • Long Vowel Words with Final *e* • Words with Initial *l, r* Blends • Words with Initial *s* Blends • Words with Final Digraph *ck* or Double Consonant • Words with Final Consonant Blends • Words with Initial Consonant Digraphs • Words with Final Consonant Digraphs • Words with Long Vowel Digraphs • Words with Soft *c* and *g* • Match *y* to Long *i* and Long *e* • Words with *r*-Controlled Vowels Multisyllable Words • Inflectional Endings without Spelling Changes • Decode Two-Syllable VC/CV Words • Decode Compound Words • Inflectional Endings with Spelling Changes • Open and Closed Syllables

*Access *i-Ready* Tools for Instruction under **Assess & Teach** > **Resources** in your *i-Ready Connect* account. After selecting Reading and the Grade, use the search bar to find a specific Tool for Instruction by title listed here.

INSTRUCTIONAL RESOURCE: SUPPORT FOR DEEPENING READING FLUENCY

Oral Reading Fluency Assessments — GRADE 4: COMPREHENSION

Benchmark Performance: WCPM is above 50th Percentile [and/or] Formative Performance: Instructional reading level is on or above grade level

Since these students are reading accurately and with automaticity, working to expand their Comprehension, Vocabulary, and Fluency will continue to improve their reading fluency.

RECOMMENDATIONS		RESOURCES*
IF...	**THEN PROVIDE EXPLICIT INSTRUCTION ON:**	***i-READY* TOOLS FOR INSTRUCTION**
The student's *i-Ready Diagnostic* COMPREHENSION placement is more than one grade level below	**Grade K Placement:**	**Grade K:**
	These students would benefit from developing basic listening comprehension skills to improve their comprehension and fluency, particularly if their Oral Reading Fluency Retell score is below a 3. • Modeling Reading Strategies with Think-Alouds: While reading aloud texts that are at the fourth-grade level, pause to model reading comprehension strategies using think-alouds. Strategies to focus on should include visualizing, making predictions, and asking and answering questions about details. • Modeling Self-Monitoring: For students who did not self-correct their errors during the Oral Reading Fluency Assessment (or did so only rarely), model how to monitor for meaning. While reading aloud texts, periodically read a word incorrectly, notice it does not make sense in the context of the sentence, and re-read the word correctly, using sound-letter correspondence to sound the word out. Then confirm it makes sense. • Explicit instruction and guided practice on understanding and identifying the key ideas and details in informational and literary texts including: - Describing Characters - Identifying and Describing Settings - Sequencing Events	• Sequence of Events • Key Ideas and Details • Describe Characters • Identify Main Idea • Predict the Topic of the Book • Story Elements
	Grade 1 Placement:	**Grade 1:**
	Along with instruction in self-monitoring, described above, these students would benefit from developing basic reading comprehension skills to improve their comprehension and fluency.	• Sequence of Events • Key Ideas and Details

*Access *i-Ready* Tools for Instr

Save time and ensure students are getting the most appropriate fluency instruction with additional instructional resources for Passage Reading Fluency.

Progress Monitoring*

Passage Reading Fluency

Progress Monitoring Period Start Date

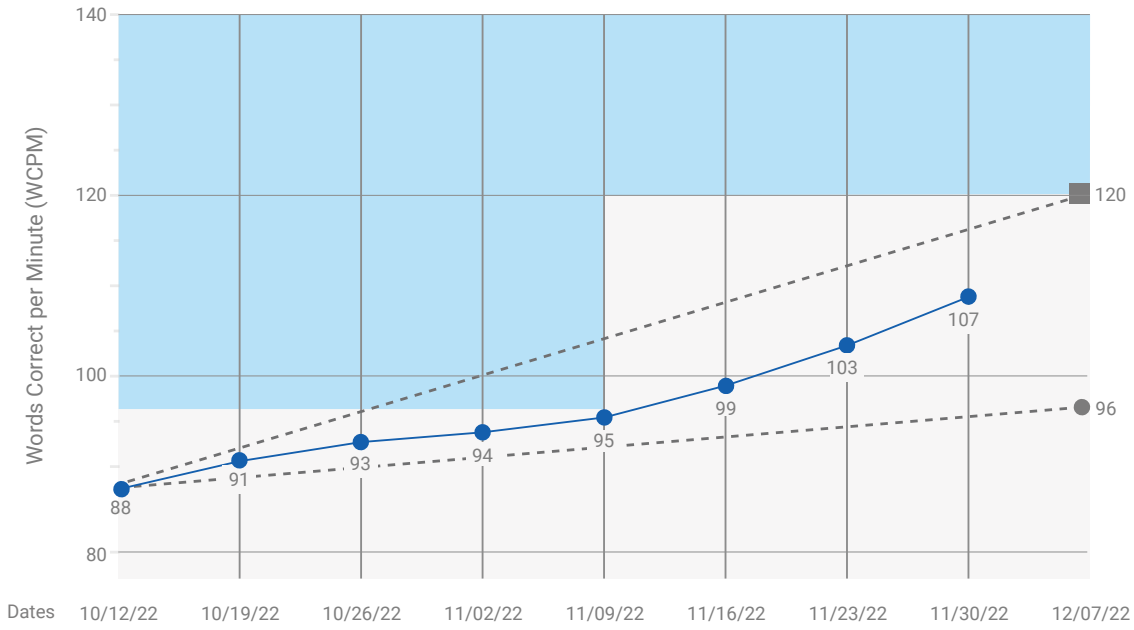
10/12/22

Passage Level Grade

Grade 4

Progress Monitoring Frequency

Weekly



Grade 4 50th Percentile and Above

Grade 4 Performance Goal Aim Line

Grade 4 Goal WCPM	Grade 4 Goal Average ROI
120	**4.00**

Typical Rate of Improvement (ROI) Aim Line

Typical ROI WCPM	Typical ROI
96	**1.00**

Actual WCPM Line

Most Recent WCPM	Average ROI to Date
107	**2.71**

	Form	Date	Words Correct per Minute (WCPM)
+	Treasures at the Beach	10/12/22 (Baseline)	88
+	Time for It All	10/19/22	91
+	The Decision	10/26/22	93

*Graph coming for the 2022–2023 school year. Aim lines available for Passage Reading Fluency only.

Reading Diagnostic Growth for a Student

Diagnostic Growth ▾ **Danielle Baker** ▾ **Grade 5**

Subject

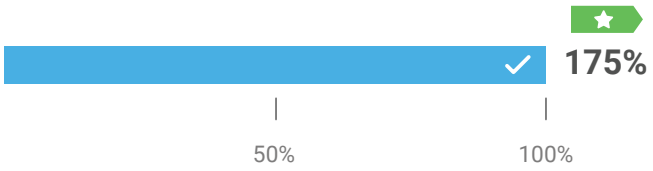
Reading ▾

Gives a clear view of progress toward proficiency and annual growth expectations for each student

Year-to-Date Growth

Progress to Annual Typical Growth

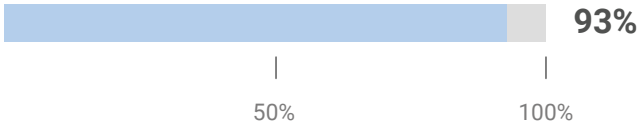
Scale Points: 28/16



This student has made 175% progress toward Annual Typical Growth. Typical Growth is the average annual growth for a student at this grade and placement level on their baseline Diagnostic.

Progress to Annual Stretch Growth®

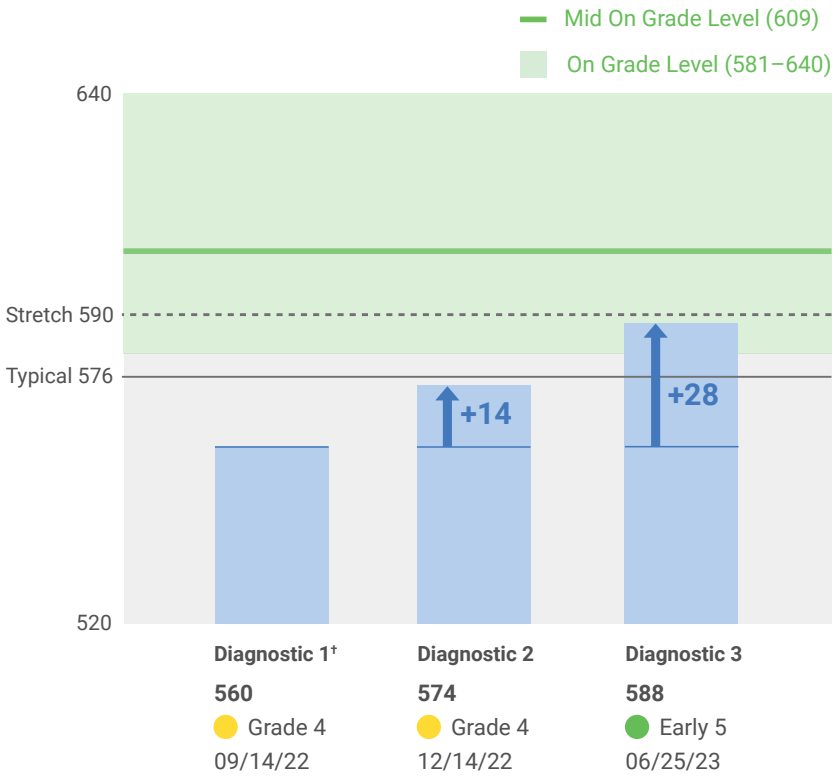
Scale Points: 28/30



This student has made 93% progress toward Stretch Growth. For students who are below grade level on their baseline Diagnostic, Stretch Growth is an ambitious, but attainable, level of annual growth that puts them on a path toward proficiency.

This student will likely need to meet or exceed their Annual Stretch Growth target for at least two years to be proficient if the student is not proficient already. This is based on students with the same baseline placement who eventually achieved proficiency. Proficient for Grade 5 is a Mid On Grade Level scale score of 609.

Overall Diagnostic Growth



†This Diagnostic is considered the baseline and is used to establish growth measures for this student.

Placement by Domain

Domain	Diagnostic 1	Diagnostic 2	Diagnostic 3
Overall ↑	**Grade 4**	**Grade 4**	**Early 5**
Phonological Awareness*	Tested Out	Tested Out	Tested Out
Phonics* ↑	Grade 3	Max Score	Tested Out
High-Frequency Words*	Tested Out	Tested Out	Tested Out
Vocabulary ↑	Grade 4	Early 5	Mid 5
Comprehension: Literature ↑	Grade 4	Grade 4	Early 5
Comprehension: Informational Text ↑	Grade 3	Grade 3	Grade 4

Show Overall Comprehension

↑ Placement Improved from Baseline

*Foundational Domains

Reading Diagnostic Growth for a Class

Diagnostic Growth

Subject: Reading

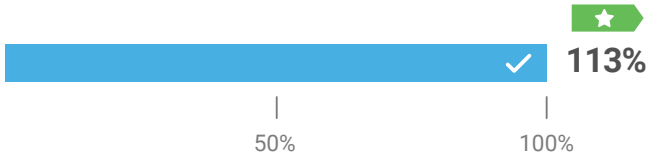
Class/Report Group: Grade 5, Section 1

Comparison Diagnostic: Diagnostic Window 3

05/01/23–06/01/23

Gives a clear view of progress toward proficiency and annual growth expectations across a class and for each student

Progress to Annual Typical Growth (Median)



The median percent progress toward Typical Growth for this group is 113%. Typical Growth is the average annual growth for a student in their grade and baseline placement level.

Learn More about Growth

Current Placement Distribution

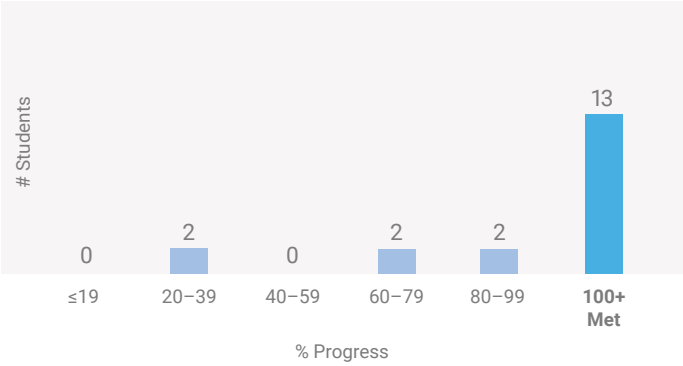
Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
25% (From 15%)	**43%** (From 20%)	**22%** (From 50%)	**5%** (From 5%)	**5%** (From 10%)

The Mapping between 5-Level and 3-Level Placements

– Progress Distributions

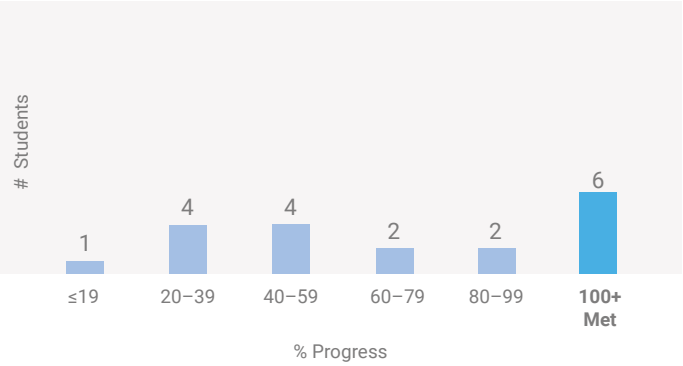
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Showing 20 of 20

Student	Annual Typical Growth		Annual Stretch Growth®		Baseline Placement & Scale Score	Current Placement & Scale Score
	Percent Progress	Scale Score Progress	Percent Progress	Scale Score Progress		
Baker, Danielle	175%	28/16	93%	28/30	Grade 4 (560)	Early 5 (588)
Bowers, Tara	69%	11/16	37%	11/30	Grade 4 (547)	Grade 4 (558)
Choi, Isabelle	188%	30/16	100%	30/30	Grade 4 (568)	Early 5 (598)
Cochran, Damon	112%	29/26	48%	29/61	Grade 2 (490)	Grade 3 (519)
Lowe, Noah	113%	18/16	60%	18/30	Grade 4 (550)	Grade 4 (568)
Malone, Carla	245%	49/20	104%	49/47	Grade 3 (522)	Grade 4 (571)
McDonald, Kal	38%	5/13	20%	5/25	Early 5 (589)	Early 5 (594)
Patel, Mia	200%	32/16	107%	32/30	Grade 4 (560)	Early 5 (592)
Powell, Elijah	175%	28/16	93%	28/30	Grade 4 (577)	Early 5 (605)
Ramirez, Gabriella	138%	22/16	73%	22/30	Grade 4 (542)	Grade 4 (564)
Ruiz, Justin	75%	12/16	40%	12/30	Grade 4 (571)	Early 5 (583)
Sanchez, Abby	271%	19/7	106%	19/18	Mid 5 (615)	Late 5 (634)
Simmons, Tristan	31%	8/26	13%	8/61	Grade 2 (479)	Grade 2 (487)

Reading Diagnostic Growth for a School

Diagnostic Growth

Subject: Reading

School: Cedar Elementary

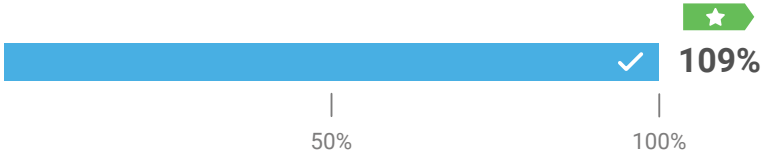
Academic Year: Current Year

Comparison Diagnostic: Diagnostic 3
05/01/23–06/01/23

Students Assessed/Total: **359/362**

Gives a clear view of progress toward proficiency and annual growth expectations across a school, grade, or class

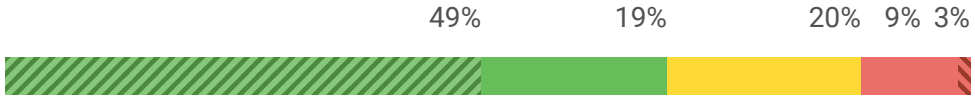
Progress to Annual Typical Growth (Median)



The median percent progress toward Typical Growth for this school is 109%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Learn More about Growth

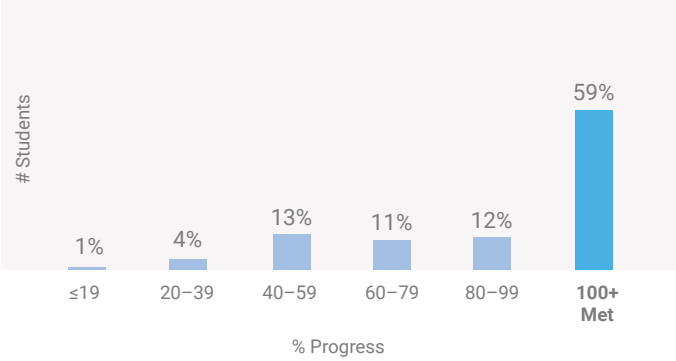
Current Placement Distribution



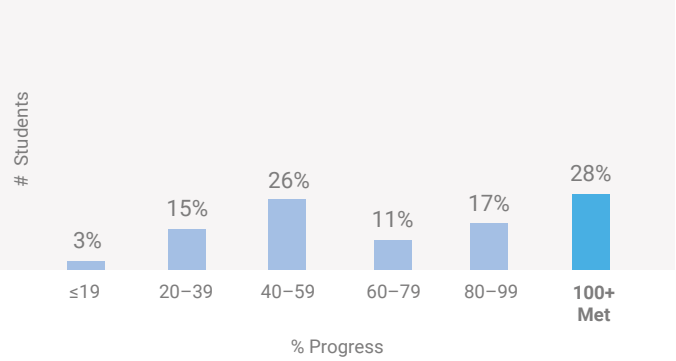
Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
(From 25%)	**(From 15%)**	**(From 39%)**	**(From 16%)**	**(From 5%)**

The Mapping between 5-Level and 3-Level Placements

Distribution of Progress to Annual
Typical Growth



Distribution of Progress to Annual
Stretch Growth®



Show Results By

Grade

Showing 9 of 9

Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	114%	58%	84%	30%	73%	60/60
Grade 1	100%	52%	82%	23%	89%	61/61
Grade 2						
Grade 3						
Grade 4						
Grade 5						

Diagnostic Status | Diagnostic Results | Instruction | Standards Mastery | Diagnostic Growth

Student Growth across the District from Fall to Winter

Subject: Reading | Show By: Grade | Diagnostic: Spring (March 2 to End...

03/02/22 - 06/30/22

View Diagnostic Growth Report

Online Educator Learning
Online courses that complement teacher PD

i-Ready Central
Tips, tools, and guidance to support use

Tools and Tips

- Diagnostic Growth Overview Video
- Data Analysis Guide
- Helpful Resources for Understanding Student Growth

*See how schools and grades across the district are growing and performing in a single view to inform planning and resource allocation.**

*Access for school administrators and Diagnostic Window selection coming in the 2022–2023 school year

Reading Diagnostic Results for a District

Comparison View

Diagnostic Results

Subject: Reading

School: All Schools

Academic Year: Current Year

Diagnostic: Diagnostic 2 — 12/01/22–12/31/22

Prior Diagnostic: Diagnostic 1 — 08/31/22–09/30/22

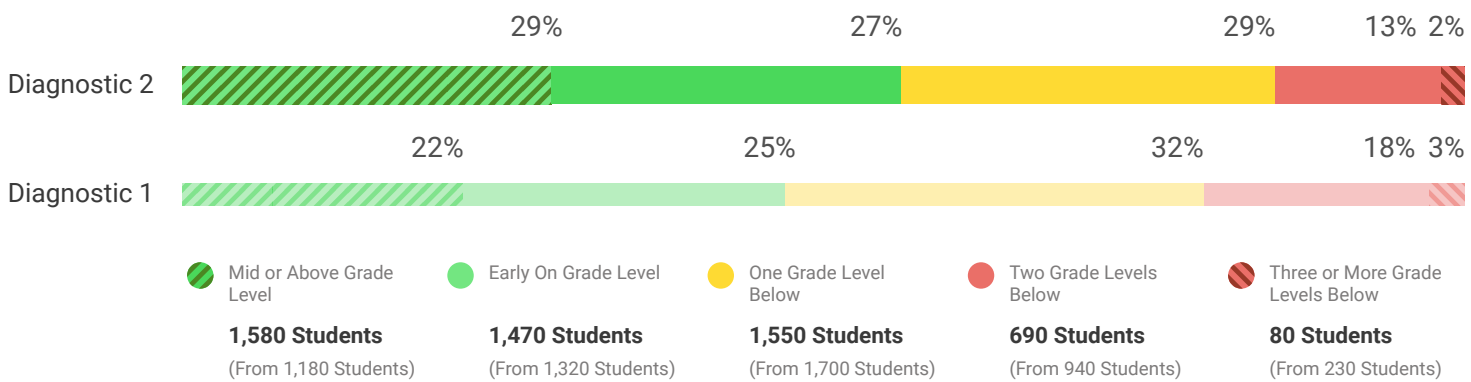
Provides a comprehensive picture of student performance by school, grade, class, and key demographics, allowing administrators to set intervention strategies and make resource allocation decisions

Criterion Referenced

3-Level Placement | 5-Level Placement (Enhanced)

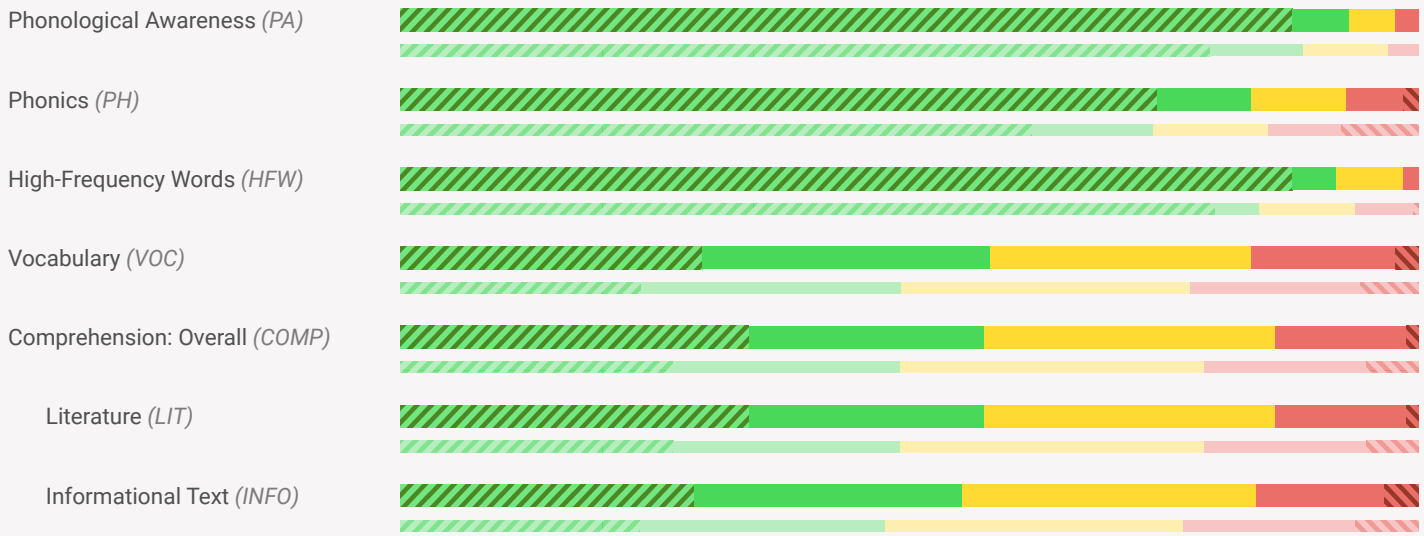
Overall Placement

Students Assessed/Total: **5,370/5,430**



The Mapping between 5-Level and 3-Level Placements

Placement By Domain



All School Groups > All Schools

Switch Table View

Placement Summary

*Filter results by two demographics for more precise data analysis.**

Choose to Show Results By

Sex

Secondary Demographic to Show Results By

Economically Disadvan... Remove

Showing 3 of 3

All	All		Overall Grade-Level Placement					Students Assessed/Total
Female	Yes - Economically D...	Diagnostic 2	11%	46%	43%	18%	2%	1,150/1,165
		Diagnostic 1	4%	17%	48%	25%	7%	

*Enhancement coming 2022–2023 school year

Reading Standards Performance for a Class

CCSS Performance

State-specific in most states!

PDF CSV

Subject: Reading

Class/Report Group: Grade 5, Section 1

Grade: 5

Diagnostic: Diagnostic Window 1

08/31/22–09/30/22

Shows how students are performing against state standards, based on the results of each Diagnostic

Students Assessed/Total: **20/20**

Common Core State Standards for English Language Arts

Grade(s) of Standards: Grade 5 to Grade 5

Switch Table View: Skill Summary

Showing 30 of 30

Standard Code	Standard Description	✓	✓✓	✗
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	7	0	13
RL.5.1	Quote accurately from a text when . . . drawing inferences from the text.	7	0	13
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	–	8	12
RL.5.2	. . . Summarize the text.	8	0	12
RL.5.2	Determine a theme of a story, drama, or poem from details in the text . . .	7	0	13
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	4	4	12
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	6	1	13
RL.5.4	Determine the meaning of words and phrases as they are used in a text . . .	7	0	13

CCSS Performance

Subject: Reading
Class/Report Group: Grade 5, Section 1
Grade: 5
Diagnostic: Diagnostic Window 1
08/31/22–09/30/22

Key

Students Assessed/Total: **20/20**

Common Core State Standards for English Language Arts

Grade(s) of Standards: Grade 5 to Grade 5

Switch Table View: RL.5.3

All Students Performance

✓ 4 ✓✓ 4 ✗ 12

Standard Description

Reading
Literature
Key Ideas and Details

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Showing 20 of 20

Student	Performance	Date
Sanchez, Abby	✓	09/20/22
Stanton, Geena	✓	09/20/22
Tan, Melanie	✓	09/20/22
Wade, Kiara	✓	09/20/22

Reading Standards Mastery Results by Test for a Class Item Analysis View

Standards Mastery Results by Test

PDF CSV

Subject: Reading

Class/Report Group: Grade 5, Section 1

Assessment: Grade 5 Reading

Shows student performance on recently taught standards to inform reteaching, down to the question level

Students Completed/Assigned: **14/19** Students Unassigned: **1**

Skills Summary

3 Skills Assigned

Standards	Skill	Performance Distribution	Avg. Score	Resources
RI.5.5	Compare Text Structures: Grade 5		57%	PDF
RI.5.7	Find Information from Multiple Sources: Grade 5		43%	PDF
RL.5.7	Analyze Visual Elements: Grade 5		39%	PDF

Assessment Summary

46% Average Assessment Score	3 Proficient	5 Progressing	6 Beginning

RI.5.5 Use dropdown to view Skill Summary

View Assessment

Key

Showing 20 of 20

Student	Assessment Score	Skill Score	1	2	3	4A	4B	5

Class Summary	46%	60%	60%	85%	76%	64%	43%	35%
Ramirez, Gabriella	90%	100%						
Tan, Melanie	85%	79%						
Sanchez, Abby	84%	79%						
Singh, Brian	64%	51%						
Baker, Danielle	55%	51%						
Powell, Elijah	51%	51%						
Wade, Kiara	42%	62%						
Stanton, Geena	34%	30%						
Ruiz, Justin	31%	30%						
McDonald, Kal	30%	30%						

i-Ready Standards Mastery: Differentiated Instructional Support

i-Ready

Find Information from Multiple Sources

Standard

RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Prerequisite Standard

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Overview of Tested Skills

On this assessment form, students read informational passages and draw on information to answer questions and solve problems. Students need to understand they must consult at least two passages with differing but complementary information about a topic.

Common Misconceptions and Errors

Errors may result from misunderstandings or if students:

- do not know how to draw on information from multiple sources to answer questions or solve problems.
- do not understand how to make use of text features to locate information quickly and efficiently, including subheads, key words, bullet points, time lines, and footnotes.
- do not understand how to navigate between passages in the user interface.
- do not understand academic language, including *information*, *description*, *topic*, or *quotation*.
- are unfamiliar with the various informational text structures.

Ready & **i-Ready** Instructional Resources

Consider using the following as additional instructional resources for students who have placed on or above level in Comprehension: Informational Text. See additional recommendations on page 2 for students performing below grade level.

Beginning

Focus: Developing Underlying Concepts

Help students understand how to draw information from sources quickly and efficiently. Share two short passages with common text features such as subheads, key words, footnotes, and even visual resources such as charts and graphs. Discuss how readers can use such features and resources to locate information quickly and efficiently. Talk about which school subjects have texts that commonly contain such features and resources and reasons why such texts have them.

Teacher-led Small Group

Toolbox: Ready Instruction

Grade 5, Lesson 18

- Finding Information from Multiple Sources

Progressing

Focus: Practicing and Building Confidence

Provide a strategy for locating information quickly and efficiently in multiple texts, such as scanning passages before reading them, locating text features intended to help the reader find information quickly, and thinking about what kind of information such features typically provide. Discuss circumstances in which finding information from more than one text is important.

Teacher-led Small Group

Toolbox: Ready Instruction

Grade 5, Lesson 18

- Finding Information from Multiple Sources

Proficient

Independent

Focus: Deepening Understanding

Using your classroom, school library, or a digital resource, have students choose two short informational texts that cover different aspects of the same topic and contain text features that can help them find information quickly. As students read, have them make a list of ways they can use such features to obtain information quickly.

i-Ready: Instruction

- Close Reading: Finding Information from Multiple Resources

Standards Mastery Results

Offers detailed, student-level item analysis and suggested resources for addressing gaps and reteaching grade-level standards at the district, school, and class level

School	CEDAR ELEMENTARY
Subject	Reading
Student	Baker, Danielle
Student ID	013189
Student Grade	5
Assessment	Grade 5 Reading RI.5.5: Compare Text Structures
Score	50%
Completion Date	11/10/22

Use this report to review a student's results on a Standards Mastery assessment. Review the student's responses and common misconceptions for each wrong answer.

Read the passages. Then answer the questions that follow.

Saving the Bald Eagle

A Bird in Need

1 The bald eagle is an important bird in the United States because it is the nation's symbol for freedom. However, this beautiful creature was almost destroyed in the very nation that honors it. The bald eagle was dying out slowly over hundreds of years due to a few major problems.

2 One problem was that people were taking over the eagle's habitat and destroying its home. People cut down trees where the birds nested and ate the eagle's food sources. As people moved into areas where the birds lived, they even killed eagles!

0.25/1 point

Parts of both passages use a similar structure. The problem of the disappearance of the bald eagle is described in both passages. The sentences below describe solutions for that problem. Decide whether each solution on the left below is found in Passage 1, Passage 2, or both passages. Drag your answers to the boxes on the right.

Special groups raised baby bald eagles and released them.	1 Passage 1 ✔
A poison that almost destroyed the bald eagle is gone.	2 Passage 2 ✘

3 Another problem was that people were using a pesticide[1] called DDT on plants. Fish ate the plants, and eagles, in turn, ate the fish. DDT made the eagles very sick, and their eggs could no longer hatch. Over time, there were very few bald eagles left in the United States.

Working Together

4 The government developed ways to solve the problems we had created. It did not want to lose its national symbol, so it listed the bald eagle as an "endangered species." This meant that the bird was in danger of dying out completely. It became against the law to kill or hurt bald eagles. Another law was passed against the use of DDT, and this poison was no longer allowed to be used anywhere in the country.

5 The government and other groups also worked hard to protect the bald eagle's habitat. Special groups raised baby bald eagles and then released the eagles into the wild. They also watched over nesting trees to make sure the eggs and babies were safe from harm.

6 All of these efforts greatly helped to solve many problems that the bald eagle faced. The number of bald eagles in the United States slowly increased until finally the bird was no longer an endangered species. Today, the government is still watching over the bald eagle even though it is out of danger. We do not want the nation's bird to ever be threatened again!

Facts about the Bald Eagle

- Before settlers arrived, there were as many as 500,000 bald eagles in the United States.
- By 1963, there were fewer than 500 nesting pairs of bald eagles in the United States.
- Today, there are more than 9,500 nesting pairs of bald eagles in the United States.

A law was passed to prevent killing or hurting bald eagles.	3 Both Passages ✕
The bald eagle's trees are no longer chopped down.	4 Passage 1 ✕

Passage 1 | Passage 2 | Both Passages

Correct answers:

2 Both Passages | 3 Passage 1 | 4 Passage 2

Students may have an incorrect response because they do not understand how to compare and contrast the overall structure of information in two texts. They may not understand that while both passages offer solutions to the same problem, some of the stated solutions are shared, and some are unique, to the specific passage. Both passages mention elimination of poison, but only Passage 1 talks about laws passed to eliminate DDT and to prevent killing or harming bald eagles. Both passages make reference to protecting the eagle's habitat, but only Passage 2 describes specific actions regarding saving trees. Both passages talk about the efforts of people to prevent the disappearance of bald eagles, but only Passage 1 tells about special groups raising and releasing the birds.

Mathematics Diagnostic Results for a Class

Diagnostic Results

Subject: Math

Class/Report Group: Grade 5, Section 1

Diagnostic: Diagnostic 1

08/31/22–09/30/22

Gives a comprehensive picture of class instructional needs, including criterion-referenced grade-level placements, national norms, and growth measures, based on data from each Diagnostic

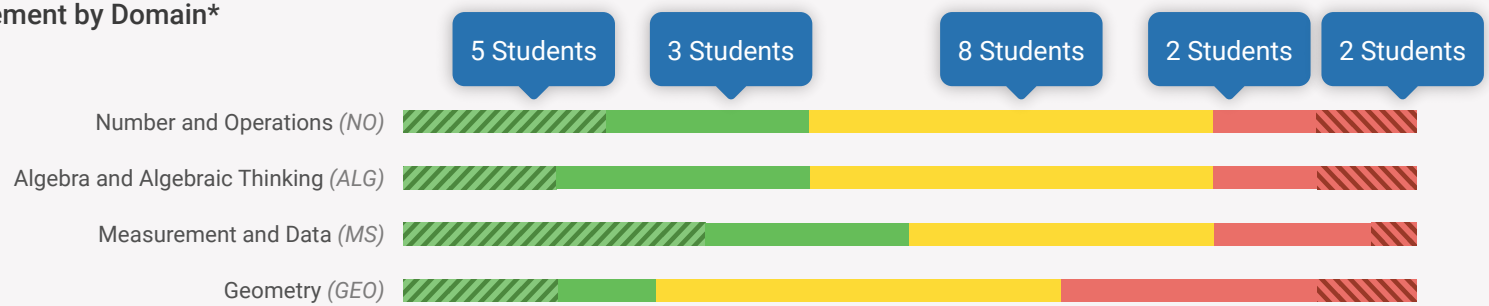
3-Level Placement | Enhanced 5-Level Placement

Overall Placement

Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below
15%	20%	45%	5%	15%

The Mapping between 5-Level and 3-Level Placements

Placement by Domain*



*Students not completed are not included.

Showing 20 of 20

Choose Your Column:

National Norms

- Annual Growth Measures
- Quantile® measure & range
- National Norms
- Date
- Diagnostic Language

Student	Overall Placement & Scale Score	Placement by Domain				
		NO	ALG	MS	GEO	
Tan, Melanie	Mid 5 (517)	Late 5	Early 5	Late 5	Mid 5	
Sanchez, Abby	Mid 5 (516)	Late 5	Mid 5	Mid		
Stanton, Geena	Mid 5 (512)	Mid 5	Mid 5	Late 5	Mid 5	94th
Warren, Santino	Early 5 (491)	Mid 5	Grade 4	Mid 5	Mid 5	79th
Bowers, Tara	Grade 4 (472)	Early 5	Grade 4	Grade 4	Grade 4	52nd
Jones, Anna	Grade 4 (472)	Grade 4	Mid 5	Grade 4	Grade 4	52nd
Powell, Elijah	Grade 4 (470)	Grade 4	Grade 4	Grade 4	Grade 3	50th
Lowe, Noah	Grade 4 (470)	Grade 4	Grade 4	Early 5	Grade 4	50th
Baker, Danielle	Grade 4 (459)	Grade 4	Grade 4	Grade 4	Grade 3	35th
Ruiz, Justin	Grade 4 (450)	Grade 4	Grade 4	Grade 3	Grade 3	25th
Malone, Carla	Grade 3 (440)	Grade 3	Grade 3	Grade 3	Grade 3	17th

Criterion Referenced

Norm Referenced

Mathematics Diagnostic Results for a Student

Diagnostic Results ▾ **Elijah Powell** ▾ **Grade 5**

Uses criterion-referenced grade-level placements to give teachers insight into the instructional strengths, areas of need, and annual growth expectations for each student

Subject: Math

Diagnostic: Diagnostic 1 (09/14/22)

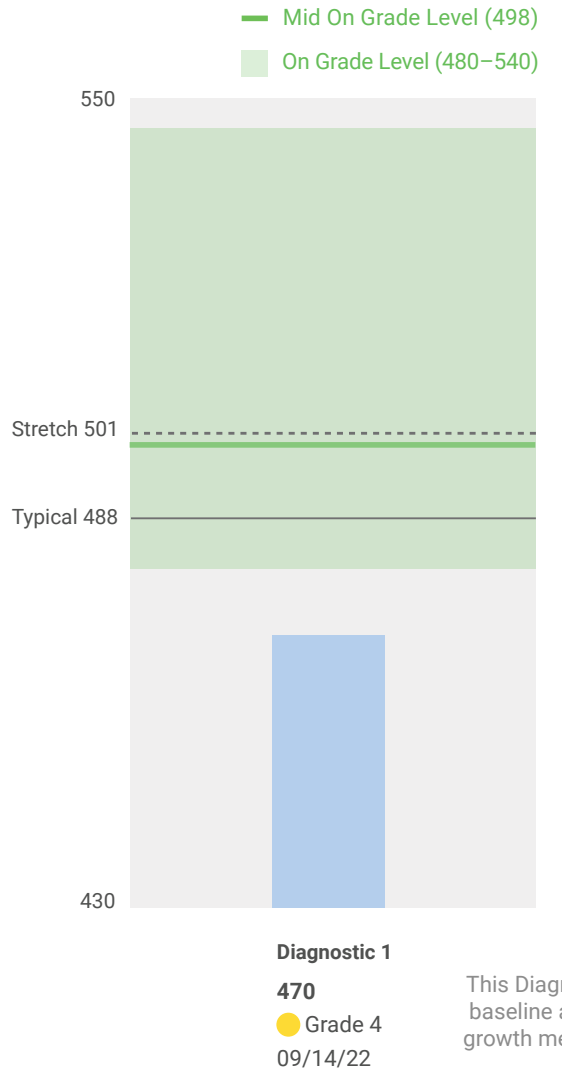
Diagnostic 1

Typical Growth

Typical Growth: The average annual growth for a student at this grade and placement level on their baseline Diagnostic.

Stretch Growth®

Stretch Growth: An ambitious, but attainable, level of annual growth that puts students who are not yet proficient (Mid On Grade Level or above) on a path toward proficiency and helps students who are already on track for proficiency to achieve or maintain advanced proficiency levels.



This Diagnostic is considered the baseline and is used to establish growth measures for this student.

Overall

Grade 4 (470)

Standard Error +/- 7

Domain	Placement	Can Dos & Next Steps
Number and Operations	Grade 4	
Algebra and Algebraic Thinking	Grade 4	
Measurement and Data	Grade 4	
Geometry	Grade 3	

National Norm Performance and Quantile® Framework for Mathematics Measure

National Norm	Quantile® Measure:	Quantile Range:
50th Percentile	685Q	635Q–735Q

Understanding Quantile Measures

The Lexile® & Quantile® Hub provides educators, parents, and students with easy access to math tools. Discover new and enhanced Quantile tools that support student learning and growth at Hub.Lexile.com.

How to Use Quantile Tools on the Hub

Placement by Domain

Test results suggest that Elijah would benefit from intervention focused on skills and concepts related to quantitative reasoning and representation. Instruction that connects understanding of number relationships with computation and problem-solving skills will strengthen Elijah's mathematics abilities across domains. This priority places Elijah in Instructional Grouping 2.

Number and Operations	Algebra and Algebraic Thinking	Measurement and Data	Geometry
Grade 4	Grade 4	Grade 4	Grade 3
449	457	466	436

Developmental Analysis

At placement levels 3–5, this domain addresses four operations with whole numbers with an emphasis on multiplication and division, as well as understanding of and computation with decimals and fractions. Test results indicate that Elijah could benefit from practicing multi-digit whole number operations and fraction concepts.

Can Do

Base Ten

Read and write whole numbers through hundred millions in expanded form and standard form and identify the value of the digits.

Standards

Standards

Curriculum Framework for Mathematics

Focus Standard(s)

5.NBT.B.7 - Add [and] subtract . . . decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

Next Steps & Resources for Instruction

Base Ten

– Subtract multi-digit numbers.

Subtract multi-digit numbers

Tools for Instruction

Subtract Multi-Digit Numbers

Restar números enteros de varios dígitos

Additional Resources

Ready Mathematics **instruction or digital acces**

Teacher Toolbox

Learn More

- **Grade 4**

Mathematics Instructional Groupings

Instructional Groupings

Subject: Math

Class/Report Group: Grade 5, Section 1

Diagnostic: Diagnostic Window 1
08/31/22–09/30/22

Grade: Grade 5

Groups students with similar instructional needs and, for each group, provides the teacher with detailed instructional priorities and classroom resources to support differentiated instruction

View All Groupings | Grouping 1 (4 Students) | **Grouping 2** (10 Students) | Grouping 3 (0 Students) | Grouping 4 (2 Students) | Grouping 5 (4 Students)

Students

Showing 10 of 10

Student	Diagnostic Language	Scale Score	Overall Placement	NO	ALG	MS	GEO
Baker, Danielle		459	Grade 4	Grade 4	Grade 4	Grade 4	Grade 3
Bowers, Tara		472	Grade 4	Early 5	Grade 4	Grade 4	Grade 4
Choi, Isabelle		470	Grade 4	Grade 4	Grade 4	Grade 4	Grade 4
Jones, Anna	*Spanish*	472	Grade 4	Grade 4	Mid 5	Grade 4	Grade 4
Lowe, Noah		470	Grade 4	Grade 4	Grade 4	Early 5	Grade 3
Powell, Elijah		470	Grade 4	Grade 4	Grade 4	Grade 4	Grade 4

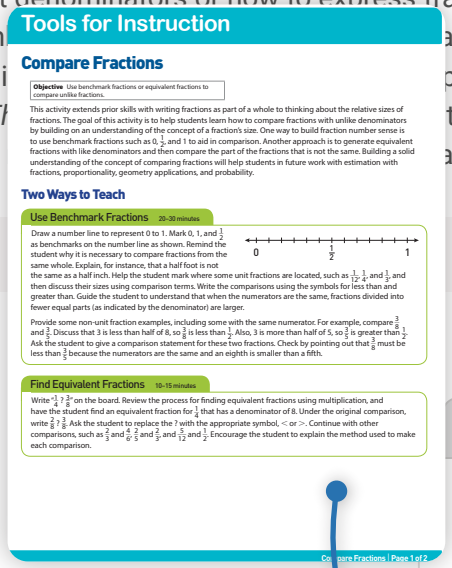
– Hide Grouping Description

Students in this Grouping are One Grade Level Below in Number and Operations or Algebra and Algebraic Thinking.

Instructional Priorities

Students in this grouping are having difficulty with skills and concepts related to quantitative reasoning. They may struggle with skills and concepts related to fractions and whole number operations, or they may struggle with algebraic concepts related to factors and multiples, or both.

Those students with a low score in Number and Operations are probably most challenged by fractions. They will need to focus on foundational fraction concepts in order to understand that a fraction is one number that represents a quantity, not just "one number over another number." They will need practice with how to compare fractions with different denominators or how to express fractions as equivalent fractions or decimals. Those students with a low score in Algebra and Algebraic Thin anding of the relationship between factors and multiples and may be held back by lack of fluency with multipli particularly benefit from instruction on the concepts and skills described below in the section *Algebraic Th* to develop fluency with basic multiplication and division facts, all students in this profile are also likely to need ary.



Tools for Instruction

Compare Fractions

Objective Use benchmark fractions or equivalent fractions to compare unlike fractions.

This activity extends prior skills with writing fractions as part of a whole to thinking about the relative sizes of fractions. The goal of this activity is to help students learn how to compare fractions with unlike denominators by building on an understanding of the concept of a fraction's size. One way to build fraction number sense is to use benchmark fractions such as 0, $\frac{1}{2}$, and 1 to aid in comparison. Another approach is to generate equivalent fractions with like denominators and then compare the part of the fractions that is not the same. Building a solid understanding of the concept of comparing fractions will help students in future work with estimation with fractions, proportionality, geometry applications, and probability.

Two Ways to Teach

Use Benchmark Fractions 20–30 minutes

Draw a number line to represent 0 to 1. Mark 0, 1, and $\frac{1}{2}$ as benchmarks on the number line as shown. Remind the student why it is necessary to compare fractions from the same whole. Explain, for instance, that a half foot is not the same as a half inch. Help the student mark where some unit fractions are located, such as $\frac{1}{12}$, $\frac{1}{4}$, and $\frac{1}{3}$, and then discuss their sizes using comparison terms. Write the comparisons using the symbols for less than and greater than. Guide the student to understand that when the numerators are the same, fractions divided into fewer equal parts (as indicated by the denominator) are larger.

Provide some non-unit fraction examples, including some with the same numerator. For example, compare $\frac{3}{8}$ and $\frac{3}{5}$. Discuss that 3 is less than half of 8, so $\frac{3}{8}$ is less than $\frac{1}{2}$. Also, 3 is more than half of 5, so $\frac{3}{5}$ is greater than $\frac{1}{2}$. Ask the student to give a comparison statement for these two fractions. Check by pointing out that $\frac{3}{8}$ must be less than $\frac{3}{5}$ because the numerators are the same and an eighth is smaller than a fifth.

Find Equivalent Fractions 10–15 minutes

Write "$\frac{1}{2} ? \frac{3}{8}$" on the board. Review the process for finding equivalent fractions using multiplication, and have the student find an equivalent fraction for $\frac{1}{2}$ that has a denominator of 8. Under the original comparison, write $\frac{4}{8} ? \frac{3}{8}$. Ask the student to replace the ? with the appropriate symbol, < or >. Continue with other comparisons, such as $\frac{2}{3}$ and $\frac{4}{6}$, $\frac{2}{5}$ and $\frac{4}{9}$, and $\frac{5}{12}$ and $\frac{1}{2}$. Encourage the student to explain the method used to make each comparison.

Compare Fractions | Page 1 of 2

Recommendations for Teacher-Led Instruction

Operations

- Add and subtract multi-digit numbers.
- Multiply three-digit numbers by one-digit numbers.
- Divide three-digit numbers by one-digit numbers.

Students who struggle with operations involving regrouping in any of the four operations often lack the conceptual understanding that drives the algorithms. These students may benefit from working with concrete or visual models, or alternative algorithms, in order to focus on the place value concepts behind the process. Once students understand why the process works, they can be guided to see the relationship between the models and algorithms, and eventually use a more efficient algorithm alone.

Number–Fractions

- Decompose a fraction into a sum of fractions with like denominators.
- Compare fractions with unlike denominators.
- Write equivalent fractions, including fractions in simplest terms.
- Write fractions with denominators of 10 or 100 as decimals.

Resources

Tools for Instruction

English (21) | Spanish (21)

Number and Operations

- Add Multi-Digit Numbers
- Subtract Multi-Digit Numbers
- Multiply by One-Digit Numbers
- Divide Three-Digit by One-Digit Numbers
- Compare Fractions
- Equivalent Fractions
- Write Fractions as Decimals
- Compare Decimals to Hundredths
- Multiply by Two-Digit Numbers
- Divide Four-Digit by One-Digit Numbers
- Understand Fraction Addition and Subtraction
- Add and Subtract Fractions
- Add Tenths and Hundredths

Mathematics Prerequisites

Prerequisites

Helps teachers strategically and efficiently prepare students for upcoming topics in grade-level Mathematics instruction and recommends resources teachers can use to address prerequisites with small groups

Subject	Class/Report Group	Grade	Topic
Math	Grade 5, Section 1	Grade 5	Fraction Operations...

i-Ready Topic Overview

Fraction Operations, Part 1

Students build on their knowledge of adding and subtracting fractions with like denominators and of equivalent fractions to learn to add and subtract fractions and mixed numbers with unlike denominators. They go on to solve word problems involving adding and subtracting fractions and mixed numbers with unlike denominators. Next students connect their understanding of division and of fractions to explore the idea of a fraction as the division of the numerator by the denominator. They use area models to represent fraction multiplication and compare to multiplying using equations to see that the products are the same.

Learning Progression

Whole Class

After familiarizing yourself with the needs of the students based on the data below, you may decide to address these prerequisite skills during whole class instruction.

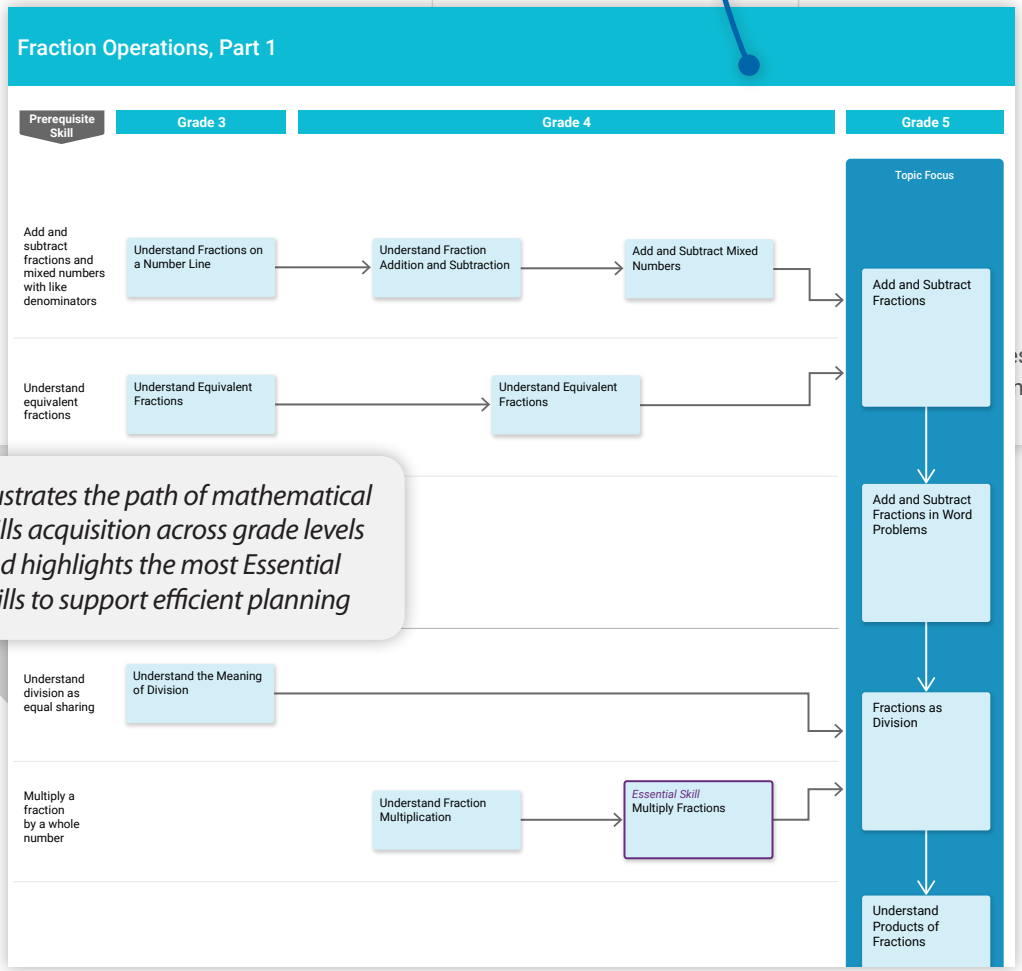
PDF

Topic Support

Prerequisite Groups

Prerequisites	Topic Group A 2 Students Recommendations	Topic Group B 4 Students Recommendations	Topic Group C 10 Students Recommendations	Topic Group D 4 Students Recommendations
Add and subtract fractions and mixed numbers with like denominators	✓	Additional Support	In-Depth Review	In-Depth Review
Understand equivalent fractions	✓	Additional Support	In-Depth Review	In-Depth Review

Understand division as equal sharing	✓	✓	Additional Support	In-Depth Review
Essential Skill Multiply a fraction by a whole number	✓	Additional Support	In-Depth Review	In-Depth Review
	Sanchez, Abby **Stanton, Geena**	**McDonald, Kal** **Patel, Mia** **Tan, Melanie** **Wade, Kiara**	**Baker, Danielle** **Bowers, Tara** **Choi, Isabelle** **Lowe, Noah** **Powell, Elijah**	**Cochran, Damon** **Hess, Michael** **Malone, Carla** **Simmons, Tristan**



Illustrates the path of mathematical skills acquisition across grade levels and highlights the most Essential Skills to support efficient planning

esults. Consider le
ng prerequisite w

Recommendations: Group C i-Ready

Grade Grade 5

Recommended Resources

Students can access Learning Games through their dashboard.

Educators can find the Tools for Instruction under the Assess & Teach area of their experience.

Add and Subtract Fractions

Add and Subtract Fractions in Word Problems

Add and subtract fractions and mixed numbers with like denominators – In-depth Review

Skill: Understand Fractions on a Number Line (Grade 3)

Teacher-led Small Groups
- Tools for Instruction: Fractions on a Number Line

Independent Reinforcement
- Learning Games: Bounce

Skill: Understand Fraction Addition and Subt

Teacher-led Small Groups
- Tools for Instruction: Understand Fraction Additio

Skill: Add and Subtract Mixed Numbers (Gra

Teacher-led Small Groups
- Tools for Instruction: Add and Subtract Mixed Numbers

Independent Reinforcement
- Learning Games: Cloud Machine

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Recommended resources for small group instruction give teachers the flexibility to strategically pace instructional supports and choose materials that best suit students' needs.

Mathematics Personalized Instruction Summary for a Student

Personalized Instruction Summary ▾ Elijah Powell ▾ Grade 5

PDF CSV

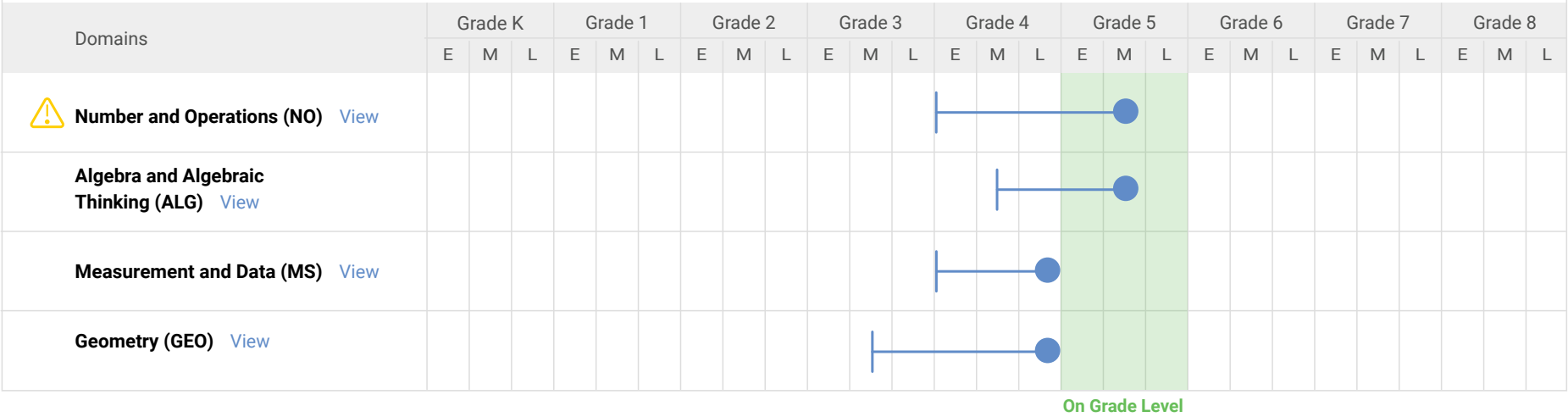
Subject: Math

Date Range: All Activity

Shows a student's progress through i-Ready lessons in real time and highlights where that student is succeeding and where teachers should intervene to help students who need support

Current & Past Lessons | Upcoming Lessons

Monitor Domain Progress



Activity Overview

Lessons Passed (YTD)
55/65 | 85%

Total Lesson Time-on-Task (YTD)
23h 26m

Domains	Passed/Completed	% Lessons Passed
Number and Operations (NO)	22/28	79%
Algebra and Algebraic Thinking (ALG)	22/25	88%
Measurement and Data (MS)	6/7	86%
Geometry (GEO)	5/5	100%

Lesson Time-on-Task: Year to Date

23h 26m

Last Week | Current Week

Number and Operations

Add and Subtract Decimals

Objectives:
- Add decimals to hundredths.
- Subtract decimals to hundredths.
- Use models to show how to add and subtract decimals to hundredths.

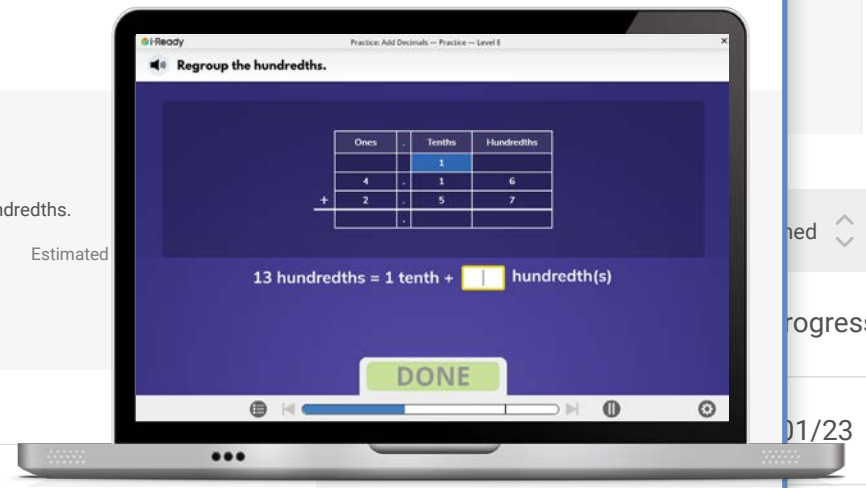
Preview | Estimated

Instruction | Quiz

Curriculum Framework for Mathematics

Focus Standard(s)

5.NBT.B.7 - Add [and] subtract . . . decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition



Showing 9 of 60

Alerts	Domains						
	Number and Operations						
	Number and Operations						
	Number and Operations						
⚠	**Number and Operations**	Mid 5	Add and Subtract Decimals	Not Passed 60%	28m	02/13/23	02/14/23
	Number and Operations	Mid 5	Add and Subtract Decimals	Not Passed 50%	34m	02/07/23	02/07/23
	Number and Operations	Mid 5	Understand Place Value	Passed 100%	29m	02/06/23	02/06/23

Mathematics Diagnostic Growth for a Student

Diagnostic Growth ▾ **Elijah Powell** ▾ **Grade 5**

Subject

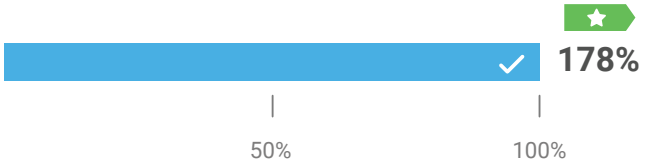
Math ▾

Gives a clear view of progress toward proficiency and annual growth expectations for each student

Year-to-Date Growth

Progress to Annual Typical Growth

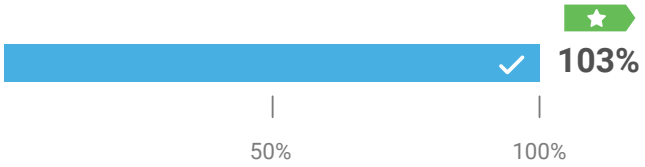
Scale Points: 32/18



This student has made 178% progress toward Annual Typical Growth. Typical Growth is the average annual growth of students at this grade and placement level on their baseline Diagnostic.

Progress to Annual Stretch Growth®

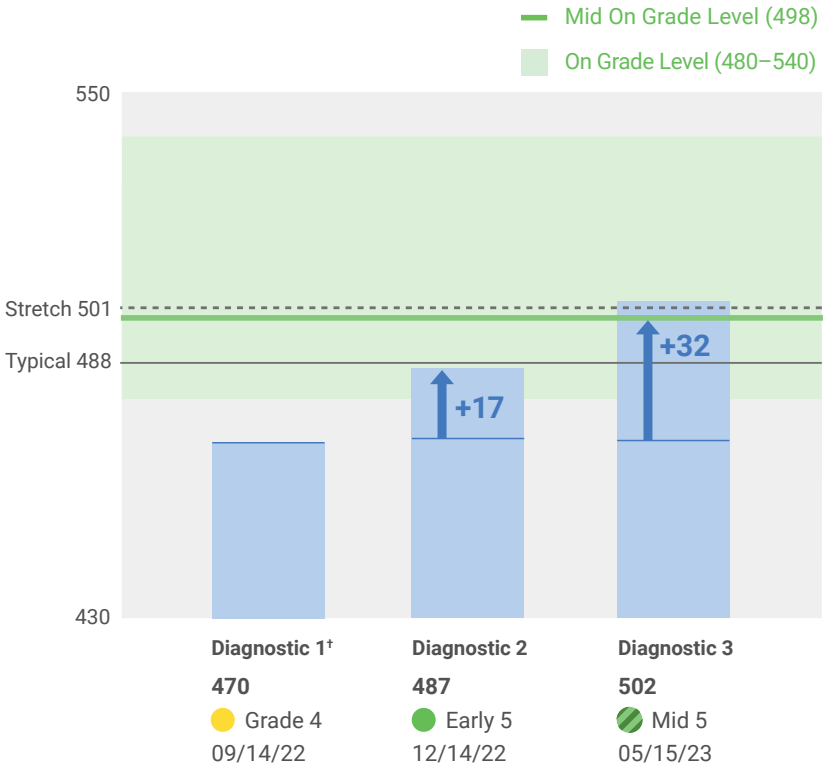
Scale Points: 32/31



This student has made 103% progress toward Stretch Growth. For students who are below grade level on their baseline Diagnostic, Stretch Growth is an ambitious, but attainable, level of annual growth that puts them on a path toward proficiency.

This student will likely need to meet or exceed their Annual Stretch Growth target for at least one year to be proficient if the student is not proficient already. This is based on students with the same baseline placement who eventually achieved proficiency. Proficient for Grade 5 is a Mid On Grade Level scale score of 498.

Overall Diagnostic Growth



†This Diagnostic is considered the baseline and is used to establish growth measures for this student.

Learn More about Growth

Placement by Domain

Domain	Diagnostic 1	Diagnostic 2	Diagnostic 3
Overall ↑	**Grade 4**	**Early 5**	**Mid 5**
Number and Operations ↑	Grade 4	Early 5	Mid 5
Algebra and Algebraic Thinking ↑	Grade 4	Grade 4	Mid 5
Measurement and Data ↑	Grade 4	Early 5	Mid 5
Geometry ↑	Grade 3	Grade 4	Early 5

↑ Placement Improved from Baseline

Mathematics Diagnostic Growth for a Class

Diagnostic Growth

PDF CSV

Gives a clear view of progress toward proficiency and annual growth expectations across a class and for each student

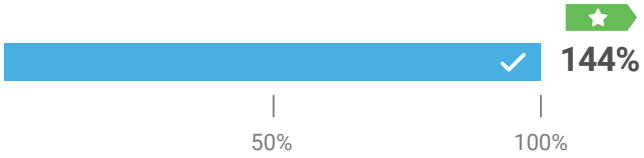
Subject: Math

Class/Report Group: Grade 5, Section 1

Comparison Diagnostic: Diagnostic Window 3

05/01/23–06/01/23

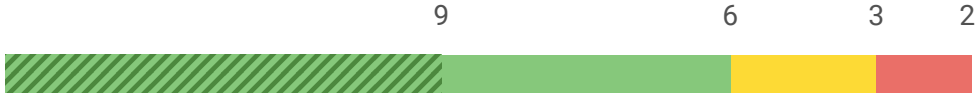
Progress to Annual Typical Growth (Median)



The median percent progress toward Typical Growth for this class is 144%. Typical Growth is the average annual growth for a student at their grade and placement level.

Learn More about Growth

Current Placement Distribution

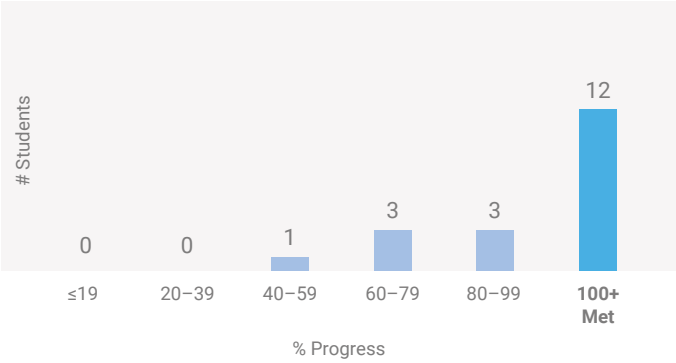


Mid or Above Grade Level	Early On Grade Level	One Grade Level Below	Two Grade Levels Below	Three or More Grade Levels Below	Not Completed
45% (From 15%)	**30%** (From 20%)	**15%** (From 50%)	**10%** (From 5%)	**0%** (From 10%)	**0%** (From 0%)

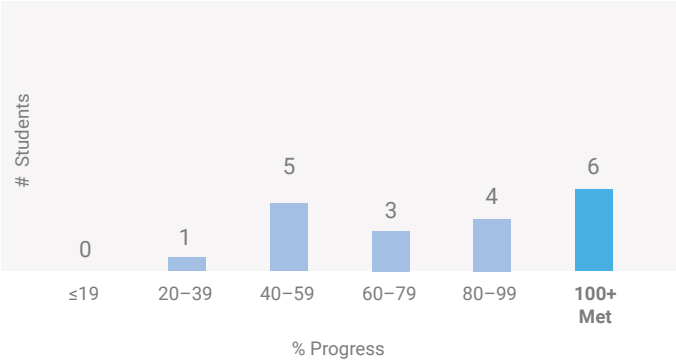
The Mapping between 5-Level and 3-Level Placements

Progress Distributions

Distribution of Progress to Annual
Typical Growth



Distribution of Progress to Annual
Stretch Growth®



Showing 20 of 20

Student	Annual Typical Growth		Annual Stretch Growth		Baseline Placement & Scale Score	Current Placement & Scale Score
	Percent Progress	Scale Score Progress	Percent Progress	Scale Score Progress		
Baker, Danielle	161%	29/18	94%	29/31	Grade 4 (459)	Early 5 (488)
Bowers, Tara	78%	14/18	45%	14/31	Grade 4 (472)	Early 5 (486)
Choi, Isabelle	172%	31/18	100%	31/31	Grade 4 (459)	Early 5 (490)
Cochran, Damon	85%	17/20	41%	17/41	Grade 2 (429)	Grade 3 (446)
Hess, Michael	39%	7/18	23%	7/31	Grade 4 (453)	Grade 4 (460)
Lowe, Noah	94%	17/18	55%	17/31	Grade 4 (470)	Early 5 (487)
Malone, Carla	166%	30/18	86%	30/35	Grade 3 (440)	Grade 4 (470)
McDonald, Kal	161%	29/18	100%	29/29	Early 5 (489)	Mid 5 (518)
Patel, Mia	172%	31/18	100%	31/31	Grade 4 (473)	Mid 5 (504)
Powell, Elijah	178%	32/18	103%	32/31	Grade 4 (470)	Mid 5 (502)
Ramirez, Gabriella	111%	20/18	65%	20/31	Grade 4 (472)	Early 5 (492)
Ruiz, Justin	178%	32/18	103%	32/31	Grade 4 (450)	Grade 4 (472)
Sanchez, Abby	193%	27/14	135%	27/20	Mid 5 (516)	Grade 6 (543)

Mathematics Diagnostic Growth for a School

Diagnostic Growth

Subject: Math

School: Cedar Elementary

Academic Year: Current Year

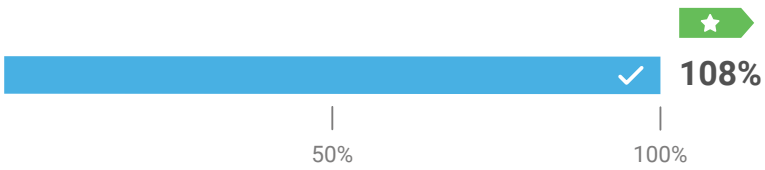
Comparison Diagnostic: Diagnostic 3

05/01/23–06/01/23

Gives a clear view of progress toward proficiency and annual growth expectations across a school, grade, or class

Students Assessed/Total: **555/569**

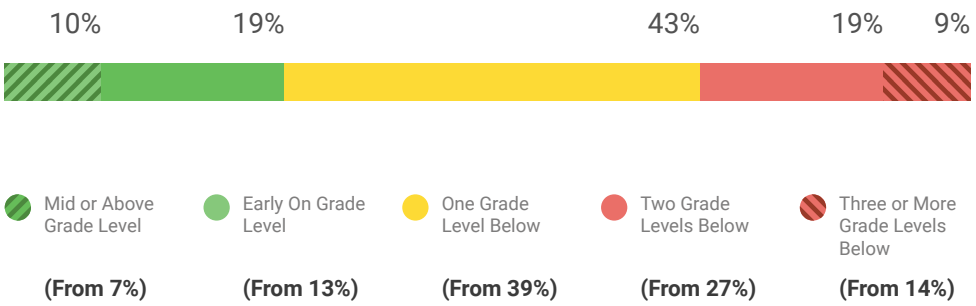
Progress to Annual Typical Growth (Median)



The median percent progress toward Typical Growth for this school is 108%. Typical Growth is the average annual growth for a student at their grade and baseline placement level.

Learn More about Growth

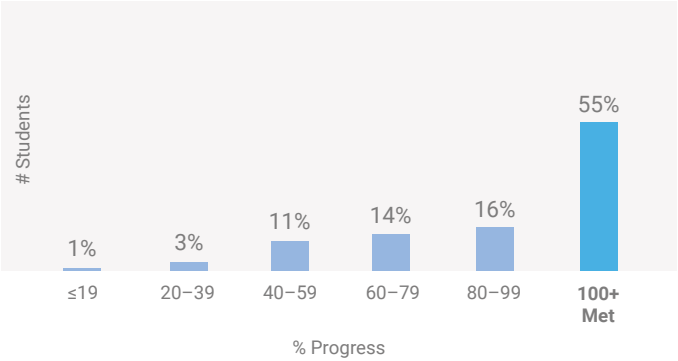
Current Placement Distribution



The Mapping between 5-Level and 3-Level Placements

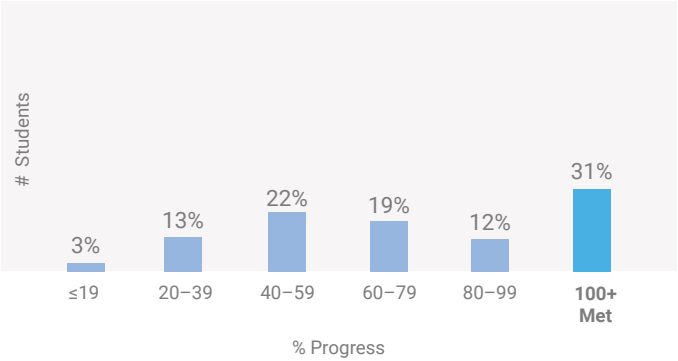
Distribution of Progress to Annual

Typical Growth



Distribution of Progress to Annual

Stretch Growth®



Show Results By

Grade

Showing 9 of 9

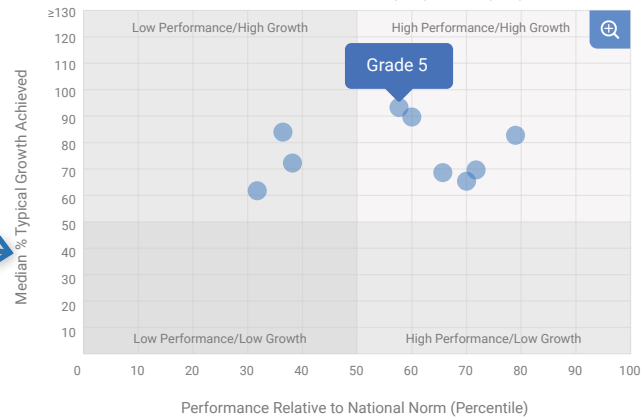
Grade	Annual Typical Growth		Annual Stretch Growth®		% Students with Improved Placement	Students Assessed/Total
	Progress (Median)	% Met	Progress (Median)	% Met		
Grade K	114%	65%	79%	35%	65%	60/60
Grade 1	107%	67%	84%	33%	30%	63/63
Grade 2	106					
Grade 3	110					
Grade 4	111					
Grade 5	108					
Grade 6	114					
Grade 7	108					
Gra	109					

*Shows how schools and grades across the district are growing and performing in a single view to inform planning and resource allocation**

Diagnostic Status | Diagnostic Results | Instruction | Standards Mastery | Diagnostic Growth

Subject: Mathematics | Show By: Grade | Diagnostic: Spring (March 2 to End...

03/02/22 - 06/30/22



Online Educator Learning
Online courses that complement teacher PD

i-Ready Central
Tips, tools, and guidance to support use

Tools and Tips

- Diagnostic Growth Overview Video
- Data Analysis Guide
- Helpful Resources for Understanding Student Growth

*Access for school administrators and Diagnostic Window selection coming in the 2022–2023 school year

Mathematics Diagnostic Results for a District

Comparison View

Diagnostic Results

PDF CSV

Subject: Math

School: All Schools

Provides a comprehensive picture of student performance by school, grade, class, and district demographics, allowing administrators to set intervention strategies and make resource allocation decisions

Academic Year: Current Year

Diagnostic: Diagnostic 2 — 12/01/22–12/31/22

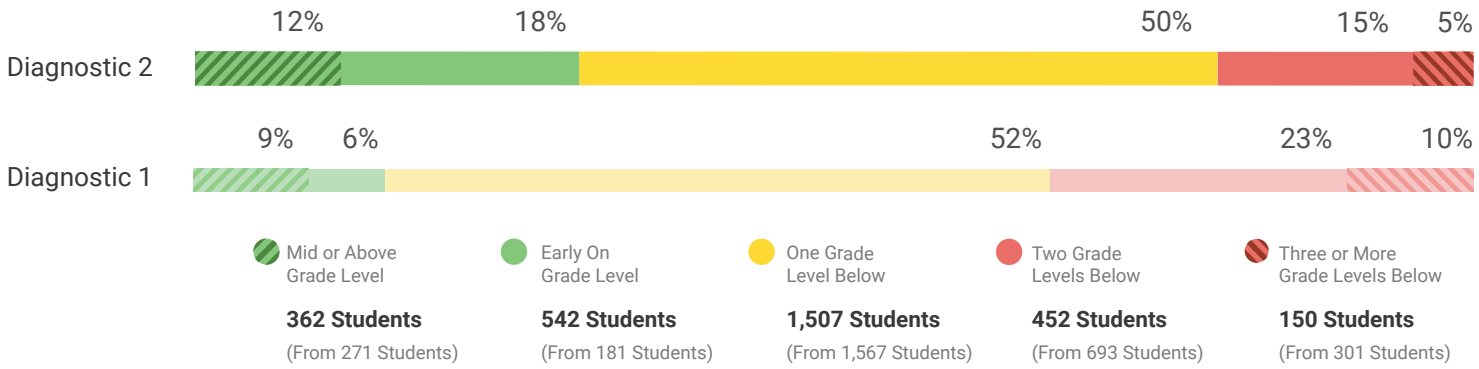
Prior Diagnostic: Diagnostic 1 — 08/31/22–09/30/22

Criterion Referenced

3-Level Placement | 5-Level Placement (Enhanced)

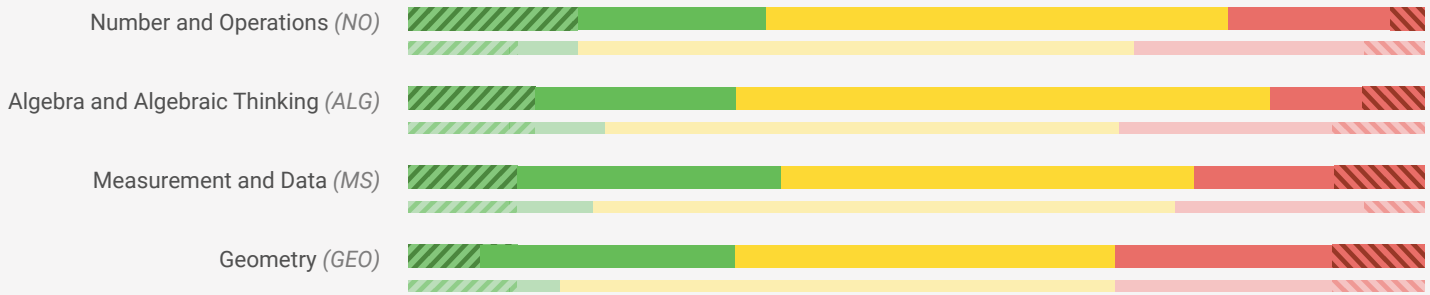
Overall Placement

Students Assessed/Total: **3,013/3,013**



The Mapping between 5-Level and 3-Level Placements

Placement by Domain



All School Groups > All Schools

Switch Table View

Placement Summary

Choose to Show Results By

Sex

Secondary Demographic to Show Results By

Economically Disadvan... Remove

*Filter results by two demographics for more precise data analysis.**

Showing 3 of 3

All	All		Overall Grade-Level Placement						Students Assessed/Total
Female	Yes - Economically D...	Diagnostic 2		15%	22%	43%	16%	4%	646/646
		Diagnostic 1		9%	14%	46%	22%	9%	
	No - Economically D...	Diagnostic 2		43%	19%	31%	5%	2%	1,011/1,011
		Diagnostic 1		26%	26%	33%	12%	2%	

*Enhancement coming 2022–2023 school year

Mathematics Standards Performance for a Class

CCSS Performance

State-specific in most states!

PDF CSV

Subject: Math

Class/Report Group: Grade 5, Section 1

Grade: 5

Diagnostic: Diagnostic Window 1

08/31/22–09/30/22

Shows how students are performing against state standards, based on the results of each Diagnostic

Students Assessed/Total: **20/20**

Common Core State Standards for Mathematics

Grade(s) of Standards: Grade 5 to Grade 5

Switch Table View: Skill Summary

Showing 12 of 43

Standard Code	Standard Description	✓	✓✓	✗
5.NBT.A.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	0	0	20
5.NBT.A.2	Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	2	0	18
5.NBT.A.3a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1,000).	2	0	18
5.NBT.A.3b	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	5	5	10
5.NBT.A.4	Use place value understanding to round decimals to any place.	2	0	18
5.NBT.B.5	Fluently multiply multi-digit whole numbers using the standard algorithm.	4	0	16

CCSS Performance

Subject: Math
Class/Report Group: Grade 5, Section 1
Grade: 5
Diagnostic: Diagnostic Window 1
08/31/22–09/30/22

Key

Students Assessed/Total: **20/20**

Common Core State Standards for Mathematics

Grade(s) of Standards: Grade 5 to Grade 5

Switch Table View: 5.NBT.A.3b

All Students Performance

✓ 5 ✓✓ 5 ✗ 10

Standard Description

Number and Operations in Base Ten
Understand the place value system. Read, write, and compare decimals to thousandths.

Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

Showing 20 of 20

Student	Performance	Diagnostic Language	Date
McDonald, Kal	✓		09/20/22
Patel, Mia	✓		09/20/22
Ramirez, Gabriella	✓		09/20/22
Sanchez, Abby	✓		09/20/22
Stanton, Geena	✓		09/20/22

Mathematics Standards Mastery Results by Test for a Class Item Analysis View

Standards Mastery Results by Test

PDF CSV

Subject: Math

Class/Report Group: Grade 5, Section 1

Assessment: Grade 5 Fractions

Shows student performance on recently taught standards to inform reteaching, down to the question level

Students Completed/Assigned: **16/19** Students Unassigned: **1**

Skills Summary

3 Skills Assigned

Standards	Skill	Performance Distribution	Avg. Score	Resources
5.NF.A.1	Equivalent Fractions		72%	PDF
5.NF.A.2	Compare Two Fractions		43%	PDF
5.NF.B.4.A... +(1)	Understand Fraction Addition and Subtraction		38%	PDF

Assessment Summary

46% Average Assessment Score	3 Proficient	6 Progressing	7 Beginning

5.NF.A.1 Use dropdown to view Skill Summary

View Assessment

Key

Showing 20 of 20

Student	Assessment Score	Skill Score	1	2	3	4A	4B	5
Class Summary	51%	72%	85%	80%	76%	64%	43%	50%
Sanchez, Abby	87%	100%	●	●	●	●	●	●
Choi, Isabella	80%	75%	●					
Baker, Danielle	79%	80%	●					
Lowe, Noah	78%	80%	●					
Bowers, Tara	73%	80%	●					
Warren, Santino	70%	75%	●					
Patel, Mia	58%	61%	○					
Powell, Elijah	58%	71%	○					
Malone, Carla	46%	57%	●					
Vo, Isaiah	41%	69%	●	◐	◐	●	○	●
Ramirez, Gabriella	32%	36%	○	◐	◐	●	○	○
Tan, Melanie	30%	36%	●	◐	◐	●	○	○
Ruiz, Justin	27%	30%	●	◐	◐	◐	○	◐

i-Ready Standards Mastery: Differentiated Instructional Support

i-Ready

Add and Subtract Fractions with Unlike Denominators

Standards

5.NF.A.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example,* $\frac{2}{3}+\frac{5}{4}=\frac{8}{12}+\frac{15}{12}=\frac{23}{12}$. *(In general,* $\frac{a}{b}+\frac{c}{d}=\frac{ad+bc}{bd}$.*)*

Prerequisite Standards

3.NF.A.1 Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into *b* equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by *a* parts of size $\frac{1}{b}$.

4.NF.B.3c Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.

4.NF.B.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.

Overview of Tested Skills

Problems on this assessment form require students to be able to find sums or differences of fractions or mixed numbers with unlike denominators by using equivalent fractions to rewrite them as sums or differences with like denominators, and by drawing area models or number lines to represent the sums or differences. Students will also need to be familiar with multiplying whole numbers, adding and subtracting fractions and mixed numbers with like denominators, reading measurements shown in inches, and writing fractions greater than 1 as both mixed numbers and improper fractions.

Common Misconceptions and Errors

Misconceptions and errors may result if students don't understand how to write a mixed number as a fraction greater than 1, how to find a common denominator, or how to find equivalent fractions.

Errors may also result if students:

- do not multiply each numerator by the factor used to create the common denominator.
- add the numerators and add the denominators.
- add instead of subtracting, or vice versa.
- make a basic multiplication fact error.
- find a common denominator, but then add or subtract the original numerators, instead of subtracting the numerators of equivalent fractions.

Ready & **i-Ready** Instructional Resources

Consider using the following as additional instructional resources for students who have placed on or above level in Number and Operations and Algebra and Algebraic Thinking. See additional recommendations on page 2 for students performing below grade level.

Beginning

Focus: Developing Underlying Concepts
Help students remember how to find equivalent fractions by multiplying the numerator and denominator of a fraction by the same number. Discuss how students can use equivalent fractions to make same-size parts that can then be added or subtracted. Then help students use equivalent fractions to find common denominators before adding or subtracting fractions.

Teacher-led Small Group
Toolbox: Ready Instruction
Grade 5, Lesson 10
- Add and Subtract Fractions

i-Ready: Tools for Instruction
Number and Operations, Level 5
- Add and Subtract Unlike Fractions and Mixed Numbers

Toolbox: Interactive Tutorial
Grade 5, Lesson 10
- Add and Subtract Fractions

Student-led Small Group
Toolbox: Center Activities
Grade 5, Lesson 10
- 5.21 ★Add and Subtract Fractions

Progressing

Focus: Practice and Building Confidence
Help students pay careful attention to the words and the numbers in each problem. Build confidence with independent practice with rewriting sums or differences of fractions with unlike denominators as sums or differences with like denominators.

Independent
Toolbox: Ready Practice and Problem Solving
Grade 5, Lesson 10
- Add and Subtract Fractions

i-Ready: Instruction
Level E
- Add and Subtract Fractions

Student-led Small Group
Toolbox: Center Activities
Grade 5, Lesson 10
- 5.21 ★★Add and Subtract Fractions

Proficient

Focus: Deepening Understanding
Encourage students to deepen their understanding of fraction addition and subtraction by finding multiple ways to rewrite sums and differences of fractions.

Student-led Small Group
Toolbox: Center Activities
Grade 5, Lesson 10
- 5.21 ★★★Add and Subtract Fractions

Standards Mastery Results

Offers detailed, student-level item analysis and suggested resources for addressing gaps and reteaching grade-level standards at the district, school, and class level

School	CEDAR ELEMENTARY
Subject	Mathematics
Student	Powell, Elijah
Student ID	013189
Student Grade	5
Assessment	Grade 5 Mathematics 5.NF.A.1: Add and Subtract Fractions With Unlike Denominators
Score	36%
Completion Date	11/10/22

Use this report to review a student's results on a Standards Mastery assessment. Review the student's responses and common misconceptions for each wrong answer.

Item 1

0/1 point

Max has $3\frac{5}{6}$ pounds of potting soil. She uses $2\frac{3}{8}$ pounds to fill a pot. How many pounds of potting soil does Max have left?

- $1\frac{2}{24}$ pounds ✗
- $1\frac{1}{3}$ pounds
- $1\frac{11}{24}$ pounds ✓
- $1\frac{1}{2}$ pounds

Incorrect: Students may have chosen this response because they found a common denominator for the two fractions but they subtracted the original numerators.

Item 2

1/1 point

Heidi has $2\frac{5}{6}$ cups of frozen blueberries and $1\frac{1}{3}$ cups of fresh blueberries. Does she have enough blueberries to make a recipe that uses 4 cups of blueberries?

Use the drop-down menus to explain your answer.

Heidi **1** has ✔ enough blueberries. She has **2** four and one-sixth ✔ cups of blueberries, which is **3** more than ✔ she needs for the recipe.

Mathematics Growth Monitoring Results for a Student

Growth Monitoring Results **Elijah Powell** **Grade 5**

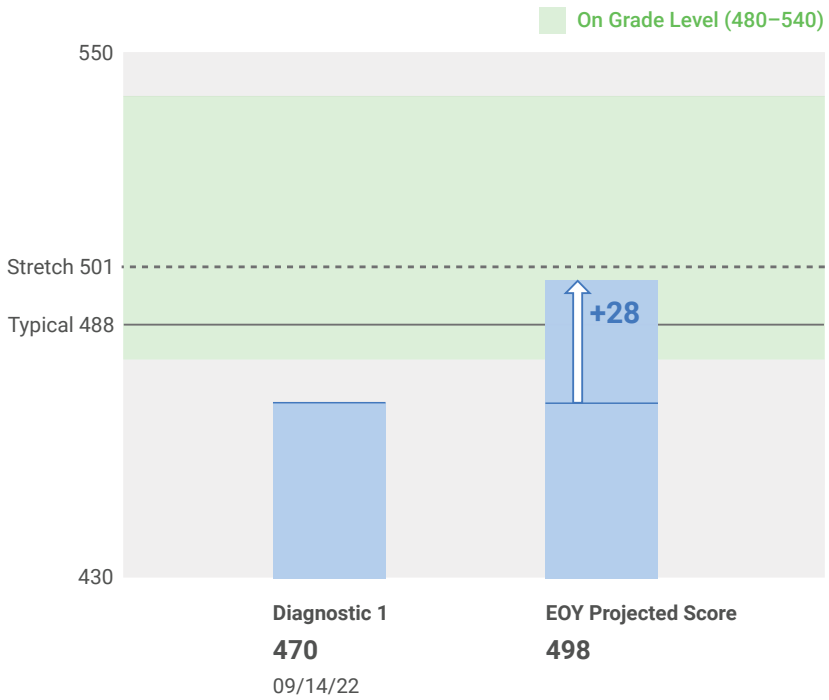
Subject

Math

Projects student's likelihood of meeting growth and proficiency targets by the end of the year with data from the Diagnostic and Growth Monitoring assessments.

Also available for Reading

Student Growth Monitoring Report



Initial Scale Score: **470** EOY Projected Growth: **+28**

	Likelihood of Meeting 100% Growth by EOY	Projected Growth/ Growth Measure
Typical Growth	Somewhat Likely 50–70% Probable	+28/18
Stretch Growth®	Somewhat Unlikely <50% Probable	+28/31
Mid On Grade or Above	Somewhat Unlikely <50% Probable	+28/28

Supporting Data

Test Date	Test Type	Scale Score	Standard Error
09/14/22	Diagnostic*	470	+/- 12
10/12/22	Growth Monitoring	473	+/- 18
11/05/22	Growth Monitoring	476	+/- 18

*This Diagnostic was designated as the baseline Diagnostic for this student and was used to establish Typical Growth and Stretch Growth measures.

Learn More about Growth Monitoring

For Families

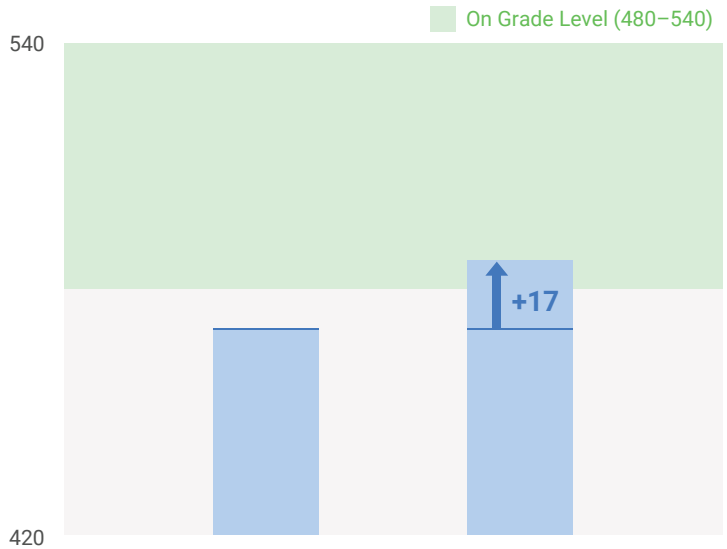
School	Cyprus Elementary
Subject	Math
Student	Elijah Powell
Student ID	ElPowell4896
Student Grade	5

Uses accessible terminology and helpful context to share student progress and celebrate growth with families—available in English and Spanish

Also available for Reading

What is i-Ready? i-Ready is an online learning program focused on reading and math. Elijah has recently taken an i-Ready assessment at school. This report gives you a snapshot of your child's performance. For more information about i-Ready, visit i-Ready.com/FamilyCenter.

Elijah's Overall Math Performance



	Test (09/14/22)	Test (12/14/22)
Placement	Approaching Grade 5	At Grade 5
Scale Score	**470**	**487**
National Norm	50th Percentile	60th Percentile

Domain	Test (09/14/22)	Test (12/14/22)
Overall	**Approaching Grade 5**	**At Grade 5**
Number and Operations	Approaching Grade 5	At Grade 5
Algebra and Algebraic Thinking	Approaching Grade 5	At Grade 5
Measurement and Data	Approaching Grade 5	At Grade 5
Geometry	Needs Improvement	Approaching Grade 5

Additional Suggestions

Discuss these results with your child

Celebrate their strengths and progress and collaborate with them on planning how they will reach their goals.

Reach out to the teacher

Ask your student's teacher for additional insight into Elijah's progress and to get ideas and resources to support your student's learning at home.

Understanding Key Terms

Placement Levels are used to guide instruction in the classroom. Placement Levels are based on Elijah's level of performance overall and on each subtest, and they describe the

Scale Scores provide a single, consistent way to measure growth across grade levels and domains. You can use a scale score to compare a

The four possible placement levels a

- Above Grade Level
- At Grade Level
- Approaching Grade Level
- Needs Improvement

Curriculum Associates

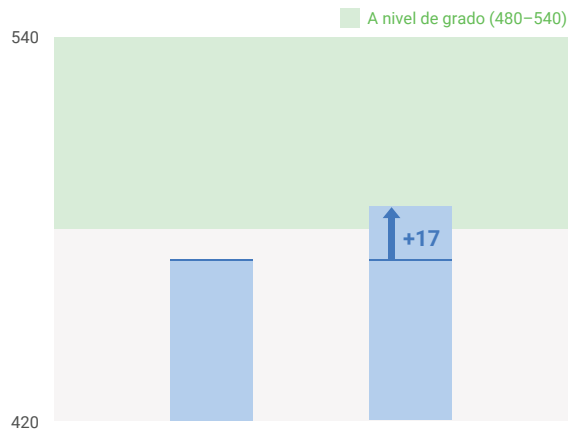
Informe Para La Familia

i-Ready

Escuela	Cyprus Elementary
Materia	Matemáticas
Estudiante	Elijah Powell
Identificación del estudiante	ElPowell4896
Estudiante grado	5

¿Qué es i-Ready? i-Ready es un programa de aprendizaje en línea que se enfoca en lectura y matemáticas. Recientemente Elijah tomó una evaluación de i-Ready en su escuela. Dicha evaluación fue presentada en inglés. Este informe le ofrece un panorama general del desempeño de su hijo o hija. Para más información sobre i-Ready, visite i-Ready.com/FamilyCenter-es.

Desempeño general de Elijah en matemáticas



	Prueba (09/14/22)	Prueba (12/14/22)
Nivel de grado	En progreso al grado 5	En grado 5
Escala de calificaciones	**470**	**487**
Norma Nacional	Percentil 50	Percentil 60

Dominio	Prueba (09/14/22)	Prueba (12/14/22)
Desempeño general	**En progreso al grado 5**	**En grado 5**
Números y operaciones	En progreso al grado 5	En grado 5
Álgebra y pensamiento algebraico	En progreso al grado 5	En grado 5
Medición y datos	En progreso al grado 5	En grado 5
Geometría	Necesita mejorar	En progresso al grado 5

Mathematics Historical Results for a Student

Historical Results ▾ **Danielle Baker** ▾ **Grade 5**

PDF | CSV (2) ▾

Subject

Math ▾

Key

Grade 2	Grade 3	Grade 4
2019–2020	2020–2021	2021–2022

Provides an overview of Diagnostic scores and placements, growth progress, and lesson data for up to three of the most recent academic years

Also available in Reading and at the class level

2021–2022 Diagnostic Performance Summary (Grade 4)

	Diagnostic 1 *09/14/21*	Diagnostic 2 *01/21/22*	Diagnostic 3 *05/22/22*
Diagnostic Growth			
Progress to Typical Growth ⓘ	–	17/23 (74%)	31/23 (135%)
Progress to Stretch Growth® ⓘ	–	17/34 (50%)	31/34 (91%)
Overall Placement			
Placement & Scale Score ↑	Grade 3 (447) Standard Error +/- 6	Grade 3 (464) Standard Error +/- 6	Early 4 (478) Standard Error +/- 6

Placement by Domain

Number and Operations ↑	Grade 3	Grade 3	Mid 4
Algebra and Algebraic Thinking ↑	Grade 3	Early 4	Early 4
Measurement and Data ↑	Grade 3	Mid 4	Mid 4
Geometry ↑	Grade 2	Grade 3	Grade 3

↑ Placement Improved from Baseline

2021–2022 Personalized Instruction Activity Summary (Grade 4)

Lessons Passed/Completed: **37/49** % Lessons Passed: **76%** Total Lesson Time-on-Task: **22h 38m**

Domain	Lessons Passed/Completed	% Lessons Passed
Number and Operations	24/32	75%
Algebra and Algebraic Thinking	6/8	75%
Measurement and Data	5/6	83%
Geometry	2/3	67%

i-Ready Assessment

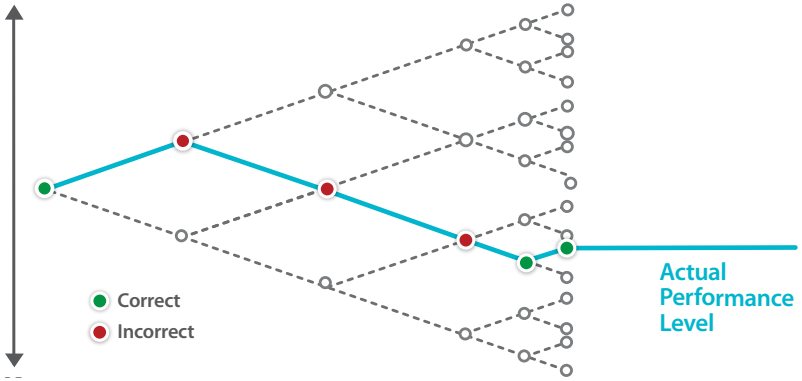
Assess with Purpose

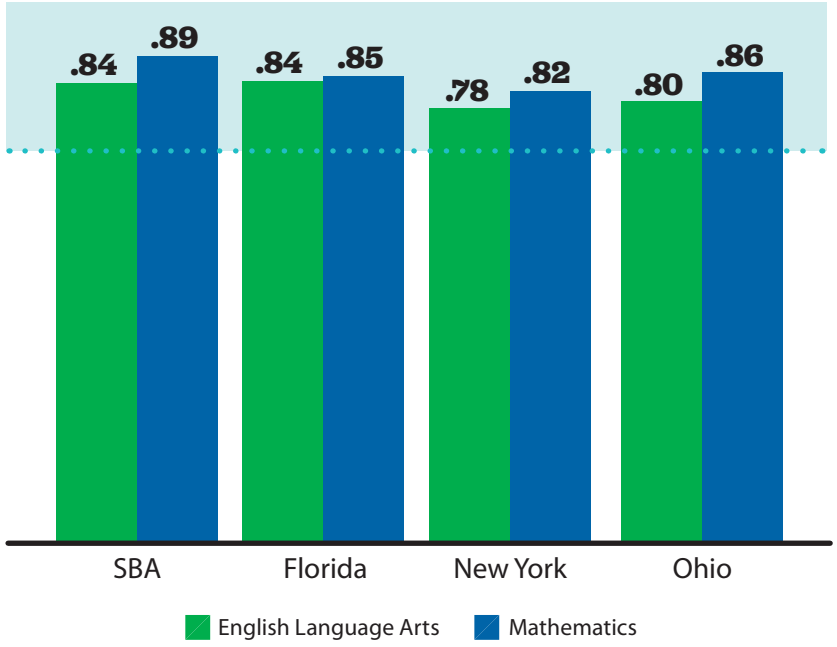
i-Ready Assessment is designed to illuminate student learning with a full suite of thoughtful, research-backed measures of student performance, including an adaptive Diagnostic, monthly growth monitoring, flexible Standards Mastery assessments, and Literacy Tasks. For each assessment, intuitive reports offer accurate, actionable data to help teachers make more informed decisions about whole class, small group, and individual instruction.

One Measure to Know More: *i-Ready Diagnostic*

Adaptive Is Better

By adapting to student responses and assessing a broad range of skills—including skills above and below a student's chronological grade—the *i-Ready Diagnostic* pinpoints a student's proficiency level and identifies the specific skills students need to learn to accelerate their growth.





Highly Correlated with State Tests

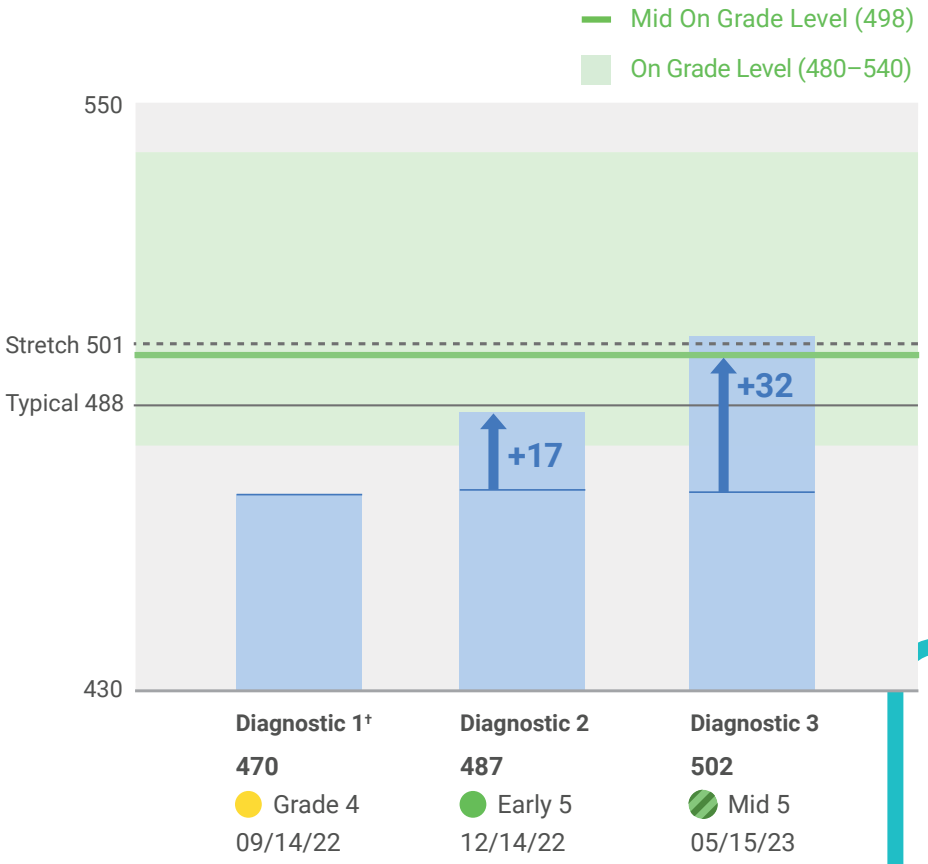
Recent research shows *i-Ready Diagnostic* is highly correlated with Smarter Balanced Assessment (SBA) and many state assessments.

For more states, visit CurriculumAssociates.com/Research.

Goals to Get to Grade Level

i-Ready's criterion-referenced placements help educators understand student performance relative to grade level, which helps achieve the goal of getting students to grade-level proficiency. The *i-Ready* growth model helps educators set ambitious yet attainable goals to put students on a path toward proficiency. *i-Ready*'s reports show student performance through:

- **Clear Grade-Level Expectations:** Reaching grade-level proficiency means getting above the Mid On Grade Level line.
- **Typical Growth:** The average annual growth for a student at this grade and starting placement level
- **Stretch Growth:** An ambitious but attainable level of annual growth that puts students who are not yet proficient on a path toward proficiency and helps students who are already on track for proficiency to achieve or maintain advanced proficiency levels



i-Ready Assessment

Quality Results Start with Quality Items

i-Ready Assessment items are built by design to measure college- and career-readiness standards. Students using *i-Ready* can effectively demonstrate skills and their proficiency with state content standards while building comfort and familiarity with item types like the ones seen on state tests.

Examples of Tech-Enhanced Item Types Include:

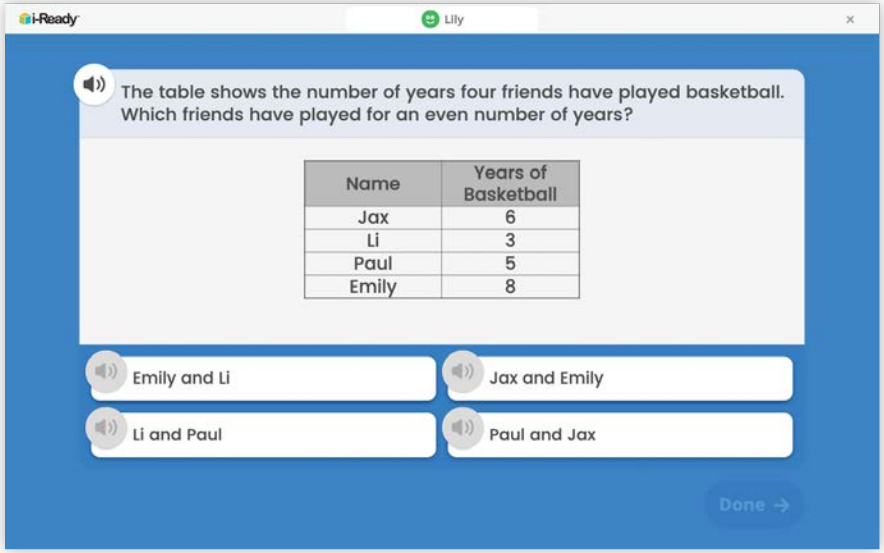
Innovative Items: Drag-and-drop; dropdown; multi-select; text highlighting

Traditional Multiple Choice with Virtual Tools: Ruler; protractor; number pad; ten-frame counter; unit square and cubes; base-ten blocks

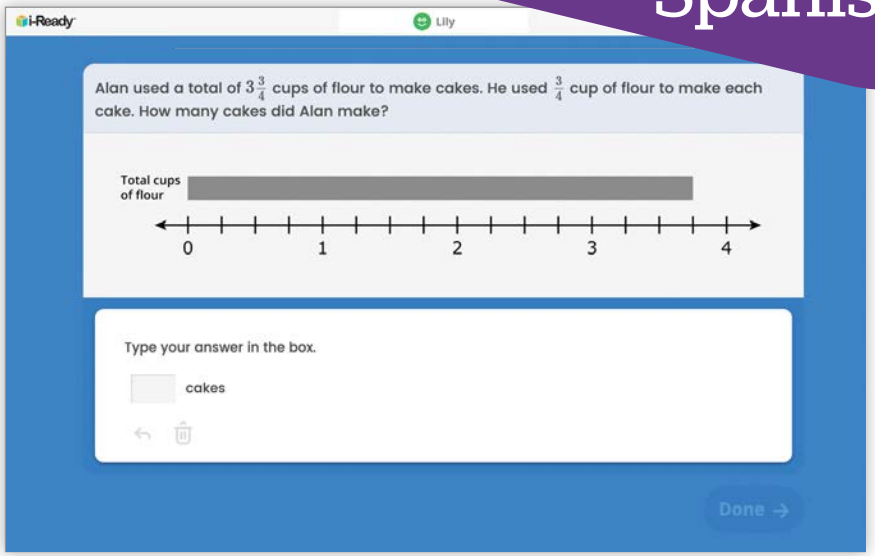
Constructed Response: Short, open-ended response; graphing using tools; modeling using tools; equation builders; plotting on number lines

Diagnostic for Mathematics available in **Spanish**

Mathematics

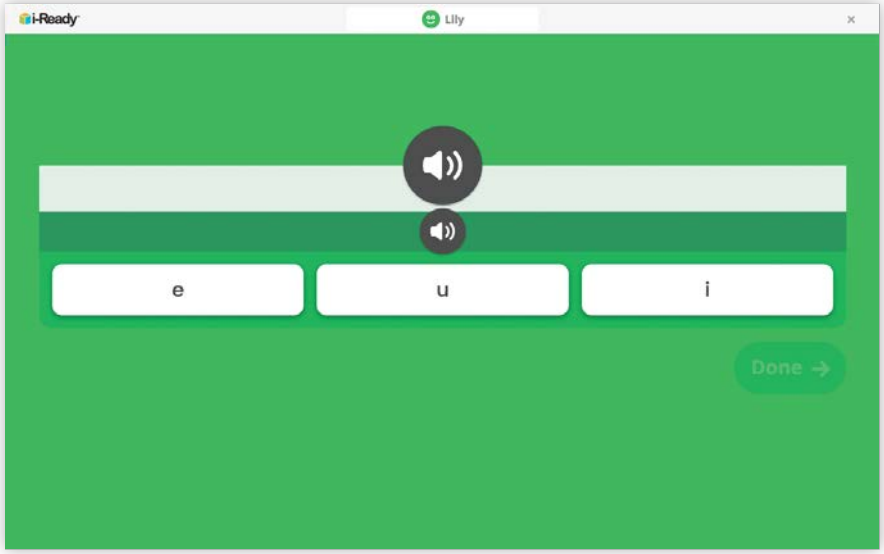


Grade 2—Algebra and Algebraic Thinking

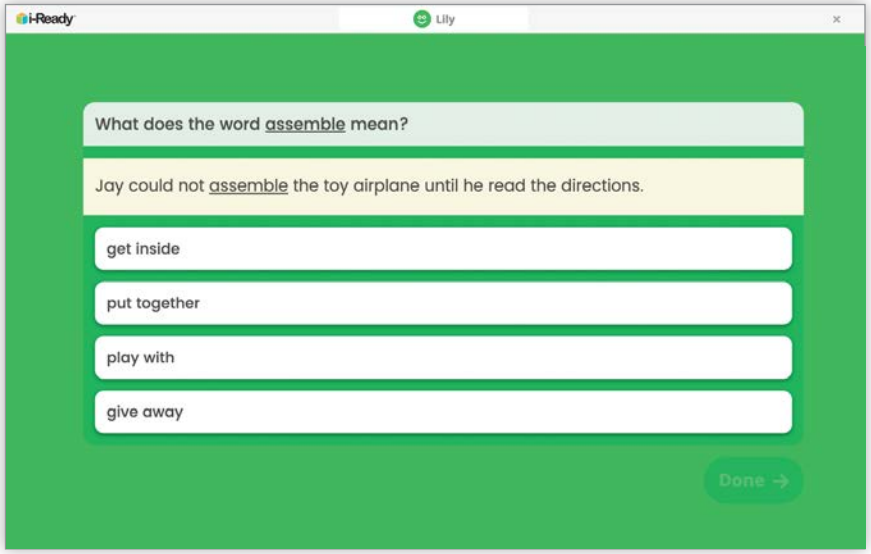


Grade 6—Number and Operations

Reading



Grade K—Phonics



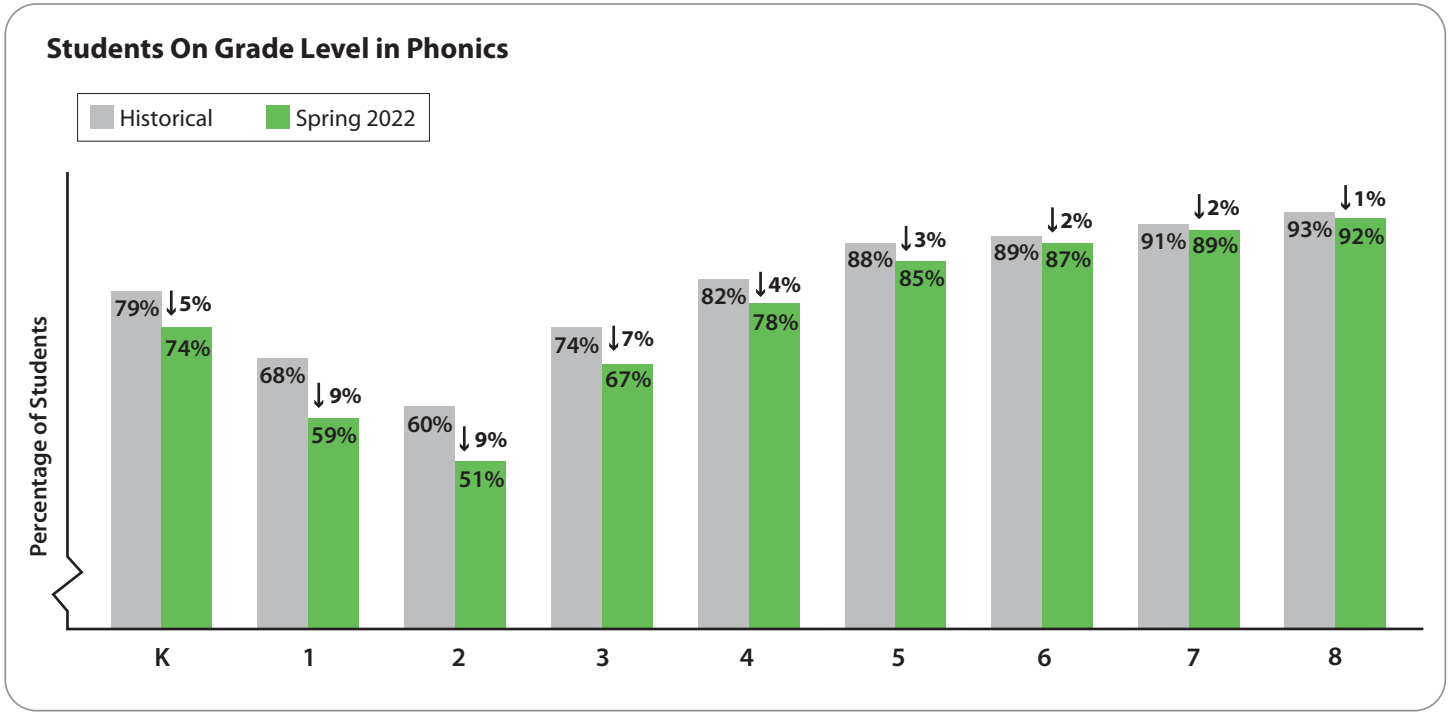
Grade 4—Vocabulary

i-Ready Assessment

Committed to the Science of Reading

Rooted in the belief that all children can become skilled readers and that the best way to get them there is evidence-based, systematic, and explicit literacy instruction, *i-Ready Assessment* and Personalized Instruction work together to lead every child to reading success.

% of Students Who Are On Grade Level in Phonics



Now More Than Ever, Students Need Support in the Foundational Skills

Results from spring 2022 showed that fewer students are on grade level in foundational reading skills, particularly in Grades K–3.

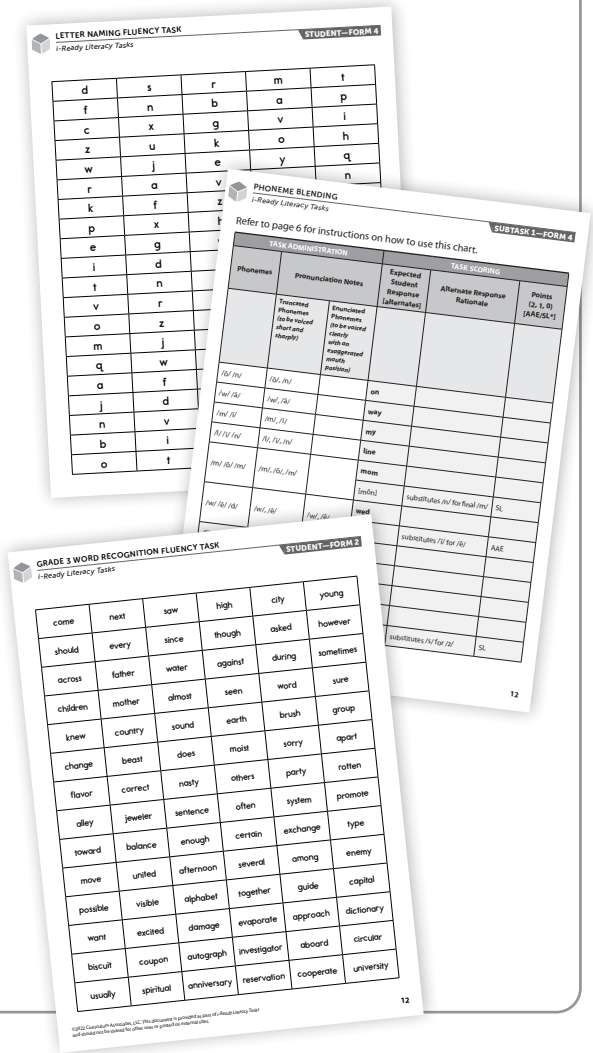
Literacy Tasks for All Five Components of Reading

i-Ready helps students strengthen the skills they need to become fluent readers through explicit, systematic instruction that is grounded in the Science of Reading. The *i-Ready Literacy Tasks* allow for an even more targeted understanding of the reading skills of students who may need further evaluation.

Used to complement the *i-Ready Diagnostic* for Reading, these tasks offer developmentally appropriate reading tasks in foundational and other critical reading skills, including:

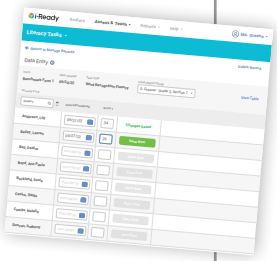
- Rapid Automatized Naming (RAN)
- Phonological Awareness
- Letter Naming Fluency
- Letter Sound Fluency
- Word Recognition Fluency (i.e., word reading fluency)
- Pseudoword Decoding Fluency (i.e., nonsense word fluency)
- Passage Reading Fluency (i.e., oral reading fluency)
- Spelling and Encoding Skills

i-Ready Literacy Tasks provide educators with both Benchmark and Progress Monitoring sets of tasks to help inform instruction.



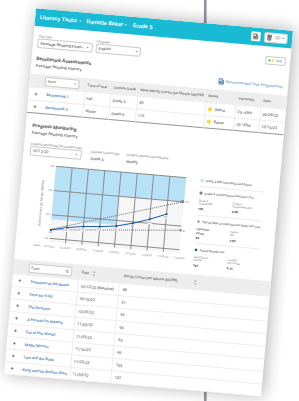
Integrated Data Entry

Record scores from offline tasks in *i-Ready Connect*™ with easy-to-use data entry forms.



Intuitive Reporting

View data in *i-Ready Connect* to determine the targeted reading instruction your students need. Some reports and exports will be available later in the 2022–2023 school year.



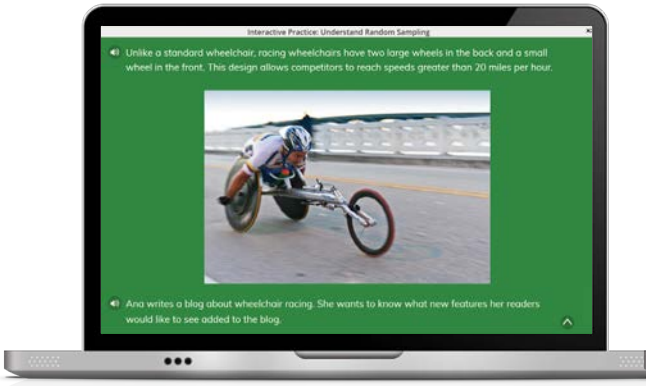
i-Ready Learning

Every Student Can Reach a Higher Bar with the Right Instruction

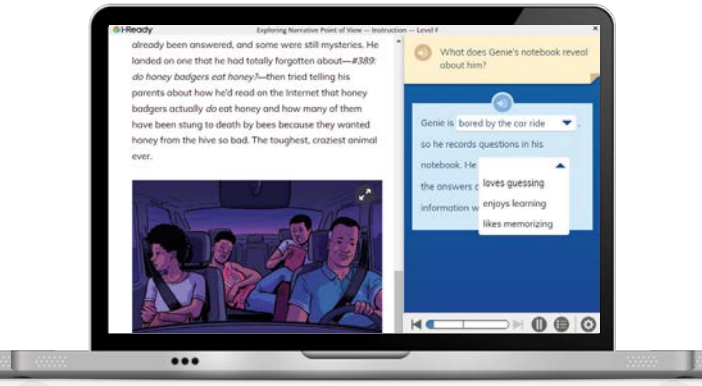
i-Ready Personalized Instruction delivers powerful online lessons that motivate students on their path to proficiency and growth. Driven by insights from the *i-Ready Diagnostic*, *i-Ready*'s lessons for Grades K–8 provide tailored instruction that meets students where they are in their learning journey and encourages them as they develop new skills.

Personalized Instruction

Each lesson is developed using research-based principles to provide engaging instruction and practice that supports each student as they dive into challenging material carefully selected to encourage productive struggle and ignite growth.



Built based on cutting-edge research into effective online learning practices, *i-Ready*'s online lessons adapt to each student's needs through responsive instruction and engage students across a range of ages.



Students are encouraged to do, not listen passively, while making real-world connections and understanding the "why" behind the "how."

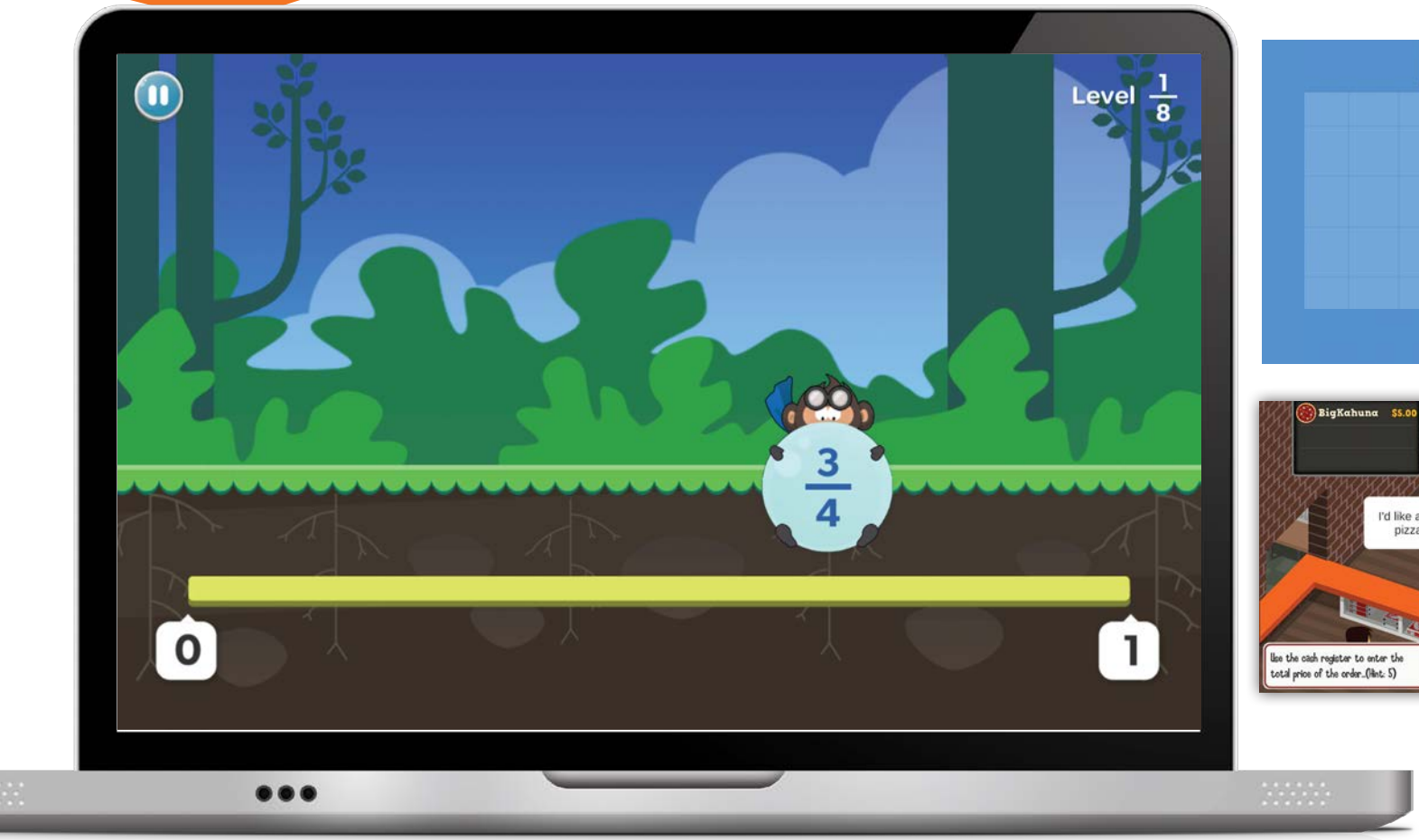
Lessons feature culturally relevant, rigorous texts and embedded strategic scaffolds, like supportive feedback that motivates students to persist in both text and task and offers particular benefits to English Learners.

Learning Games (Grades K–8, Mathematics)

Fun and Engaging Math Practice Personalized for Your Students

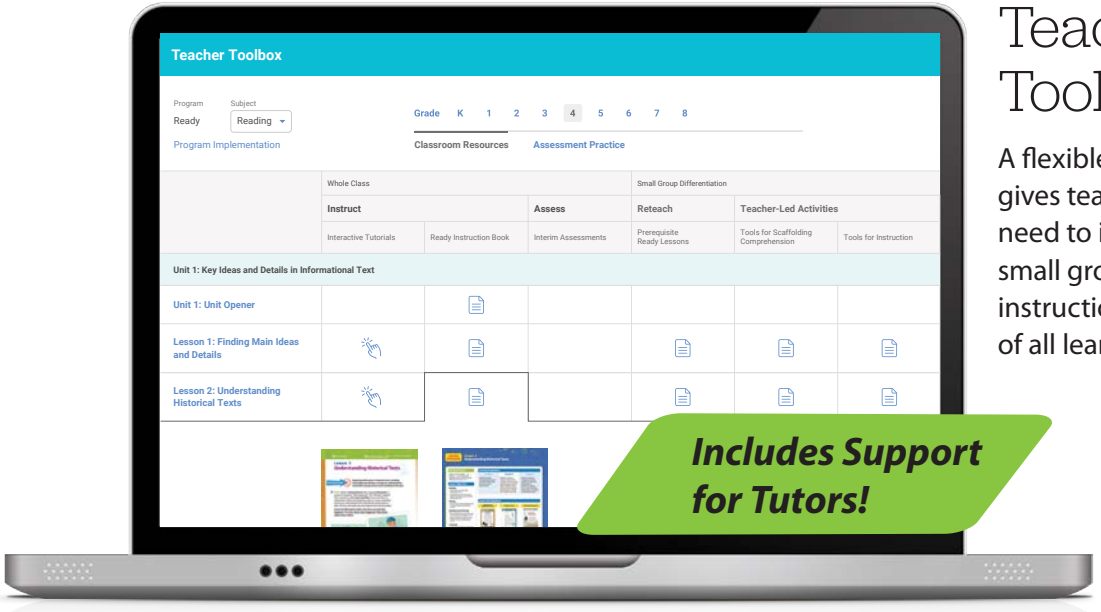
i-Ready's interactive Learning Games provide engaging mathematics practice that strengthens understanding of mathematical concepts and fosters a positive relationship to challenging elementary standards. Teachers are provided real-time snapshots of student performance, including skills progress and growth mindset.

Also available in Spanish



i-Ready® Learning

Instruction Driven by Teachers, Tailored for Students

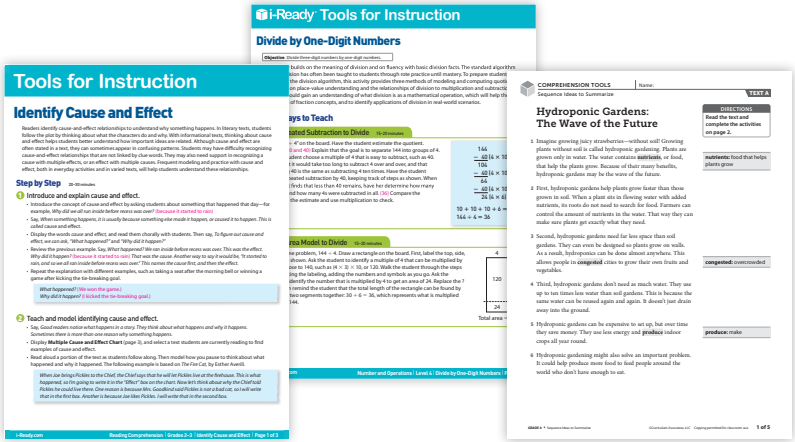


Teacher Toolbox

A flexible digital collection that gives teachers the tools they need to implement whole class, small group, and individualized instruction that meets the needs of all learners

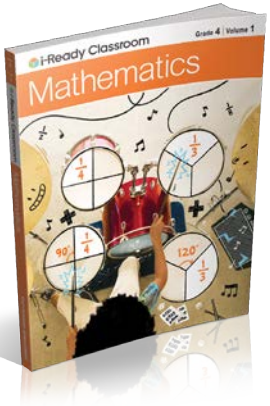
Tools for Instruction and Tools for Scaffolding Comprehension

Targeted, actionable instruction based on student needs identified by the *i-Ready Diagnostic*



Proven Teacher-Led Programs

i-Ready works seamlessly with our proven supplemental and core instructional programs, providing recommendations for differentiated instruction and effective teaching of grade-level materials.



Core Mathematics Instruction

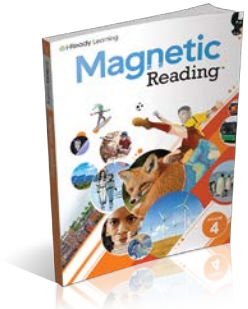
i-Ready Classroom Mathematics is a comprehensive core mathematics program for Grades K–8 that uses mathematical discourse and rigorous practice opportunities to help students take ownership of their learning.

Mathematics, Reading, and Writing Instruction

Ready programs support teachers in differentiating instruction for small groups and individuals, enabling all students to receive the instruction they need to build their confidence and help them grow.

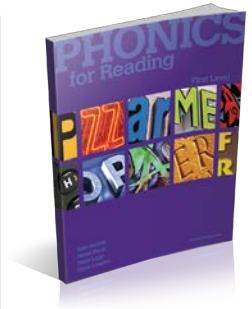
Foundational Reading Instruction

Magnetic Reading Foundations is a comprehensive foundational skills program for Grades K–2 that includes everything educators need to deliver explicit, systematic foundational skills instruction for students to become confident and skilled readers.



Reading Comprehension Instruction

Magnetic Reading is a reading comprehension program for Grades 3–5 that builds knowledge, scaffolds instruction to support all learners, and uses actionable data to help teachers support student learning. Built in partnership with the Johns Hopkins Institute for Education Policy.



New Edition Coming in 2024!

Phonics Intervention for Striving Readers

Authored by reading expert Dr. Anita Archer, *PHONICS for Reading* is a systematic, research-based intervention program that helps students in Grades 3–12 rapidly build the skills they need to become fluent, independent readers.

i-Ready en Español: Bringing the Power of *i-Ready* to Dual-Language and Bilingual Classrooms

Our Spanish-language components are designed to support students from a broad spectrum of learning backgrounds, experiences, and communities, recognizing the linguistic and cultural assets they bring to the classroom. Our assessments and instruction can help all learners striving for biliteracy in Spanish and English achieve their academic goals.

Mathematics

Diagnostic for Mathematics (Grades K–12)

Personalized Instruction (Grades K–8)

Tools for Instruction (Grades K–8)

Learning Games (Grades K–8)

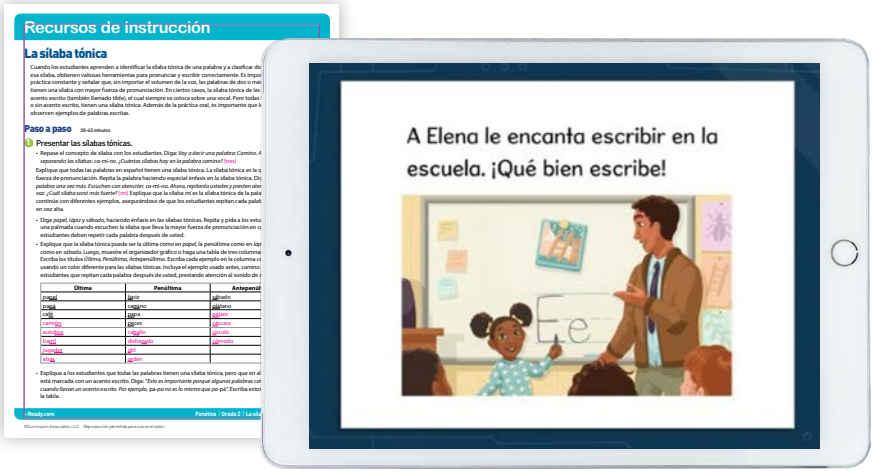
Reading

Assessment of Spanish Reading (Grades K–6)

Personalized Instruction (Grades K–5)

Tools for Instruction (Grades K–6)

Literacy Tasks (Grades K–6)



Assessment of Spanish Reading

Did you know . . .

Shows student reading proficiency in Spanish against grade-level standards

Subject
Reading

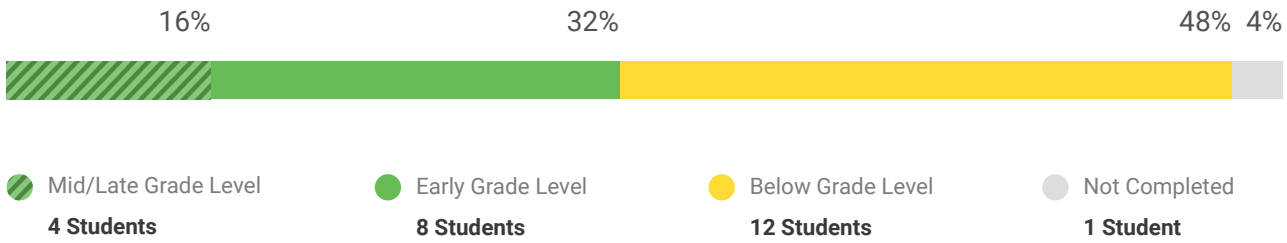
Class/Report Group: All Reading Students

Assessment Grade: 1

Window: Beginning of Year

Overall Spanish Placement

Students Assessed/Total: **25/30**



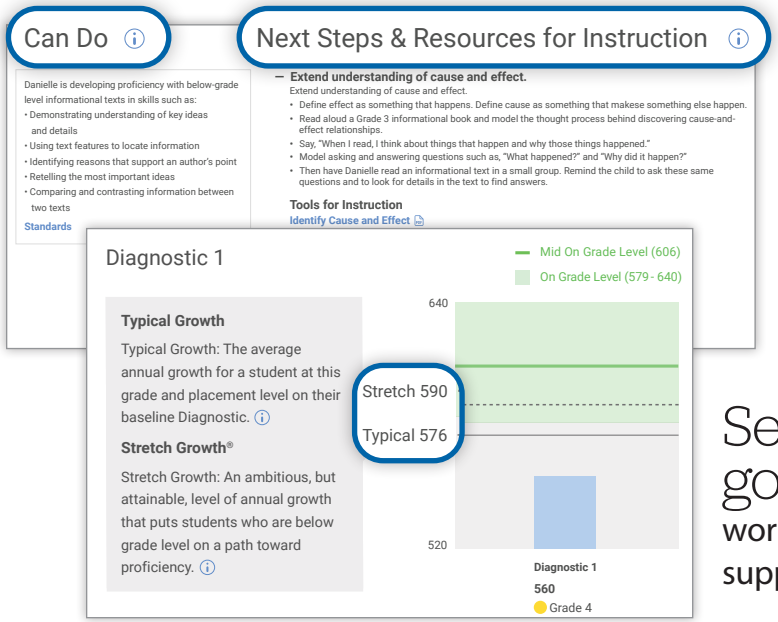
See Tools for Instruction for More Resources

Showing 30 of 30

Completed: 24 | In Progress: 1 | Not Started: 0 | Unassigned: 5

Student Name	Status	Overall Spanish Placement	% Correct by Domain				
			Phonological Awareness	Phonics	Comprehension: Literature	Comprehension: Informational Text	Vocabulary
Alvarez, Gabriel	Completed 08/31/22	Below	57%	71%	13%	14%	17%
Amato, Florentina	Completed 09/02/22	Below	57%	43%	0%	14%	33%

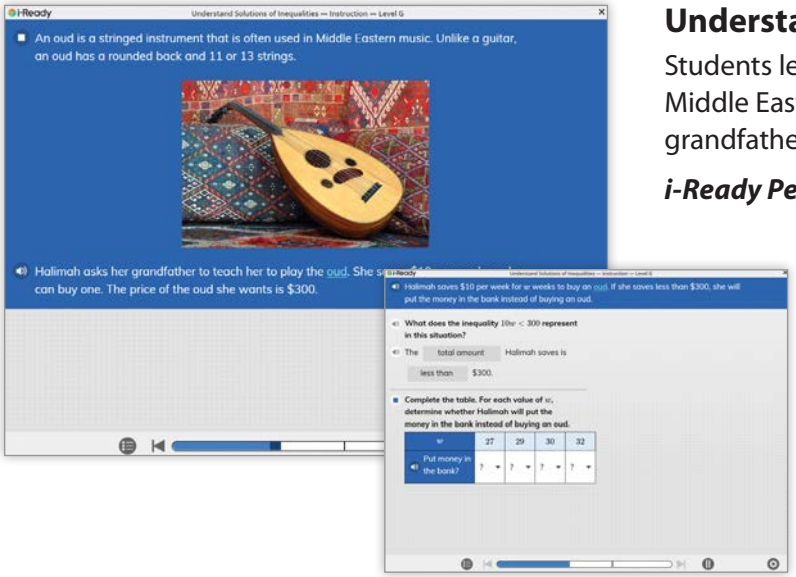
Advancing Equity for All Students



Gain asset-based insight into what each student can do and where they need to go next.

Set ambitious, attainable goals that help students orient to grade-level work, and provide them with the instructional supports to get there.

Engage every learner through culturally responsive content that helps students feel seen and valued.



Understand Solutions of Inequalities

Students learn about inequalities in a word problem about a Middle Eastern stringed instrument that a character wants her grandfather to teach her how to play.

i-Ready Personalized Instruction, Mathematics, Grade 7

"Punks Don't Get Nervous" from *The First Rule of Punk* by Celia C. Pérez

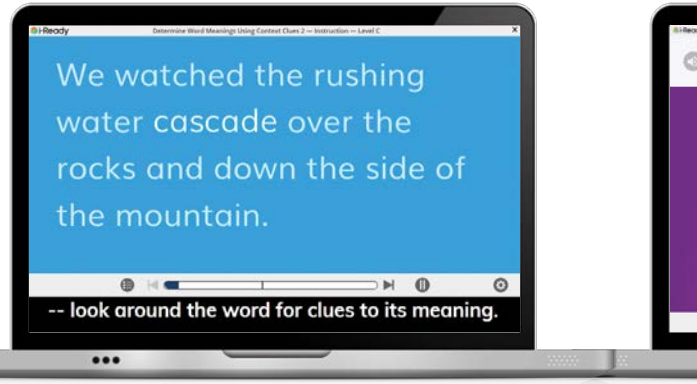
Mexican American 12-year-old Malú, who loves punk rock, works on a 'zine to express her reluctance to move with her mother to Chicago and far from her father for two years.

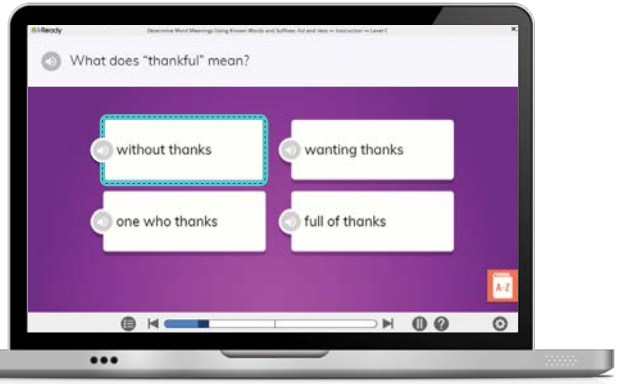
i-Ready Personalized Instruction, Reading, Grade 5

Dedicated to Creating Accessible Experiences

Our materials use an evolving system of supports that maximize usability for students with disabilities. We strive to ensure that accessibility and accommodation support considerations are incorporated into our product development process from the very beginning, and we've developed a continuous improvement approach to accessibility that ensures we're always improving and learning.

Our accessibility features include:





Universal Audio Support

Students can click on an audio button to hear the text of a question and/or answer read aloud. This feature can be used to support read-aloud accommodations.

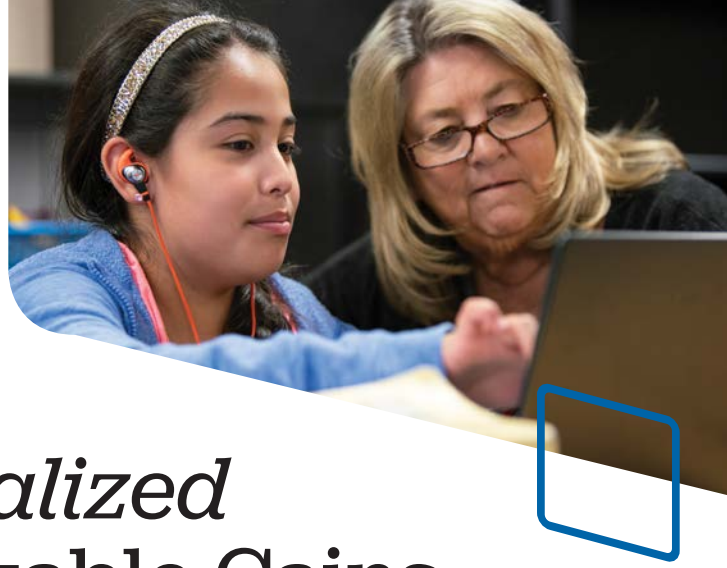
Closed Captioning

Closed captioning displays text on a screen that aligns to the audio playing in a lesson.

Keyboard Navigation

Students can interact with content by using the keyboard. When using keyboard navigation, a focus indicator appears around each element as the user tabs through the page.

i-Ready Learning

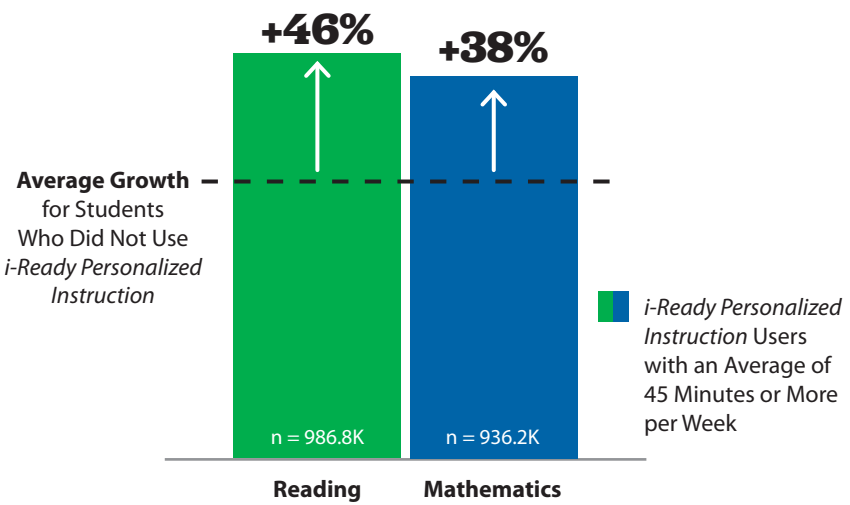


Efficacy ESSA Evidence

Students Using *i-Ready Personalized Instruction* Experience Remarkable Gains

The Curriculum Associates Research team analyzed data from more than one million students who took the *i-Ready Diagnostic*. This large-scale study provides additional support that *i-Ready* is a well-researched program that meets the criteria for "evidence based" as outlined by the Every Student Succeeds Act (ESSA).

Score Gains for Students Using *i-Ready* Relative to Students Not Using *i-Ready*, Grades K–8

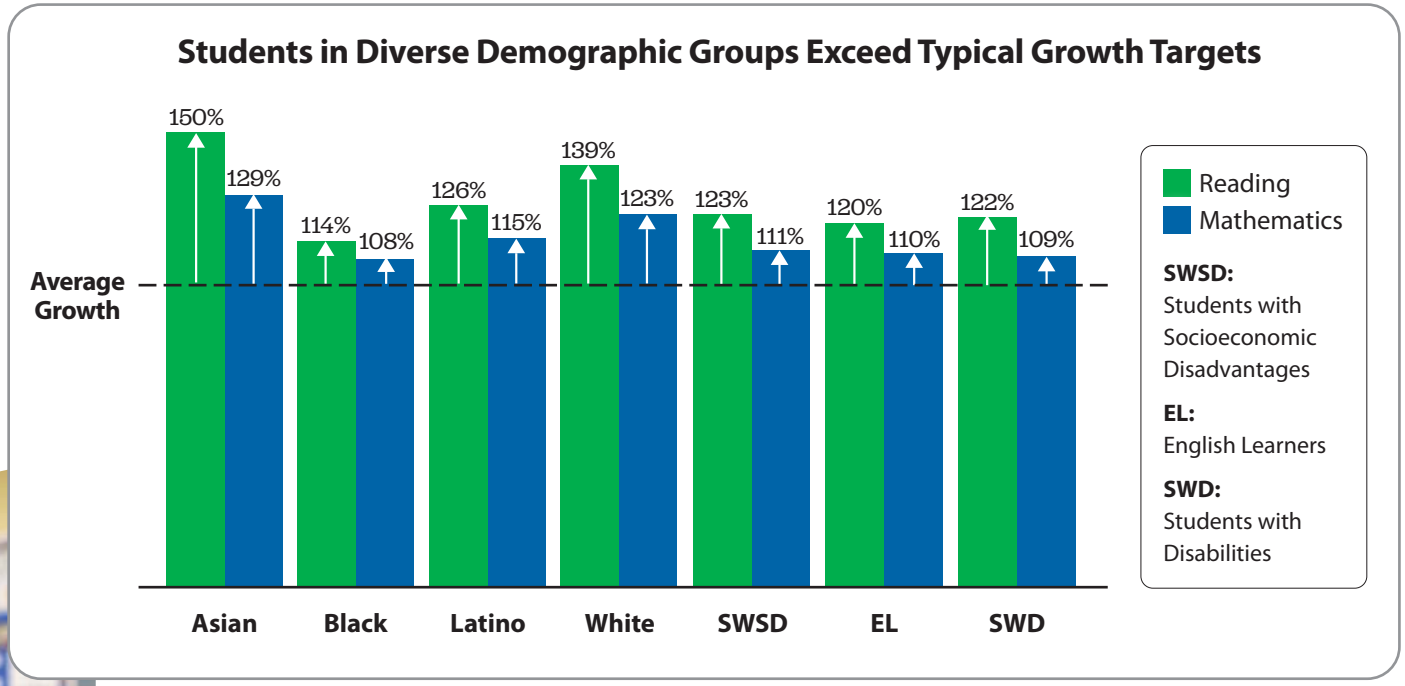


Students Achieve Greater Growth with *i-Ready*

Students using *i-Ready Personalized Instruction* for an average of 45 minutes or more per subject per week for at least 18 weeks showed statistically significantly greater growth than the average student who did not use *i-Ready Personalized Instruction*.

i-Ready Accelerates Growth for Student Groups

An additional study of students in Grades K–5 who used *i-Ready Personalized Instruction* during the 2020–2021 school year meeting ESSA Level 3 evidence found that students in various demographic groups who used *i-Ready* instruction as recommended exceeded their Typical Growth targets.



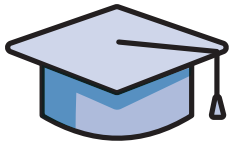
For more of the research behind *i-Ready*, including research meeting ESSA evidence criteria, please visit **CurriculumAssociates.com/Research**.

i-Ready Partners

Each *i-Ready* partner has a different role to play in a successful implementation, working alongside you every step of the way to help you drive the greatest impact with *i-Ready*.

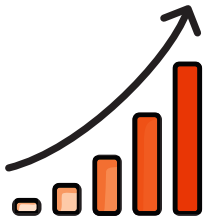
Partner Success Manager

Dedicated partners working with you to integrate *i-Ready* data into classrooms and achieve your district goals



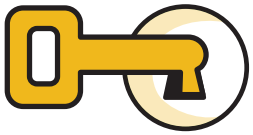
Professional Development

Experienced educators focused on best teaching practices to drive student achievement



Achievement Analytics

Periodic placement and progress analyses with ongoing analytic support



Educational Consultants

Program design and pedagogy experts providing strategic guidance

Technical Support

Responsive technical support and proactive issue identification

Flexible Professional Development That Grows with Your Implementation

Our professional development helps educators learn and enact carefully developed practices built around the most important actions that drive student growth.

Product Knowledge → **Practice Change**

New Users
Connecting data to instruction

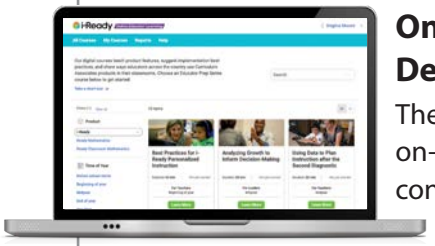
Practicing Users
Embedding data in daily instruction

Advanced Users
Expanding use of data for broader impact

What We Offer

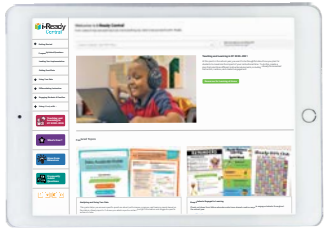
Expert-Facilitated Sessions That Provide the Foundation of a Data Culture

Led by expert former educators, our live professional development sessions use active, hands-on learning and engagement with data to build practical knowledge and pedagogical change.



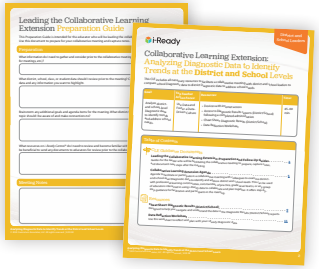
Online Educator Learning: Supporting Development, 24/7

The Online Educator Learning platform provides on-demand, interactive courses that enhance concepts introduced in facilitated professional development sessions.



Tools to Build a Collaborative Community of Learning

Designed to help you explore key steps and strategies in professional learning communities, grade-level team meetings, or other collaborative settings



Resources to Help Educators Make the Most of *i-Ready*

Comprehensive and easy to access, *i-Ready Central*® is filled with a wealth of resources for teachers, coaches, and leaders.

i-Ready®

THE JOURNAL 2020 NEW PRODUCT AWARD

BUROS CENTER FOR TESTING

Received a positive review in *The Twentieth Mental Measurements Yearbook* (published by the Buros Center for Testing)

//CODiE//
2022 SIIA CODiE FINALIST

NCII NATIONAL CENTER ON INTENSIVE INTERVENTION at American Institutes for Research

Received high ratings from the National Center on Intensive Intervention.

TECH & LEARNING BEST of SHOW ISTE20 LIVE Winner

Want to find out more?

i-Ready.com/Empower

35064.0

Professional Learning
2023 Edition

i-Ready®

Lead the Charge for Impactful Learning

Looking for grants and funding support? Find out if you are eligible for *i-Ready* Professional Learning at: CurriculumAssociates.com/Grants-and-Funding.

Your Impact Is Our Purpose

Propel your team's professional learning growth to new heights. Curriculum Associates partners with you to guide and strengthen instructional practices based on your classrooms' unique assessment and learning data, all powered by *i-Ready Assessment*. Both teachers and leaders develop muscles ready to flex to make the leap to identify growth opportunities and reinforce daily data-driven instructional strategies. Sustained in-person or virtual sessions drive educator engagement with a partner there to work alongside you as you move along the continuum from product to practice. Educators can inform and make adjustments to their instruction and watch their practice improve with real-time feedback from assessment data and personalized instruction that mirrors what is happening in the classroom.

Create professional learning plans that can be updated and modified along the way. *i-Ready Partners* work alongside you to understand your needs and goals, outlining pathways to measurable and visible growth as your needs and goals change, product enhancements launch, and even when new educators onboard.

Year 1
Product Knowledge

Years 3+
Practice Change

New Users:
Connecting data to instruction

Practicing Users:
Embedding data in daily instruction

Advanced Users:
Expanding use of data for broader impact

Energize Your Educators with Exceptional Professional Learning

> My professional learning session taught me so much about *i-Ready*! Our [professional learning] specialist was prepared, knowledgeable, and showed me a lot of ways to use my data to inform my instruction. I feel so excited to go and use what I learned in my classroom!
>
> —Teacher, Memphis, TN

95%

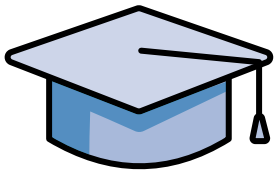
of educators gained useful and relevant knowledge in their professional learning sessions.

i-Ready® Partners

Your *i-Ready Partners* team is your partner in learning, from successful implementation to data analysis, to improving day-to-day instructional routines.

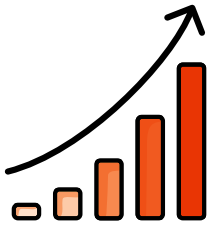
Partner Success Managers

Dedicated partners working with you to integrate *i-Ready* into your classrooms and create a data culture



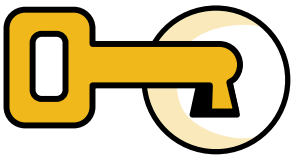
Professional Learning

Experienced educators delivering immersive experiences focused on best teaching practices to drive student achievement



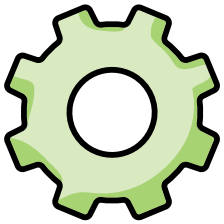
Achievement Analytics

Periodic placement and progress analyses with ongoing analytic support



Educational Consultants

Program design and pedagogy experts providing strategic guidance



Technical Support

Responsive technical support and proactive issue identification

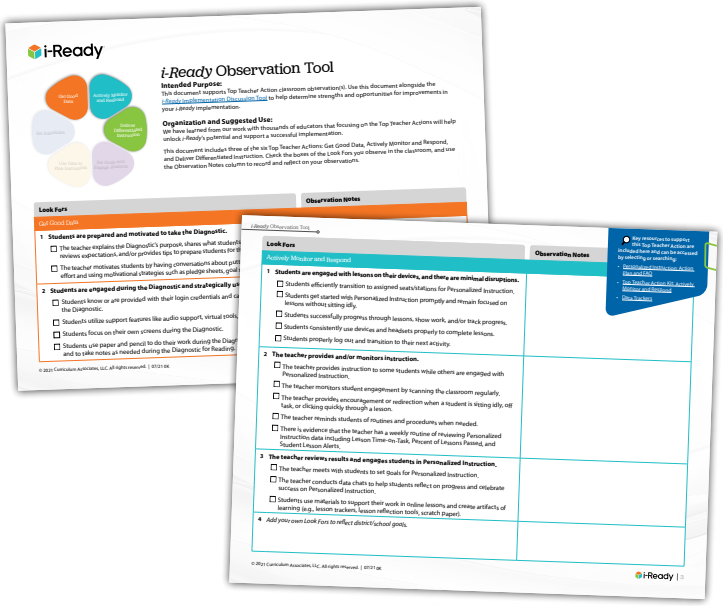
What We Offer

A System of Support to Meet in-the-Moment Needs to Drive Student Growth

Leader Support

Building Leader Capacity for Successful Implementations

Leaders are an essential component of a strong *i-Ready* implementation, and building their capacity is part of our plan. We offer leader support through focused courses as well as ongoing consultation via Tailored Support sessions. Our specialized tools for data analysis, walkthroughs, and feedback discussions enable leaders to better manage their implementations to success.



Professional Learning Sessions

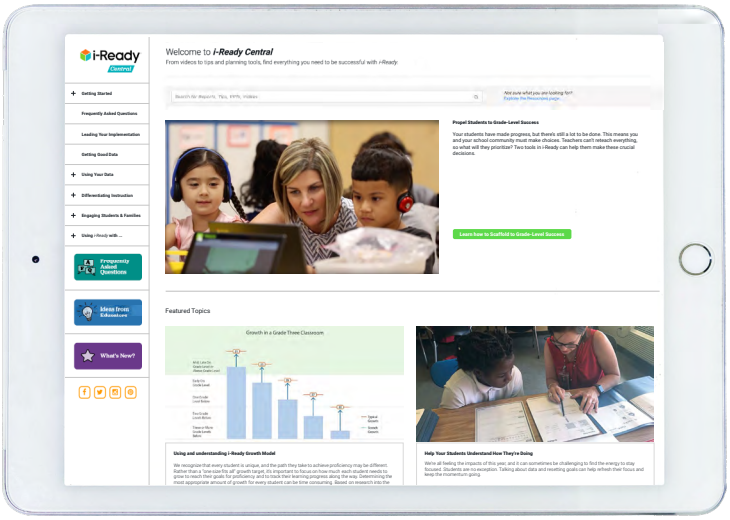
Expert-Facilitated, Sustained Support

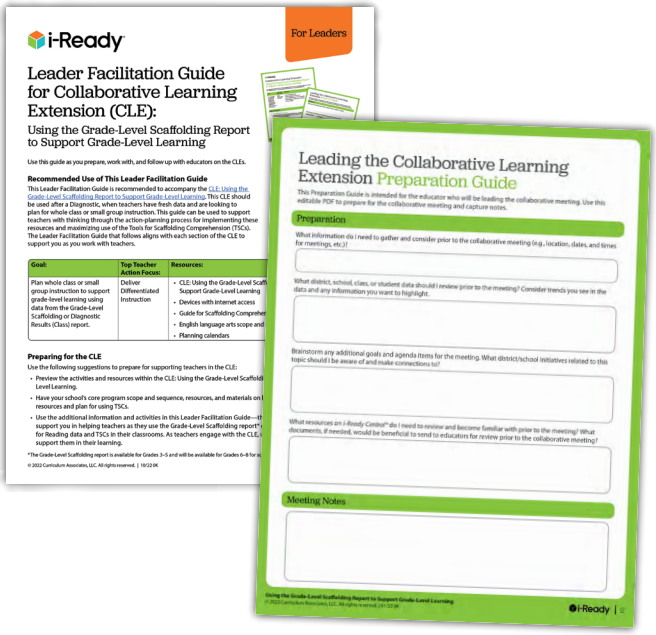
Led by expert former educators, our live sessions use active, hands-on learning and engagement with data to build practical knowledge and pedagogical change. These sessions can be delivered on site or virtually. **See pages 6–7 for scope and sequence and pricing.**

i-Ready Central®

Curated Resources on a Single Platform

Comprehensive and easy to access, *i-Ready Central* is filled with a wealth of resources for teachers, coaches, and leaders. The platform is carefully curated to help the novice get just what they need in the moment or the expert dive deeply into the many facets of *i-Ready*. Every educator is welcome to stop by and get inspiration or an answer.





Collaborative Learning Extensions

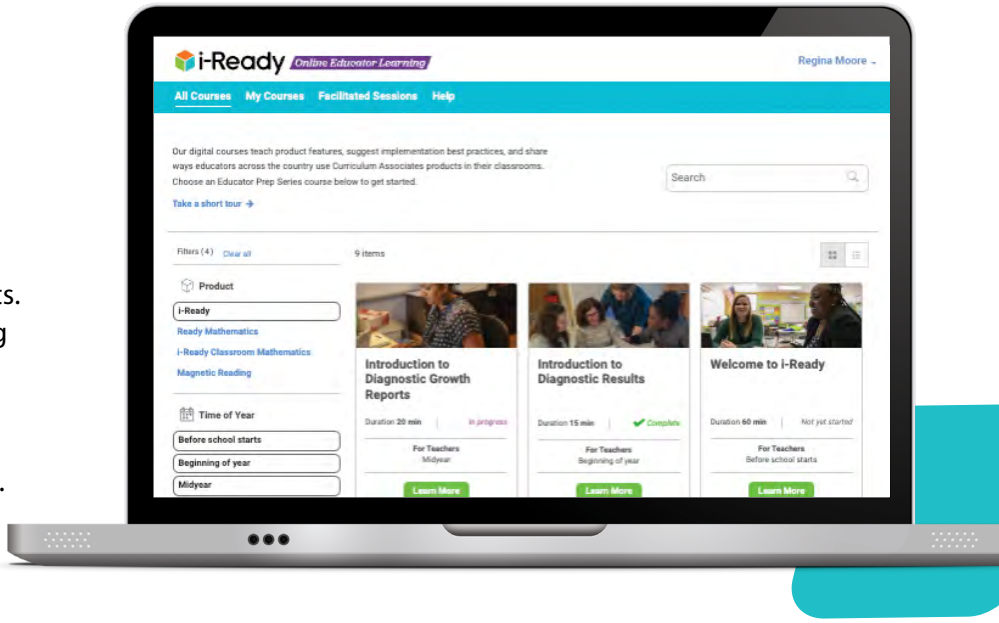
Tools to Build a Collaborative Learning Community

Dive deep into the areas of *i-Ready* that are most useful to your implementation. Collaborative Learning Extensions (CLEs) are designed help you explore key steps and strategies in professional learning communities (PLCs), grade-level or team meetings, or other collaborative settings. The CLEs include all necessary resources for educators—including leaders, coaches, or teachers—to facilitate collaborative meetings with colleagues.

Online Educator Learning

On-Demand, Interactive Learning

Engaging Online Educator Learning (OEL) courses complement *i-Ready* Professional Learning sessions by reinforcing key concepts. Educators learn best practices by completing modular courses at the right time, at their own pace. Detailed course completion reports offer school and district leaders insight into their staff's professional learning.



Professional Learning Scope and Sequence

Our professional learning is designed to grow along with your implementation, meeting the learning needs and interests of educators at each phase of their development: New, Practicing, and Advanced. Our courses address a set of common learning outcomes, while our Tailored Support sessions deliver targeted outcomes specific to your needs. All sessions in this scope and sequence can be facilitated on site or virtually. Some sessions may be recommended for virtual facilitation depending on your implementation needs.

	New Connecting Data to Instruction	**3 Sessions*** Total: $6,000/Site	**Practicing** Embedding Data in Daily Instruction
Back to School	***For Leaders:*** Starting Strong with *i-Ready*	**Included****	***For Leaders:*** Analyzing School Data to Start Your Year Strong *This course can be delivered during Back to School **or** after the first Diagnostic.*
	For Teachers: Getting Good Data with *i-Ready*	✓	
After the First Diagnostic	***For Teachers:*** Using Data to Plan Instruction	✓	***For Teachers:*** Delivering Differentiated Instruction
After the Second Diagnostic	**Tailored Support** **Supporting Fidelity** We identify data trends and recommend topics to get everyone on the path to *i-Ready* success. This session ensures that momentum from Using Data to Plan Instruction extends to the second Diagnostic and beyond.	✓	***For Teachers:*** Helping All Learners Succeed **Tailored Support†** **Supporting Classroom Impact** We collaborate with you to gauge teachers' proficiency so we can build differentiated agendas to meet their needs and help develop internal coaching capacity in providing flexible support to educators as they implement *i-Ready*.

*Each à la carte session is $2,000 ($2,250 in Alaska and Hawai'i). See pages 14–15 for details about our flexible scheduling and grouping.

**Districts with three or more implementing sites purchasing professional learning packages will receive a centralized leadership session (one per every 10 sites) of up to three hours in length.

†Practicing and Advanced Tailored Support sessions can be scheduled at any time during the school year.

New to Teaching Series!

The *i-Ready* New to Teaching series is a three-session*, in-person professional learning series designed for first-time teachers who have not participated in traditional teacher education coursework.

Before a Diagnostic

Session I: Getting and Understanding Good Data *(2 hours)*

- Prepare and motivate students.
- Collect meaningful data.
- Implement data practices.

After a Diagnostic

Session II: Using Data to Plan Whole Class Instruction *(2 hours)*

- Analyze data to strategically plan for whole class instruction.

Session III: Using Data to Plan Small Group Instruction *(2 hours)*

- Analyze data to strategically plan for small group instruction.

	3 Sessions* Total: $6,000/Site	2 Sessions* Total: $4,000/Site
	Included**	Included**
	✓	✓
	✓	✓
	✓	

Advanced — Expanding Use of Data for Broader Impact	2 Sessions* Total: $4,000/Site	1 Session* Total: $2,000/Site
Tailored Support† — **Supporting Continuous Growth and a Culture of Data** — We collaborate with you to deliver targeted support to address building- or classroom-level interests and issues, support new users, and ensure that all educators are evolving their practice using the latest and greatest updates and tools for *i-Ready*.		
For Leaders: Tailored Support	Included**	Included**
For Teachers: Tailored Support	✓ ✓	✓

Your First Year with i-Ready

Surrounded by Support

New: Connecting Data to Instruction

In your first year with *i-Ready*, our *i-Ready Partners* will support you every step of the way. Your first year of professional learning will include several expert-led sessions, along with just-in-time OEL resources, as well as resources for PLCs or other educator-led groups to deepen their learning.

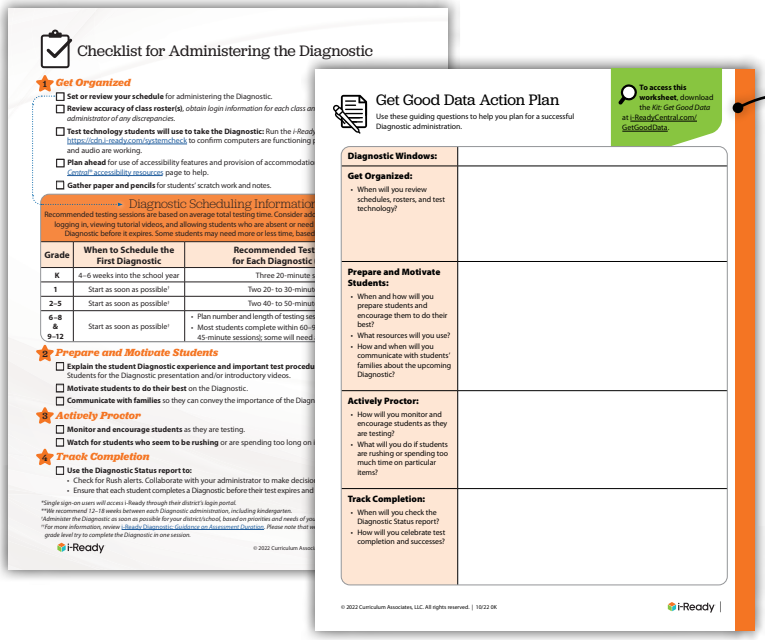
	Professional Learning Led by Our *i-Ready* Experts*	Online Educator Learning	Select Teacher and Leader Resources and Tools**
Before the First Diagnostic	***For Teachers:*** Getting Good Data with *i-Ready* ❶ ***For Leaders:*** Starting Strong with *i-Ready*	***For Teachers:*** Administering the Diagnostic	***For Teachers:*** Kit: Get Good Data ***For Leaders:*** Diagnostic Look Fors ❸
After the First Diagnostic	***For Teachers:*** Using Data to Plan Instruction ❹ ***For Leaders:*** Grade-Level Data Analysis and Action Planning†	***For Teachers:*** Introduction to Diagnostic Results	***For Teachers:*** Kit: Use Data to Plan Instruction ❹ ***For Leaders:*** Leader Action Pack: Using Assessment and Data
Between the First and Second Diagnostic		***For Teachers:*** Best Practices for Personalized Instruction ❷	***For Teachers:*** Kit: Actively Monitor and Respond ***For Leaders:*** CLE: Scheduling *i-Ready Personalized Instruction* in Your Building
After the Second Diagnostic	***For Teachers:*** **Suggested Tailored Support** Responding to Growth Data or Monitoring Personalized Instruction		***For Teachers:*** CLE: Using the Prerequisites or Grade-Level Scaffolding Reports to Support Grade-Level Learning ***For Leaders:*** CLE: Leader Facilitation Guides for Using the Prerequisites or Grade-Level Scaffolding Reports to Support Grade-Level Learning

Connect with your *i-Ready Partners* to learn more.

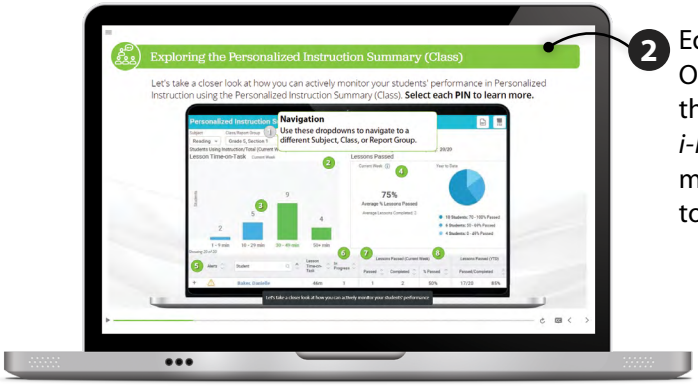
*Can be delivered on site or virtually

**We will recommend additional resources and tools during our courses.

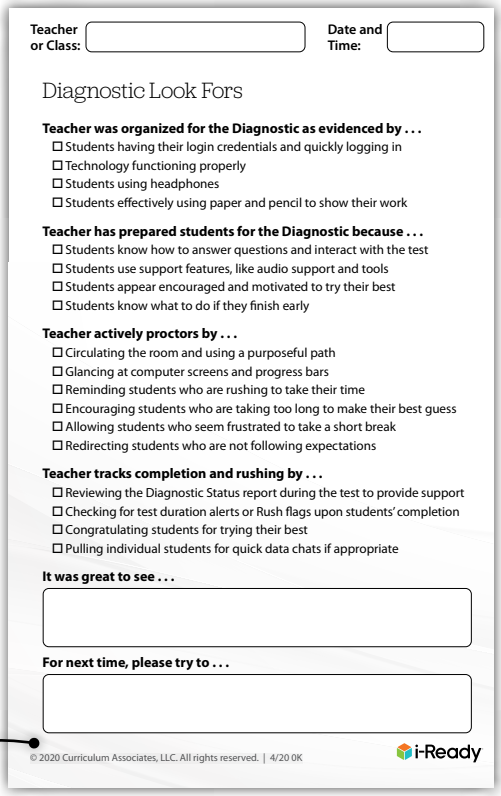
†Site-based leadership support provided before or after teacher session.



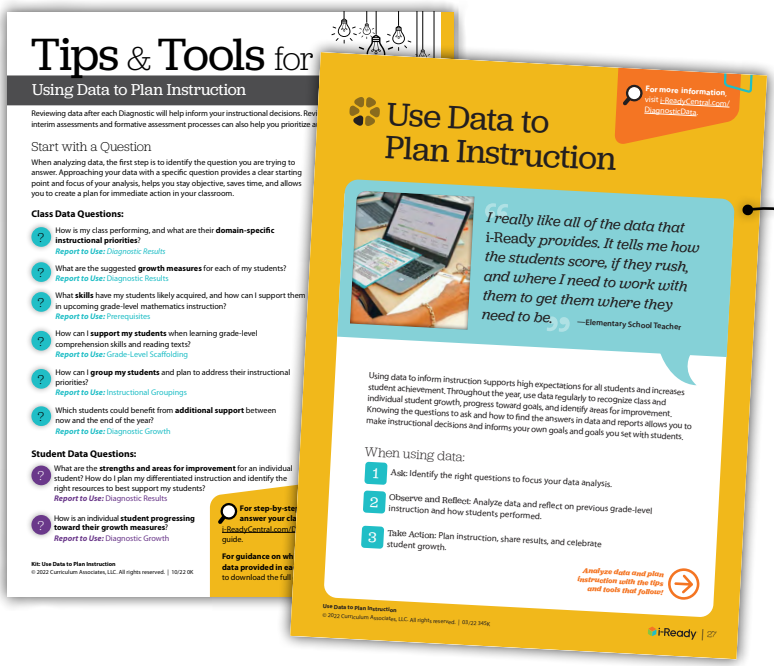
1 The foundation of a successful first year is high-quality, reliable data. In the first session, teachers learn how the *i-Ready Diagnostic* works and make a plan to get good data.



2 Educators use OEL to dive into the areas of *i-Ready* that are most applicable to their needs.



3 Right from the start, leaders are given the tools they need to give their implementation a solid foundation by helping educators establish effective strategies and foundations that unlock *i-Ready*'s potential to drive student growth.



4 After the first Diagnostic, educators analyze their students' data, beginning to build their effective data analysis practices and planning instruction to accelerate student learning. They leave the session with a kit of materials to continue to home in on their students' instructional priorities.

Your Second Year with i-Ready

Making Change through Practice

Practicing: Embedding Data in Daily Instruction

In your second year with *i-Ready*, our *i-Ready Partners* take you deeper into using *i-Ready* to effect change and drive student growth. Professional learning sessions focus deeply on the daily work of data impacting everyday instructional practices, while OEL resources help educators understand all of the instructional materials available through *i-Ready* and how to use them most effectively.

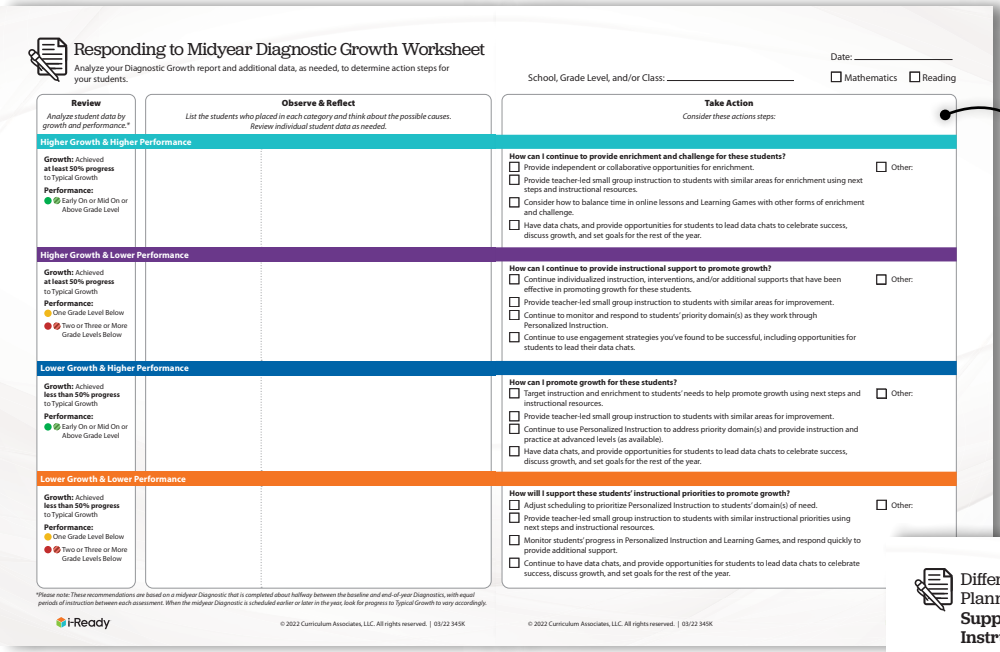
	Professional Learning Led by Our *i-Ready* Experts*	Online Educator Learning	Select Teacher and Leader Resources and Tools**
Before the First Diagnostic	***For Leaders:*** Analyzing School Data to Start Your Year Strong	***For Teachers:*** Administering the Diagnostic	***For Teachers:*** Preparing Students for the Diagnostic Presentations ***For Leaders:*** CLE: Examining School Historical Results
After the First Diagnostic	***For Teachers:*** Delivering Differentiated Instruction ❷	***For Teachers:*** Preparing for Small Group Instruction	***For Teachers:*** Kit: Deliver Differentiated Instruction ***For Leaders:*** Observation and Implementation Discussion Tools
Between the First and Second Diagnostic	***For Teachers:*** **Suggested Tailored Support** Monitoring and Responding to Instruction or Student and Family Engagement	***For Teachers:*** • Introduction to Diagnostic Growth • Engaging Students through Data Chats	***For Teachers:*** Student Data Chats ❹ ***For Leaders:*** CLEs on *i-Ready* instructional resources recommended for anytime during the school year
After the Second Diagnostic	***For Teachers:*** Helping All Learners Succeed ❶ ***For Leaders:*** Analyzing School Growth and Performance Data†	***For Teachers:*** Using Data to Plan Instruction after the Second Diagnostic ❸ ***For Leaders:*** Analyzing Growth to Inform Decision-Making	***For Teachers:*** Student Growth and Performance Analysis Worksheet

Connect with your *i-Ready Partners* to learn more.

*Can be delivered on site or virtually

**We will recommend additional resources and tools during our courses.

†Site-based leadership support provided before or after teacher session.



Responding to Midyear Diagnostic Growth Worksheet

Analyze your Diagnostic Growth report and additional data, as needed, to determine action steps for your students.

School, Grade Level, and/or Class: _____ Date: _____ ☐ Mathematics ☐ Reading

Review	Observe & Reflect	Take Action
*Analyze student data by growth and performance.**	*List the students who placed in each category and think about the possible causes. Review individual student data as needed.*	*Consider these actions steps:*
Higher Growth & Higher Performance		
Growth: Achieved **at least 50% progress** to Typical Growth **Performance:** Early On or Mid On or Above Grade Level		**How can I continue to provide enrichment and challenge for these students?** ☐ Provide independent or collaborative opportunities for enrichment. ☐ Provide teacher-led small group instruction to students with similar areas for enrichment using next steps and instructional resources. ☐ Consider how to balance time in online lessons and Learning Games with other forms of enrichment and challenge. ☐ Have data chats, and provide opportunities for students to lead data chats to celebrate success, discuss growth, and set goals for the rest of the year. ☐ Other:
Higher Growth & Lower Performance		
Growth: Achieved **at least 50% progress** to Typical Growth **Performance:** One Grade Level Below; Two or Three or More Grade Levels Below		**How can I continue to provide instructional support to promote growth?** ☐ Continue individualized instruction, interventions, and/or additional supports that have been effective in promoting growth for these students. ☐ Provide teacher-led small group instruction to students with similar areas for improvement. ☐ Continue to monitor and respond to students' priority domain(s) as they work through Personalized Instruction. ☐ Continue to use engagement strategies you've found to be successful, including opportunities for students to lead their data chats. ☐ Other:
Lower Growth & Higher Performance		
Growth: Achieved **less than 50% progress** to Typical Growth **Performance:** Early On or Mid On or Above Grade Level		**How can I promote growth for these students?** ☐ Target instruction and enrichment to students' needs to help promote growth using next steps and instructional resources. ☐ Provide teacher-led small group instruction to students with similar areas for improvement. ☐ Continue to use Personalized Instruction to address priority domain(s) and provide instruction and practice at advanced levels (as available). ☐ Have data chats, and provide opportunities for students to lead data chats to celebrate success, discuss growth, and set goals for the rest of the year. ☐ Other:
Lower Growth & Lower Performance		
Growth: Achieved **less than 50% progress** to Typical Growth **Performance:** One Grade Level Below; Two or Three or More Grade Levels Below		**How will I support these students' instructional priorities to promote growth?** ☐ Adjust scheduling to prioritize Personalized Instruction to students' domain(s) of need. ☐ Provide teacher-led small group instruction to students with similar instructional priorities using next steps and instructional resources. ☐ Monitor students' progress in Personalized Instruction and Learning Games, and respond quickly to provide additional support. ☐ Continue to have data chats, and provide opportunities for students to lead data chats to celebrate success, discuss growth, and set goals for the rest of the year. ☐ Other:

*Please note: These recommendations are based on a midyear Diagnostic that is completed about halfway between the baseline and end-of-year Diagnostics, with equal periods of instruction between each assessment. When the midyear Diagnostic is scheduled earlier or later in the year, look for progress to Typical Growth to vary accordingly.

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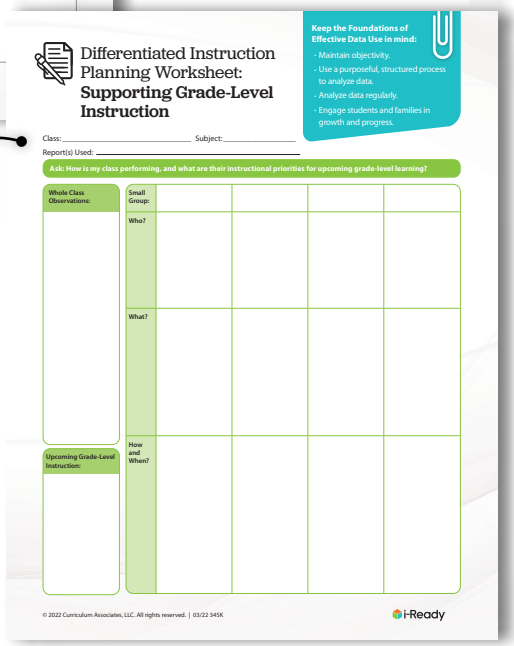
1 Help educators use data in a continuous feedback process to accelerate student growth.



Differentiated Instruction Planning Worksheet: **Supporting Grade-Level Instruction**

Keep the Foundations of Effective Data Use in mind:
- Maintain objectivity.
- Use a purposeful, structured process to analyze data.
- Analyze data regularly.
- Engage students and families in growth and progress.

Class: _____ Subject: _____
Report(s) Used: _____

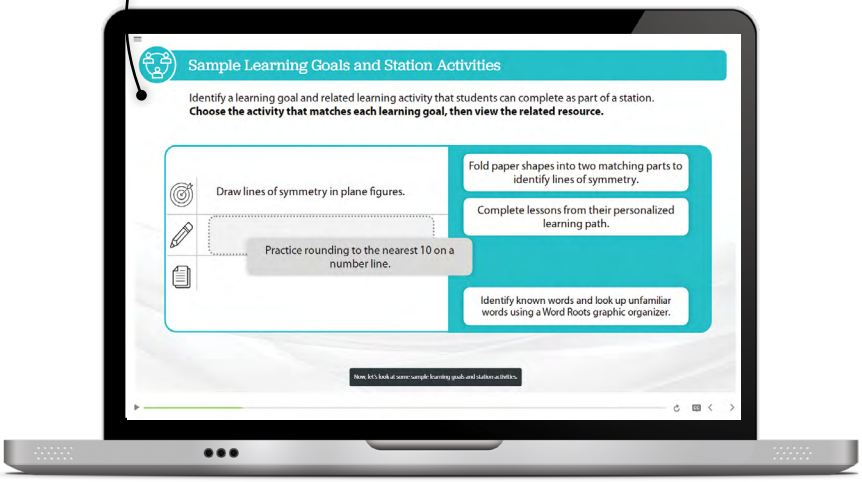
Ask: How is my class performing, and what are their instructional priorities for upcoming grade-level learning?

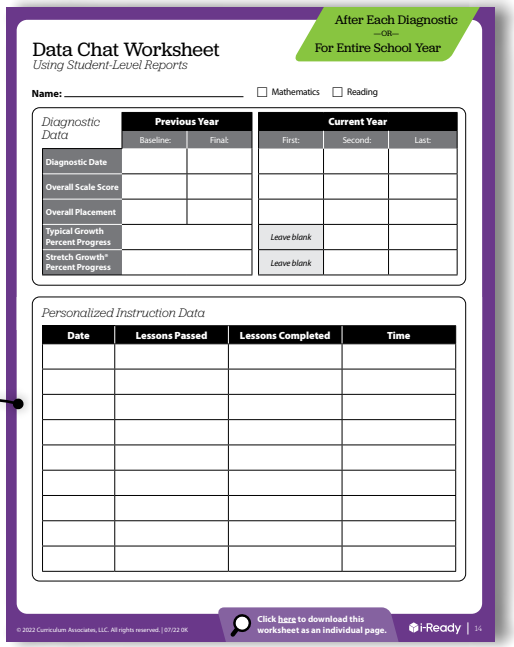
Whole Class Observations:	Small Group:				
	Who?				
	What?				
Upcoming Grade-Level Instruction:	How and When?				

i-Ready

2 Help educators make the leap from analyzing their data to effectively differentiating instruction.

3 Educators use OEL to learn to design activities that students complete, collaboratively or independently, during station rotations.





Data Chat Worksheet
Using Student-Level Reports

After Each Diagnostic —OR— For Entire School Year

Name: _____ ☐ Mathematics ☐ Reading

Diagnostic Data	Previous Year		Current Year		
	Baseline:	Final:	First:	Second:	Last:
Diagnostic Date					
Overall Scale Score					
Overall Placement					
Typical Growth Percent Progress			*Leave blank*		
Stretch Growth* Percent Progress			*Leave blank*		

Personalized Instruction Data

Date	Lessons Passed	Lessons Completed	Time

Click here to download this worksheet as an individual page.

i-Ready | 14

4 Help educators engage students in goal-setting conversations.

Years 3 and Beyond

Growing and Changing with You

Advanced: Expanding Data Use for Broader Impact

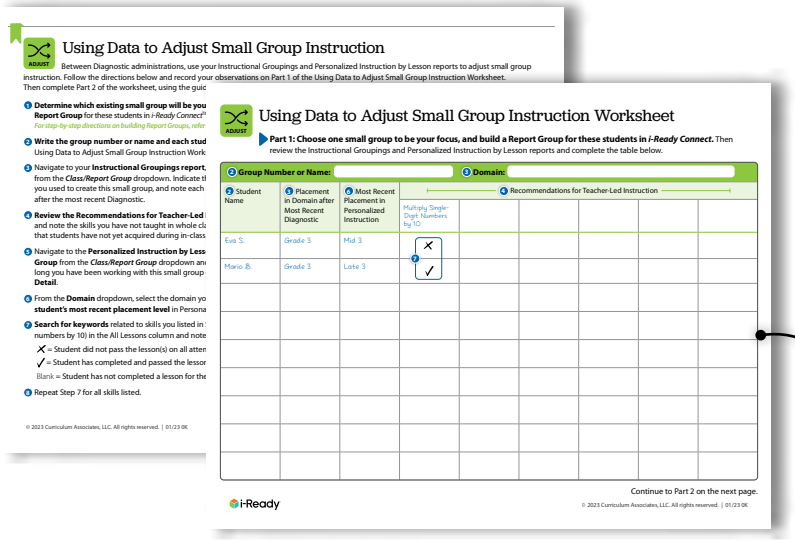
From your third year on, our *i-Ready Partners* tailor your support to align with the needs you identify for your implementation. Professional learning sessions are carefully chosen to enrich areas of focus, while OEL resources deepen educator understanding and help experienced users keep pace with new *i-Ready* features.

	Professional Learning Led by Our *i-Ready* Experts*	Online Educator Learning	Select Teacher and Leader Resources and Tools**
Before the First Diagnostic	***For Teachers or Leaders:*** **Suggested Tailored Support** Examining Historical Results	***For Teachers:*** Administering the Diagnostic	***For Teachers:*** CLE: Family Engagement 4 ***For Leaders:*** CLE: Strengthening Collaborative Planning in Your School
After the First Diagnostic	***For Teachers:*** **Suggested Tailored Support** Using Data to Adjust or Create Small Groups 1 ***For Leaders:*** **Suggested Tailored Support** Strengthening Your *i-Ready* Implementation or Using *i-Ready* Data to Support Your Implementation	***For Teachers:*** • Using Tools for Scaffolding Comprehension • Using the Prerequisites Report to Inform Instruction	***For Teachers:*** Data Analysis Guide ***For Leaders:*** Leader Action Pack
Between the First and Second Diagnostic			***For Teachers:*** Middle School Lesson Plans: Engaging Students with *i-Ready* ***For Leaders:*** CLE: Analyzing Diagnostic Results or CLE: Analyzing Personalized Instruction 4
After the Second Diagnostic	***For Teachers:*** **Suggested Tailored Support** Using Multiple Data Sources to Drive Instruction 2, Accelerating Learning, or Special Group Support by Grade Band	***For Teachers:*** Setting Goals with Students after the Second Diagnostic 3	***For Teachers:*** CLE: Goal Setting ***For Leaders:*** Kit: Reflect and Plan

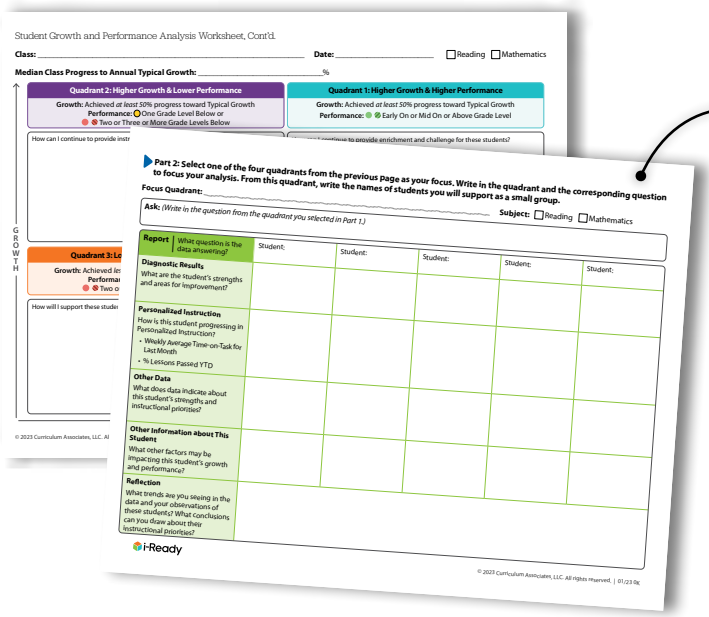
Connect with your *i-Ready Partners* to learn more.

*Can be delivered on site or virtually
**We will recommend additional resources and tools during our courses.

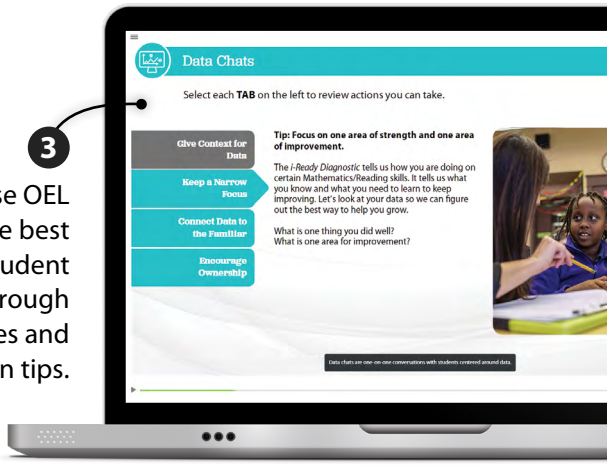
> Each time I receive professional [learning] to learn more about *i-Ready* from Curriculum Associates, I feel like I have new tools in my toolbox to support my students' growth.
>
> —Year 3 *i-Ready* Educator



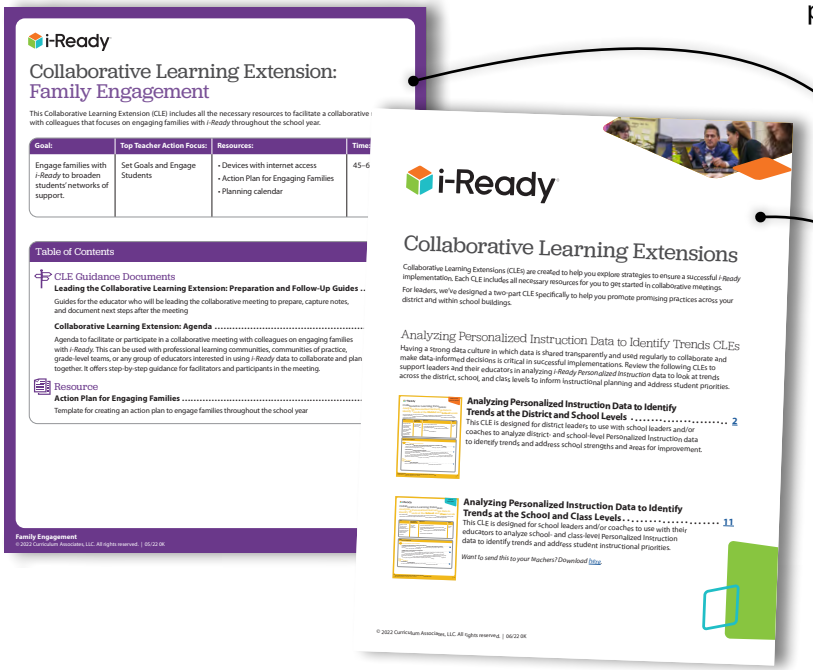
1 As teachers advance their use of *i-Ready*, they use data to effectively work with students in small group instruction settings.



2 To make the most of every instructional moment, educators use their *i-Ready* data to make effective decisions about how to adjust instruction throughout the year using multiple sources of data.



3 Educators use OEL to explore best practices for student data chats through video examples and preparation tips.



4 Leaders, teachers, and coaches use CLEs to foster a productive data culture in their buildings and better foster collaboration and growth.

Flexible Scheduling, Differentiated Learning

While our professional learning scope and sequence is designed to move teachers and leaders along the continuum from product to practice, we continuously calibrate our approach because not everyone has the same needs at the same time. Our flexible days and grouping allow us to work with you to meet multiple sets of needs in one session, lasting up to six hours.

Scheduling Courses

The recommended time for our New and Practicing courses is three hours, but we work within the flexibility of up to six hours to meet your needs.

Scenario 1

The Need: Educators at a site have the same learning needs and can meet at the same time.

The Solution: Deliver a three-hour course to all teachers together.

3 hr.	Course delivered to up to 30 teachers
	Break
3 hr.	Grade-Level Data Analysis and Action Planning with site-based leadership

Scenario 2

The Need: All educators need the same learning, but scheduling prevents them from meeting as one group.

The Solution: Rotate teacher groups through the same course.

90 min.	Courses for Grades K–1 educators
90 min.	Courses for Grades 2–3 educators
90 min.	Courses for Grades 4–5 educators
	Break
90 min.	Grade-Level Data Analysis and Action Planning with site-based leadership

Scenario 3

The Need: Educators at a site have varying levels of *i-Ready* experience or other differentiated learning needs.

The Solution: Rotate teacher groups through different courses.

2 hr.	Condensed course delivered to group with similar learning needs
2 hr.	Different, condensed course delivered to group with separate learning needs
	Break
2 hr.	Grade-Level Data Analysis and Action Planning with site-based leadership

"Curriculum Associates becomes your family, and it's all because of the service you receive."

—Rosemary V., Resource Specialist

Scheduling Tailored Support

Tailored Support sessions last up to six hours and are designed in cooperation with leaders and coaches based on implementation goals and educator needs.

Scenario 1

The Need: All teachers at a site need support reviewing their midyear data after the second Diagnostic.

The Solution: Rotate grade-level teams through PLCs.

50 min.	PLC to analyze midyear data with Grade K and plan for accelerated growth
50 min.	PLC to analyze midyear data with Grade 1 and plan for accelerated growth
50 min.	PLC to analyze midyear data with Grade 2 and plan for accelerated growth
Break	
1 hr.	Analyzing School Growth and Performance Data with site-based leadership
50 min.	PLC to analyze midyear data with Grade 3 and plan for accelerated growth
50 min.	PLC to analyze midyear data with Grade 4 and plan for accelerated growth
50 min.	PLC to analyze midyear data with Grade 5 and plan for accelerated growth

Scenario 2

The Need: Advanced *i-Ready* users need to work on data-driven collaboration strategies specific to their roles.

The Solution: Rotate like-role teams through advanced learning modules.

2 hr.	Stengthening Your *i-Ready* Implementation for instructional coaches
2 hr.	Using Multiple Data Sources to Drive Instruction for all general education teachers
Break	
2 hr.	Using *i-Ready* to Support Intervention for intervention specialists

Your Impact Is Our Purpose

Find your local educational consultant at
CurriculumAssociates.com/Contact.

To see how other educators are maximizing their *i-Ready* experience, follow us on social media!

@MyiReady Curriculum Associates @CurriculumAssoc iReady

Curriculum Associates

i-Ready®

Aligned with the Science of Reading

At Curriculum Associates, we believe all children can learn to read, given they receive the right type of high-quality, research-backed literacy instruction. The ability to read is an essential skill that impacts success in all aspects of life, including academics, employment, health, citizenship, and self-advocacy. *i-Ready Assessment* is an effective diagnostic teaching platform that uses assessment data from the *i-Ready Diagnostic* for Reading to pinpoint students' literacy needs and then provides personalized lessons that meet those needs via *i-Ready Personalized Instruction*. This makes *i-Ready* a supplemental program that helps students strengthen the skills they need to become fluent readers through explicit, systematic instruction that is grounded in the science of reading.

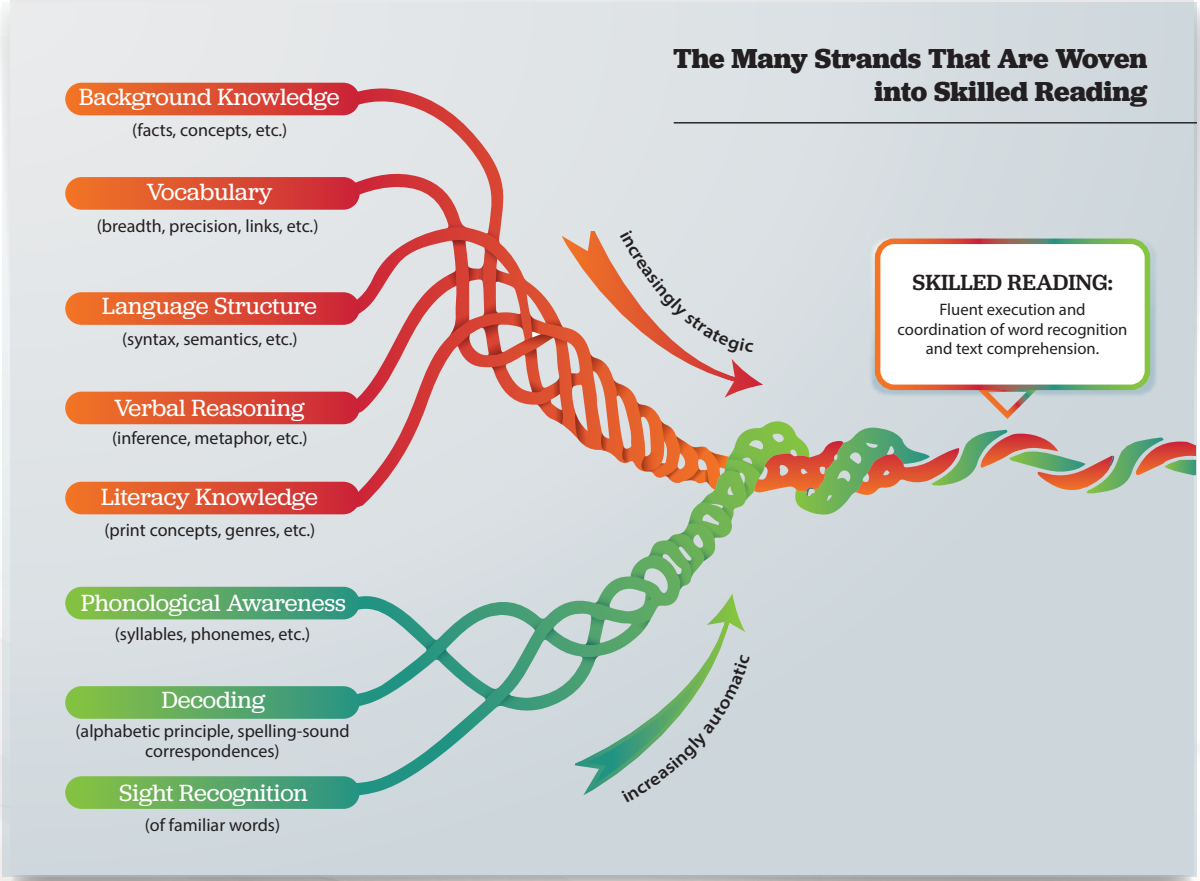
A large, international body of experimental, quasi-experimental, and peer-reviewed research has emerged from cognitive science, neuroscience, linguistics, developmental psychology, education, and reading experts over the last several decades. This research has been conducted internationally and has converged to inform us how proficient reading and writing develop, what must be taught, and how best to teach it. The resulting evidence points to the following:

- While humans are innately able to pick up spoken language, they are not born with the hardwired ability to read. Therefore, we must systematically teach students how to read, just as we would teach any other learned skill.[1]
- Phonological awareness teaches students how words are broken into sounds. Learning the sounds in words and in phonemes, and then mapping those sounds to graphemes, is vital for students learning to read.[2]
- Students most benefit from phonics instruction that is explicit and systematic and develops automaticity.[3]
- For best results, students should practice reading words in connected texts that enable them to apply recently acquired phonological awareness and phonics skills.[4]

The theoretical model behind *i-Ready Diagnostic* and *i-Ready Personalized Instruction* was shaped by the body of research described above and aligns with the Simple View of Reading.[5] At the core of this model is the understanding that proficient reading consists of two essential but independent component abilities:

- **Word recognition:** The word recognition component requires efficient decoding, accurate sight-word recognition, and fluent word reading.
- **Language comprehension:** The language comprehension component requires knowledge of facts, concepts, syntax, and oral vocabulary so a word can be recognized after it has been fluently read.

Dr. Hollis Scarborough's Reading Rope[6] illustrates the interconnectedness and interdependence of these two components and the many strands that must be woven together to result in skilled reading:



It is important to note that the weaving of the strands is a complex process that also requires skills and knowledge not shown in the diagram, including executive function, knowledge of text type, and establishing a purpose and a plan for reading.

The image, courtesy of the author, originally appeared in the following publication: Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Neuman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97–110). New York, NY: Guilford Press.

i-Ready Assessment

The computer-adaptive *i-Ready Diagnostic* for Reading is designed to be administered to students three times per year and measures several important reading skills. Data-rich reports identify each learner's strengths and instructional needs and recommend next steps for skill building. Both a criterion-referenced score and a normative-referenced score are provided for each of five specific domains of academic reading ability, all of which are connected to one or more strands of the word recognition and language comprehension components:

Word Recognition

- Phonological Awareness (for Grades K–1 and for some Grade 2 students)
- Phonics (for Grades K–3 and for some students through Grade 12)
- High-Frequency Words (for Grades K–2 and for some students through Grade 8)

Language Comprehension

- Vocabulary (for Grades K–12)
- Reading Comprehension (for Grades K–12)

When student performance shows a need for additional support or shows readiness for above-grade level skills, students see items that are aligned to skill levels appropriate for their needs. Results from the *i-Ready Diagnostic* for Reading are used to point students to Personalized Instruction, which provides explicit instruction in these specific skills, and short, embedded assessments that measure the effectiveness of this instruction.

The *i-Ready Diagnostic* for Reading can also be used with offline companion resources, including:

- Oral Reading Fluency Benchmark and Formative Assessments, which measure reading rate, accuracy, prosody, and comprehension
- Assessments of automaticity and fluency (i.e., rapid automatized naming, letter naming, word/pseudoword reading) and spelling/encoding that are included in Dyslexia Screening with *i-Ready Assessments*

Word-Recognition Assessment

The assessment item banks for Phonological Awareness and Phonics were thoroughly revised and enhanced in 2019 to support dyslexia screening. All items accurately measure important subskills that contribute to word recognition, as indicated by reading science and the International Dyslexia Association (IDA).[7]

Phonological and Phonemic Awareness

i-Ready Phonological Awareness items are designed to assess key skills that have a direct causal link to early reading success.[8] Our Phonological Awareness item bank is aligned to skills that reflect a sequence from larger to smaller units of sound, progressing from blending syllables, to isolating and segmenting initial, final, and medial sounds, to blending, segmenting, and manipulating phonemes (including phoneme addition, deletion, and substitution). The items are designed to target common patterns of error, including phoneme reversal. In fall 2021, we expect to release additional offline Phonological Awareness assessments that can be administered individually to students, allowing educators a closer look at student performance at various grade levels in these important subskills.

Phonics

i-Ready Phonics assessment items are aligned to skills that progress from an emphasis on the phoneme-grapheme level (i.e., letter sounds) to an emphasis on larger units of sound (i.e., digraphs, blends, VC, CVC, then CVCC, CCVC, CCVe words, then multisyllabic words including words with affixes), reflecting a synthetic (i.e., parts to whole) approach to phonics instruction and assessment.[9] Target words and answer choices are based on a systematic, grade-appropriate sequence of phonics skills to elicit evidence of students' ability to apply alphabetic knowledge to word reading. Phonics items are designed to target common error patterns in order to determine how well the student can apply the alphabetic code at different alphabet phases—an essential aspect of word recognition and self-teaching that leads to reading fluency and comprehension.[10] We are currently looking into adding items that assess encoding in the *i-Ready Diagnostic* for fall 2022.

High-Frequency Words

i-Ready Diagnostic High-Frequency Words items assess students' recognition of the most frequently occurring words at their grade level, including words with complex and irregular spelling patterns. Target words at each grade level align to the *i-Ready* instructional scope and sequence for teaching the most frequently occurring words in Grades K–2. We are currently investigating, for fall 2022, a transformation of the High-Frequency Words item bank that would allow us to more precisely measure students' ability to accurately and automatically recognize essential high-frequency words and their ability to spell them.

Fluency

i-Ready Oral Reading Fluency Benchmark Assessments consist of narrative and informational grade-level passages. These assessments are administered individually to students in Grades 1–4 up to three times per year to evaluate their overall reading performance. Students are scored by educators on Words Correct per Minute (WCPM), accuracy, prosody, and comprehension. The student's WCPM is compared to Hasbrouck and Tindal oral reading fluency norms to determine whether a student meets grade-level expectations in reading rate. Also available are *i-Ready* Oral Reading Fluency Formative Assessments, which are described in more detail in the *i-Ready Personalized Instruction* section on page 6. For fall 2021, we expect to release additional offline assessments of letter-naming fluency, letter-sound fluency, and word-/pseudoword-reading fluency, which will allow educators to take a closer look at student performance in these important skills that lead to passage-reading fluency. Additionally, for fall 2021, we plan to expand the *i-Ready* Oral Reading Fluency Benchmark Assessments to Grades 5–6.

Language Comprehension Assessment

Vocabulary

Research shows that vocabulary, including knowledge of multiple-meaning words and word relationships, plays a key role in reading comprehension development.[11, 12] Kindergarten vocabulary items assess students' knowledge of grade-appropriate academic (Tier 2) and domain-specific (Tier 3) vocabulary and word relationships. Starting in Grade 1, items expand skills assessed to include morphology (i.e., affixes, base words, inflectional endings) and multiple-meaning words, as advocated by the IDA.[7] Target vocabulary words are based on grade-appropriate comprehension and decoding skills, and word meanings are written in grade-appropriate, student-friendly language.

Reading Comprehension

Kindergarten and some Grade 1 reading comprehension passages are delivered with audio support, and they all are developed to align closely with students' vocabulary and content knowledge. Reading comprehension passages in Grades 2 and up are developed to align closely with students' word recognition skills and vocabulary and content knowledge, reflecting a Structured Literacy approach.[11] As grade levels progress, reading passages in the Reading Comprehension domain feature increasingly dense, complex syntax that students must parse in order to deduce meaning. Comprehension items ask text-dependent questions to elicit evidence of students' ability to understand grade-level text and align to key comprehension skills, including retelling, summarizing, inferring, identifying story elements, integrating information, evaluating arguments, analyzing relationships, analyzing text structure, and comparing points of view.

i-Ready Personalized Instruction

The reading lessons in *i-Ready Personalized Instruction* are designed to supplement classroom literacy instruction and bolster the skills of on-grade level, advanced, and striving learners. Assessment data from the *i-Ready Diagnostic* is used to determine each student's learning pathway in i-*Ready Personalized Instruction*. This includes determining which core reading domains a student needs to progress in and which lessons within each domain will be most beneficial.

The lessons themselves have been designed to reflect research and expert opinion about effective reading instruction. There is a carefully planned systematic sequence of instruction, with easier skills taught before harder skills, and new learning building on prior learning so students can continue practicing what they've learned.

Word Recognition

- Phonological and Phonemic Awareness (for Grades K–1 and for some Grade 2 students)
- Phonics (for Grades K–3 and for some students through Grade 8)
- High-Frequency Words (for Grades K–2 and for some students through Grade 8)

Language Comprehension

- Vocabulary (for Grades K–8 students)
- Reading Comprehension (for Grades K–8 students)
- Syntax (for Grades 6–8 students)*

*Development is currently underway on syntax lessons for younger students.

Note: *Students may be placed in lessons that are below their chronological grade level if their* i-Ready Diagnostic *performance shows they would benefit from additional support.*

Word Recognition Lessons

i-Ready Personalized Instruction develops the skills of Phonological Awareness, including phonemic awareness, letter-sound correspondences, sound-spellings, and decoding (including spelling). Students are taught to use their sound and spelling knowledge as a primary strategy for word recognition. Additional *i-Ready* lessons develop students' sight-word recognition of important high-frequency words, including words with irregular spellings and words that are useful for students to read before they have acquired the sound-letter knowledge to do so.

Phonological Awareness

The systematic scope and sequence for *i-Ready* Phonological Awareness reflects the evidence that supports an instructional sequence that progresses from larger to smaller units of sound.[13] Lessons start blending and segmenting of syllables and then briefly address onset and rime. Next, instruction transitions to focusing primarily on individual phonemes, with students being taught how to identify sounds in the initial, final, and medial position of words. Once students can isolate specific phonemes, they learn how to blend and segment words that have increasingly more phonemes, followed by instruction and practice with phoneme manipulation, including addition, deletion, and substitution activities. This progression of explicit instruction guides students toward phonemic mastery—an important component of orthographic mapping.[14]

Phonics

Guided by the findings of the National Reading Panel (NRP), *i-Ready* provides systematic and explicit Phonics instruction in a progression that builds on students' prior learning in Phonological Awareness and addresses all 44 phonemes and their corresponding high-utility sound-spellings, syllables, and affixes.[15] Lessons focus on the most common consonants first, followed by commonly confused letters that sound or look similar. Once students have learned a small set of consonants, they are introduced to a short vowel sound and begin to blend sounds to decode words. Students also work with word patterns to develop their word-attack skills, which are important for reading multisyllabic words.

Because the NRP found that integrating multiple approaches of systematic phonics instruction is the most effective way of teaching phonics, *i-Ready* lessons employ a variety of instructional approaches, including synthetic (i.e., primary focus), embedded, and analytic phonics, to support guided practice and application of explicitly taught skills.[13] Encoding instruction and practice are also incorporated.

Teaching foundational literacy skills is shown to be more beneficial when integrated with opportunities to read meaningful, connected text. As students learn to apply the alphabetic principle to decode words, they develop a self-teaching mechanism that helps them independently learn new words when they read connected text.[15] All *i-Ready* Phonics lessons (with the exception of Letter Learning lessons) build toward a concluding activity in which students apply phonics skills in the context of engaging connected text.

High-Frequency Words

Research shows that a small number of frequently occurring words have an outsized effect on students' success in school.[16] *i-Ready* High-Frequency Words lessons use a five-part instructional routine to teach children how to recognize these essential words. Lessons focus on 100 of the most frequent words from the WFG Corpus,[17] and then proceed to focus on an additional 40 high-frequency words with complex or irregular spelling patterns, which come from the WFG Corpus, Fry, and Dolch.[18, 19]

Fluency

Because oral reading fluency is a strong indicator of overall reading ability[20], *i-Ready* Oral Reading Fluency Formative Assessments provide teachers with multiple narrative and informational passages with a range of text complexity across Grades 1–4. Teachers can use these passages diagnostically, to give students practice reading texts aloud as they work to improve their accuracy, automaticity, prosody, and comprehension in order to build reading fluency. Additionally, *i-Ready* Reading Fluency: Instructional Resources point teachers to specific Tools for Instruction—downloadable teacher-led lesson plans—based on a student's performance on the *i-Ready Diagnostic* as well as Oral Reading Fluency Benchmark and Formative Assessments.

Language Comprehension Lessons

Vocabulary

Research strongly suggests that instruction focused on vocabulary development is critical to learning to read with comprehension. Research-based best practices include teaching high-utility words, introducing words in rich and multiple contexts, providing explicit instruction in word meaning, teaching word-learning strategies grounded in morphology, and teaching context clues, with an emphasis on multiple-meaning words.[21] *i-Ready* provides vocabulary instruction across Grades K–8 that is aligned with this research:

- Grades K–2 instruction focuses primarily on a select set of high-utility, academic words students will encounter in a variety of text types and content areas. Lessons provide brief, student-friendly definitions and familiar synonyms, present selected words in rich, multiple contexts, and provide explicit instruction and ample practice for each word.
- Instruction in Grades 3 and above focuses primarily on teaching multiple research-based word-learning strategies. Students unlock the meaning of many unknown words by applying their knowledge of morphology, including Greek and Latin affixes, roots, and word families, as well as context clues. The majority of target words in Grades 3–5 lessons have multiple meanings, which requires students to use context to determine which meaning is intended—another research-backed approach to learning vocabulary.

Reading Comprehension

Researchers recommend incorporating multiple genres of writing as part of comprehension instruction, including informational and narrative texts. Informational texts build students' vocabulary and content knowledge, while narrative texts "convey information in ways that spark children's imagination and thought processes."[22] *i-Ready* Reading Comprehension lessons feature complex, engaging, and rigorous informational and narrative texts and make the text central to the learning experience. Passages across Grades K–8 have been carefully selected to introduce important topics, including content knowledge in science and social studies. Grades K–1 lessons offer rich read-aloud experiences for students who cannot yet read independently to build their vocabulary and content knowledge. There are background knowledge supports at the beginning of every Grades K–2 lesson, and optional background knowledge supports appear at point of use in lessons for older students. Texts in all grades include numerous hyperlinked academic vocabulary words, with definitions in English and Spanish.

Research also shows that interactive, strategic processes are critically necessary to the development of reading comprehension and that adaptive scaffolding provided by certain instructional features and technology enhancements can be beneficial.[3, 15] Accordingly, *i-Ready* Reading Comprehension lessons all provide technology-enhanced, individualized scaffolds to support and motivate each reader. While the lessons share a common overall instructional approach, they are differentiated by grade band to meet the changing needs of students at each stage of reading development. For example, Grades K–1 lessons offer rich read-aloud experiences for students who cannot yet read complex texts independently in order to build their vocabulary and content knowledge. Explicit teaching of inferencing occurs in the 3–5 and 6–8 grade bands. In Grades 6–8, dedicated syntax lessons focus on analyzing sentences to strengthen students' syntactic awareness and ensure they can understand ideas within and across sentences in the increasingly complex texts they are reading.

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i-Ready®

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i-Ready® Diagnostic and Mississippi Academic Assessment Program (MAAP) Linking Study

Curriculum Associates®, LLC

Report Number 529

November 2017

Contents

Educational Research Institute of America

Educational Research Institute of America (ERIA) is an educational research and development company that contracts with textbook companies, state departments of education, and school districts to conduct educational program tryout studies, develop instructional materials, analyze tests and test scores, and conduct technical studies for educational assessments. ERIA was founded in 1999 as an outgrowth of Indiana University Center for Research and Development, entitled the Center for Innovation in Assessment. Over the past decade, ERIA has conducted development and research projects for over 20 publishers, state departments of education, and other agencies.

Educational Research Institute of America. (2017, November). *i-Ready® Diagnostic and Mississippi Academic Assessment Program (MAAP) Linking Study (ERIA Report Number 529). Bloomington, IN: Author.*

Abstract

Effective reading and mathematics skills are crucial if students are to achieve the goals established by the Mississippi College- and Career-Readiness Standards and other standards for college and career readiness. Reaching the higher-level knowledge and skills called for by new, more rigorous standards is fundamental if students are to become college and career ready.

i-Ready offers one assessment system that efficiently meets many needs. Within that system are two kinds of assessment tools: a Diagnostic that provides a global view of K–12 skills and a Standards Mastery measure that maps to a district's scope and sequence. This two-pronged approach provides districts with both a grade-agnostic view into whether students are on track to reach proficiency and meet annual growth goals, and a grade-level view of how well students have learned recently taught content.

The purpose of the 2017 study was to examine the validity evidence supporting the use of *i-Ready Diagnostic* as a tool for evaluating students' progress toward learning the knowledge and skills measured by Mississippi College- and Career-Readiness Standards. Researchers analyzed the relationship between *i-Ready Diagnostic* scores and spring 2017 scores for Mississippi Academic Assessment Program (MAAP) tests for approximately 21,000 students in grades 3 through 8. Students in the sample were enrolled in 68 schools in 12 districts across the state of Mississippi. The 2017 study provides strong validity support for *i-Ready Diagnostic*.

The 2017 results described in this report show that *i-Ready Diagnostic* scores (fall, winter, and spring) and MAAP test scores in English Language Arts (ELA) and Mathematics are highly correlated. The average spring correlations are .80 for ELA and .85 for Mathematics. These high correlations provide support for strong predictive and concurrent validity of *i-Ready Diagnostic* with MAAP tests.

Across both subjects and all grades, the Area Under the Curve (AUC) values from ROC analyses are all at .88 or higher, surpassing the Center on Response to Intervention's standard. This provides strong evidence that *i-Ready Diagnostic* can be used to predict students' proficiency status (i.e., proficient or not proficient) on Mississippi MAAP tests.

Using the results from an equipercentile linking conducted for the 2017 study, the *i-Ready Diagnostic* scores that correspond to each performance level were found. Classification accuracy was calculated based on the resulting *i-Ready Diagnostic* cut scores and compared to the actual proficiency status (i.e., proficient/not proficient) these students achieved on MAAP tests. Across all students in the study, *i-Ready Diagnostic* scores accurately classified whether a student scored proficient or not proficient on MAAP tests for 83% of the students in ELA and 86% of the students in Mathematics.

The study provides overwhelmingly positive validity evidence for the use of *i-Ready Diagnostic* Reading and Mathematics scores as a tool for evaluating students' progress toward proficiency, as measured by the Mississippi College- and Career-Readiness Standards in ELA and Mathematics.

Overview of the Study

Curriculum Associates contracted with the Educational Research Institute of America (ERIA) to conduct a study to evaluate the validity of *i-Ready Diagnostic* for both reading and mathematics. The study utilized *i-Ready Diagnostics* administered to students in grades 3 through 8 during the 2016–2017 academic year and spring 2017 scores for MAAP tests in ELA and Mathematics for the same students from participating schools.

Research Questions

The following research questions guided the design of the study and the data analyses:

1. Are *i-Ready Diagnostic* scores correlated with the scores on the MAAP tests in English Language Arts and Mathematics administered to students in spring 2017?
2. Can *i-Ready Diagnostic* scores be used to accurately predict students' proficiency on the 2017 MAAP tests in English Language Arts and Mathematics?

Design of the Study

Validity evidence for the *i-Ready Diagnostic* was studied through various statistical procedures using the *i-Ready Diagnostic* and MAAP tests in ELA and Mathematics. The study took place during the 2016–2017 academic year. All of the students included in the study were enrolled in grades 3 through 8. A total of 12 school districts and 68 different schools were included in the study.

ERIA contacted districts that had used the *i-Ready* program with the majority of their students during the 2016–2017 school year to determine if they would be interested in participating in the study. Districts that committed to participate sent their students' MAAP test scores to ERIA via a secured system that keeps identifiable student information confidential. *i-Ready Diagnostic* scores were also submitted to ERIA. MAAP tests were administered in the spring between March and May 2017 across participating schools. The corresponding *i-Ready Diagnostics* were administered during the 2016–2017 school year in the fall (prior to December), winter (December to mid-March), and spring (mid-March to mid-June).

Description of the Research Sample

Table 1 on page 6 provides the demographic characteristics of the school districts included in the study. The district demographics are aggregated based on the demographics of the participating schools in each district. Schools in each district not participating in the study are excluded from the demographic characteristics. It is important to note that the district data does not provide an exact description of the makeup of the actual students who participated in the study from each of the 12 individual districts; however, the data does provide a general description of the districts and, thereby, a reasonable estimate of the makeup of the students included in the study.

The demographic characteristics indicate that the 12 school districts were diverse and are a fair representation of the districts across the state of Mississippi. Of the total of 68 schools 35% were located in rural areas, 28% in cities, 19% in towns, and 18% in suburbs.

The research sample included a diverse range of students enrolled in grades 3 through 8 in 68 elementary and middle schools. The percentage of non-Caucasian students enrolled in the schools ranged from 16% to 90%, with an average of 49%. The percentage of students eligible for the National School Lunch Program (NSLP) ranged from 44% to 100%, with an average of 75%. The percentage of English language learners ranged from 0% to 10%, with an average of 1%.

Compared to the average of all districts in the state of Mississippi, the proportion of non-Caucasian students in the research sample was 7% lower. The percentage of students eligible for the National School Lunch Program was 2% higher than the average of all districts in the state. The percentage of English language learners in the research sample was the same as the average of all the districts in the state.

The full sample is used for correlation and ROC analyses. A further stratified sample is used for the development of concordance and predicted proficiency analyses. Appendix C provides details for the stratified sample.

Table 1
Demographic Characteristics of the Districts* Included in the Study

District	Schools Participating	Location**	Total Enrollment**	% Non-Caucasian**	% National School Lunch Program**	% English Language Learners**
1	2	Town (1), Rural (1)	908	54%	68%	0%
2	8	Rural (5) Town (3)	4,241	32%	57%	0%
3	10	City (10)	4,912	68%	82%	2%
4	2	Suburban (2)	1,016	77%	92%	0%
5	5	Rural (3), Town (2)	2,847	52%	84%	0%
6	3	Rural (3)	1,165	61%	96%	0%
7	14	City (9), Suburban (3), Rural (2)	5,132	63%	81%	10%
8	2	Rural (2)	901	16%	73%	0%
9	2	Rural (1), Suburban (1)	988	38%	65%	0%
10	4	Suburban (4)	3,382	22%	44%	1%
11	7	Town (7)	2,612	90%	100%	0%
12	9	Rural (7), Suburban (2)	5,526	19%	59%	0%
Average* of Participating Districts**				49%	75%	1%
Average Across All Districts in the State				56%	73%	1%

**Only schools participating in the study are included in the description of district characteristics. Only students with matched* i-Ready *and state test scores from these schools are included in this study.*

***National Center for Educational Statistics (NCES) Common Core of Data (CCD), Public school district data for the 2014–2015, 2016–2017 school years.*

****Unweighted average of participating districts.*

Overview of the *i-Ready Diagnostic* and Mississippi MAAP Tests

i-Ready Diagnostic

i-Ready Diagnostics are online adaptive assessments designed to diagnose functional reading and mathematics skills. The *i-Ready Diagnostic* was designed to align with college and career readiness standards, including the Mississippi standards, and measure students' progress toward meeting those standards. *i-Ready* assesses all students on a single vertical scale and evaluates student needs at the sub-skill level. *i-Ready Diagnostic* measures student ability across the following domains:

Reading Domains	Mathematics Domains
Phonological Awareness	Number and Operations
Phonics	
High-Frequency Words	Measurement and Data
Vocabulary	Geometry
Comprehension: Literature	
Comprehension: Informational Text	Algebra

MAAP Tests

According to the Mississippi Department of Education's website, the MAAP test measures students' academic growth from elementary through high school. Student progress is measured from grades 3 through 8 with annual tests in English Language Arts and Mathematics. MAAP tests are designed to let parents know how their child is progressing and to give teachers more information to guide instruction. The goal of the MAAP test is to evaluate and monitor student learning to ensure students develop the knowledge and skills they need to graduate prepared for college or careers.[1]

The key strands listed below are for the grade 3 MAAP test for ELA. These strands are similar across grades 3 through 8. They do, however, differ at each grade in complexity. The standards are the basis for the development of the MAAP test.

English Language Arts Strands	Total Items	Mathematics Strands	Total Items
Reading Literature	17	Operations and Algebraic Thinking	18
		Number and Operations in Base Ten	5
Reading Informational Text	17	Number and Operations—Fractions	8
		Measurement and Data	12
Language	6	Geometry	3
		Fractional Modeling	1

[1] Retrieved from http://www.mde.k12.ms.us/OSA/MAAP

Data Analyses

ERIA conducted data analyses using overall scale scores from *i-Ready Diagnostic* and the scale scores from the 2017 MAAP tests. In addition to scale scores, ELA and Mathematics performance levels produced by the MAAP tests were used to determine classification accuracy; MAAP test results place students at one of five levels of performance, with an attainment of Level 4 considered "Proficient." For the analyses conducted in this study, students who scored at Level 4 or above are considered proficient.

The following statistical analyses were conducted:

- Correlations between the *i-Ready Diagnostic* assessments and MAAP tests in ELA and Mathematics were computed for each subject, by grade level.
- Area Under the Curve (AUC) values from Receiver Operating Characteristic (ROC) curve analyses were calculated to provide an overall indication of the diagnostic accuracy of the *i-Ready* assessments.
- Equipercentile linking was conducted between scores on MAAP tests in ELA and Mathematics and the *i-Ready* Reading and Mathematics assessments, resulting in concorded scores between the two sets of assessments.
- Classification analyses were conducted for each subject and grade level using the *i-Ready* cut scores that were comparable to MAAP performance levels that resulted from the equipercentile linking of *i-Ready Diagnostic* and MAAP tests.
- Ordinal logistic regression analyses were conducted for each subject and grade level using the *i-Ready Diagnostic* scale score to predict the MAAP performance level. Results allow for the prediction of performance and proficiency at both the student and aggregate levels.

For the correlation analyses, the .05 level of significance was used as the level at which results would be considered statistically significant. All tests were statistically significant, with actual results significant at the $p<.0001$ level.

Results

Descriptive Statistics for *i-Ready Diagnostic* and MAAP Test Scores

Tables 2 and 3 provide descriptive statistics, by subject and grade level, for the sample's performance on MAAP tests and *i-Ready Diagnostic* assessments.

Table 2
English Language Arts Descriptive Statistics for 2017 MAAP Test Scores and Spring *i-Ready Diagnostic*

Grade	N*	MAAP ELA				*i-Ready* Reading			
		Mean	SD	Min	Max	Mean	SD	Min	Max
3	3,587	361	17.7	305	399	530	44.1	324	662
4	3,998	458	17.9	401	499	555	45.5	355	693
5	3,768	561	15.1	501	599	571	46.5	377	718
6	3,654	660	18.4	601	699	588	50.1	363	727
7	2,757	758	14.2	717	799	596	54.6	367	742
8	2,612	860	15.1	801	899	614	48.9	395	752

** N represents the sample size for the MAAP test.*

Table 3
Mathematics Descriptive Statistics for 2017 MAAP Test Scores and Spring *i-Ready Diagnostic*

Grade	N*	MAAP Mathematics				*i-Ready* Mathematics			
		Mean	SD	Min	Max	Mean	SD	Min	Max
3	3,635	364	16.5	316	399	458	25.6	338	526
4	3,994	462	18.2	409	499	477	27.3	361	549
5	3,783	560	14.5	505	599	486	28.0	376	568
6	3,675	661	16.4	616	699	499	29.6	373	592
7	3,267	766	20.0	710	799	504	32.9	384	598
8	3,102	863	18.8	801	899	514	33.3	393	605

** N represents the sample size for the MAAP test.*

Student data collected for this study came from a diverse group of schools and districts across the state of Mississippi. Grade-level representation from these schools and districts varied, as did the ability levels of the participating students. In addition, only those students who had completed matched assessments—*i-Ready* and MAAP tests—were included in the research sample, resulting in varying numbers of students and levels of performance across grades and subjects. While the average performance of students varies by grade, an examination of the score distribution revealed a broad range of performance representation sufficient to support the analyses.

Correlation Analyses

Researchers at ERIA computed correlations between the 2017 MAAP tests and the *i-Ready Diagnostic*. Only those students who had completed both assessments were ultimately included in the research sample. The results for ELA and Mathematics are presented in Tables 4 and 5. In both subjects and across all *i-Ready* testing periods, the correlations were high. All correlations were statistically significant ($p<.0001$).[2] The spring correlations range from .76 to .81 for ELA and from .84 to .86 for Mathematics. The average spring correlations are .80 and .85 for ELA and Mathematics, respectively.

Table 4
Correlations Between *i-Ready Diagnostic* Reading Scores and 2017 MAAP Test ELA Scores

Grade	Fall		Winter		Spring	
	Number of Students	Correlation*	Number of Students	Correlation*	Number of Students	Correlation*
3	3,244	.77	3,317	.80	3,260	.81
4	3,879	.74	3,309	.75	3,717	.76
5	3,671	.77	3,090	.79	3,380	.79
6	3,571	.80	2,704	.80	3,305	.81
7	2,701	.82	2,311	.82	2,291	.81
8	2,552	.80	2,230	.79	2,106	.80
Average		.78		.79		.80

** All correlations are statistically significant at the* p<*.0001 level.*

Table 5
Correlations Between *i-Ready Diagnostic* Mathematics Scores and 2017 MAAP Test Mathematics Scores

Grade	Fall		Winter		Spring	
	Number of Students	Correlation*	Number of Students	Correlation*	Number of Students	Correlation*
3	3,246	.75	3,552	.80	3,483	.84
4	3,881	.77	3,342	.82	3,750	.86
5	3,665	.80	3,316	.82	3,481	.84
6	3,561	.80	3,011	.83	3,570	.85
7	3,178	.81	2,963	.83	3,104	.84
8	3,014	.81	2,779	.83	2,942	.85
Average		.79		.82		.85

** All correlations are statistically significant at the* p<*.0001 level.*

[2] Scatterplots for spring correlations are provided in Appendix A.

Prediction and Classification Analyses

The Center on Response to Intervention defines that when the Area Under the Curve (AUC) from ROC analysis is greater than .85, the evidence is convincing that an assessment can accurately predict the binary categorical outcome (e.g., proficient or not proficient on another assessment).[3] Table 6 shows the AUC values for predicting whether or not students are classified as proficient on MAAP tests in ELA and Mathematics using the spring *i-Ready Diagnostic* scores. Across both subjects and all grades, AUC values are all at .88 or higher, surpassing the Center on Response to Intervention's standard.

Table 6
AUC Values Using Spring *i-Ready Diagnostic* Scores to Predict Proficiency on MAAP Tests

Subject	Grade Level					
	3	4	5	6	7	8
Reading	.92	.88	.90	.91	.92	.90
Mathematics	.92	.94	.94	.93	.93	.92

[3] For additional information on ROC analysis and AUC, see the Center on Response to Intervention's website: http://www.rti4success.org/screening-glossary-terms

i-Ready Diagnostic Cut Scores[4]

Using equipercentile linking, analyses were conducted to statistically link the scales of the *i-Ready Diagnostic* to the scales of MAAP tests. The linking results allow for the identification of the *i-Ready Diagnostic* scores that correspond to the performance levels for each subject and grade level of MAAP tests in ELA and Mathematics.

Supported by the strong evidence for prediction accuracy, *i-Ready Diagnostic* cut scores from the equipercentile linking were identified. Table 7 displays the cut scores that are comparable to MAAP test performance levels.

Table 7
Spring *i-Ready Diagnostic* Cut Score Ranges

Subject	Grade Level	Level 1	Level 2	Level 3	Level 4	Level 5
		Minimal	Basic	Passing	Proficient	Advanced
Reading	3	100–462	463–505	506–541	542–586	587–800
	4	100–480	481–537	538–573	574–627	628–800
	5	100–503	504–540	541–586	587–632	633–800
	6	100–524	525–565	566–602	603–634	635–800
	7	100–519	520–568	569–623	624–661	662–800
	8	100–557	558–585	586–632	633–673	674–800
Mathematics	3	100–408	409–438	439–460	461–486	487–800
	4	100–435	436–460	461–482	483–505	506–800
	5	100–441	442–468	469–498	499–518	519–800
	6	100–445	446–480	481–507	508–-536	537–800
	7	100–443	444–483	484–509	510–537	538–800
	8	100–464	465–495	496–523	524–550	551–800

The spring *i-Ready Diagnostic* cut score ranges presented in Table 7 can be used to assist in providing predictive information about the percentage of students within various classes or grade levels that are predicted to be classified as proficient or not proficient as measured by MAAP tests. It should be noted that the spring *i-Ready Diagnostic* cut score ranges are approximations, not precise equivalences. A student who has a particular score on *i-Ready Diagnostic* would not necessarily obtain the concorded score on MAAP tests. This information is provided to help *i-Ready* users understand the relationship between the *i-Ready Diagnostic* and MAAP test scores. This predictive information will help to increase the probability that resources and intervention strategies can be planned prior to receiving actual MAAP test scores.

[4] A subsample of students whose ability distribution mimics that of the 2017 Mississippi statewide results is stratified for cut scores and proficiency prediction model development. See Appendix C for a description of this sample.

Two-Level Proficiency Classifications

Table 8 on page 14 presents the accuracy in classifying students' MAAP test proficiency status (proficient or not proficient) using the aforementioned *i-Ready* cut scores, with results provided for each grade and subject. For each grade and subject, the table provides the percentages for accurate classifications, overestimated classifications, and underestimated classifications. (See the note below Table 8, "Understanding These Numbers" for how the aforementioned percentages were calculated.)

Across all students, 83% and 86% of students were accurately classified as proficient or not proficient on the 2017 MAAP tests in ELA and Mathematics, respectively.

Table 8
Accuracy in Classifying[5] Students' MAAP Test Proficiency Status (Proficient or Not Proficient)

Subject	Grade	Accurately Classified MAAP Test Proficiency Status[1]	Overestimated MAAP Test Proficiency Status[2]	Underestimated MAAP Test Proficiency Status[3]
Reading	3	84%	9%	7%
	4	82%	10%	8%
	5	82%	8%	9%
	6	82%	8%	10%
	7	85%	8%	7%
	8	82%	8%	10%
	Overall, across all students	83%	9%	8%
Mathematics	3	85%	9%	6%
	4	87%	8%	6%
	5	87%	6%	7%
	6	86%	6%	8%
	7	86%	5%	9%
	8	85%	7%	9%
	Overall, across all students	86%	7%	7%

Note: Percentages may not add up to 100% due to rounding.

Understanding These Numbers:

		Students' *i-Ready* Performance	
		At or Above the Cut Score	Below the Cut Score
Students' MAAP Test Proficiency Status	Proficient	A	B
	Not Proficient	C	D

Total Number of Students=A+B+C+D

[1] **Accurately Classified MAAP Proficiency Status** [(A+D)/Total Number of Students]: Percentage of students whose *i-Ready* performance classified the same Proficient/Not Proficient status they obtained on the MAAP tests.

[2] **Overestimated MAAP Proficiency Status** [C/Total Number of Students]: Percentage of students who were classified as Proficient based on *i-Ready* performance but were observed to be Not Proficient on the MAAP tests.

[3] **Underestimated MAAP Proficiency Status** [B/Total Number of Students]: Percentage of students who were classified as Not Proficient based on *i-Ready* performance but were observed to be Proficient on the MAAP tests.

[5] Additional classification accuracy results can be found in Appendix B.

Aggregate Proficiency Prediction

Based on strong Area Under the Curve (AUC) values and classification analysis results, the Curriculum Associates team developed a prediction model using ordinal logistic regression to aid educators in predicting MAAP results. Tables 9 and 10 below provide predictive accuracy information based on students in the study who had fall, winter, and spring *i-Ready Diagnostic* scores and the matched MAAP results (about 80% of the stratified sample[6]).

Table 9
Accuracy in Predicting MAAP Test ELA Proficiency

Grade	Predicted MAAP Test from Fall *i-Ready*	Predicted MAAP Test from Winter *i-Ready*	Predicted MAAP Test from Spring *i-Ready*	Observed MAAP Test	Sample Size
3	35%	36%	37%	36%	1,943
4	29%	30%	30%	30%	2,338
5	36%	37%	36%	37%	2,207
6	38%	40%	41%	39%	2,099
7	31%	32%	32%	32%	1,572
8	35%	36%	36%	36%	1,418

Note: In the results above, the Predicted MAAP Test percentage from i-Ready *is the percentage of students estimated to be proficient for each grade using the logistic regression model. The Observed MAAP test percentage is the actual observed proficiency rate for the same group of students.*

Table 10
Accuracy in Predicting MAAP Test Mathematics Proficiency

Grade	Predicted MAAP Test from Fall *i-Ready*	Predicted MAAP Test from Winter *i-Ready*	Predicted MAAP Test from Spring *i-Ready*	Observed MAAP Test	Sample Size
3	42%	41%	42%	42%	1,856
4	32%	34%	34%	35%	1,989
5	33%	33%	35%	33%	2,780
6	36%	36%	38%	37%	2,240
7	45%	45%	46%	46%	2,441
8	37%	37%	37%	36%	2,197

Note: In the results above, the Predicted MAAP Test percentage from i-Ready *is the percentage of students estimated to be proficient for each grade using the logistic regression model. The Observed MAAP test percentage is the actual observed proficiency rate for the same group of students.*

Based on the strength of the aggregate proficiency prediction results, and similarly strong results from other validity research, Curriculum Associates has developed new proficiency prediction reporting within the *i-Ready* program. Reporting within *i-Ready* uses the same logistic model to provide predicted percentages of students attaining each of the five performance levels. More information on predicted proficiency models can be found in the *i-Ready Diagnostic* State Assessment Predicted Proficiency Technical Documentation.

[6] See Appendix C for details about the stratified sample.

Conclusions

This study was conducted to evaluate the validity of the *i-Ready Diagnostic* for both reading and mathematics. Two research questions guided this study:

1. Are *i-Ready Diagnostic* scores correlated with the scores on MAAP tests in English Language Arts and Mathematics administered to students in spring 2017?
2. Can *i-Ready Diagnostic* scores be used to accurately predict students' proficiency on the 2017 MAAP tests in English Language Arts and Mathematics?

Question 1: Are *i-Ready Diagnostic* scores correlated with the scores on MAAP tests in English Language Arts and Mathematics administered to students in spring 2017?

The correlations for students at each grade level and the average correlations across all grade levels were very high. The 2017 spring correlations for ELA ranged from a low of .76 to a high of .81. The 2017 spring correlations for Mathematics ranged from a low of .84 to a high of .86. In addition, the correlations were high across all *i-Ready* testing periods and were all statistically significant ($p<.0001$) and exceed the Center on Response to Intervention's recommended .70 minimum threshold for correlations. These strong correlations indicate that *i-Ready Diagnostic* and Mississippi MAAP tests were assessing similar constructs, providing strong evidence of the validity of the *i-Ready* assessments as a measure of students' progress toward meeting the knowledge and skills measured by the Mississippi College- and Career-Readiness Standards.

Question 2: Can *i-Ready Diagnostic* scores be used to accurately predict students' proficiency on the 2017 MAAP tests in English Language Arts and Mathematics?

Across both subjects and all grades, the Area Under the Curve (AUC) values from ROC analyses were all at .88 or higher, surpassing the Center on Response to Intervention's standard. This provides strong evidence that *i-Ready Diagnostic* can be used to predict students' proficiency status (i.e., proficient or not proficient) on MAAP tests. In addition, using concorded scores from the equipercentile linking, 83% and 86% of students were accurately classified as proficient or not proficient on the 2017 MAAP tests in ELA and Mathematics, respectively. These classification results provide further evidence of the validity of the *i-Ready Diagnostic* as a tool for evaluating students' progress toward learning the knowledge and skills measured by the Mississippi College- and Career-Readiness Standards.

On the basis of this study, the research questions can be answered positively.

1. *i-Ready Diagnostic* **scores are strongly correlated** with the scores on MAAP tests in ELA and Mathematics administered to students in spring 2017.
2. *i-Ready Diagnostic* scores **can be used to accurately predict and classify** students' proficiency on the 2017 MAAP tests in ELA and Mathematics.

Summary of Findings

The results of this study show that *i-Ready Diagnostic* scores are strongly correlated with MAAP test scores and can provide predictive information about the percentage of students who will reach proficiency as measured by MAAP tests in ELA and Mathematics. The study also demonstrates that spring *i-Ready Diagnostic* cut score ranges can be used to accurately predict and classify students' performance level and proficiency status on MAAP tests. This research further supports *i-Ready* as an ideal tool for informing critical decisions that ultimately improve district, school, and student achievement.

Findings from this study, in combination with future reporting tools within the *i-Ready* program, will help educators predict student results on MAAP tests. Through these tools and the proven resources available through the *i-Ready* program, educators will be able to understand student needs, allocate resources, and deliver effective interventions to their students.

Appendix A: Scatterplots Showing the Relationship Between Spring *i-Ready Diagnostic* and MAAP Test Scores

ELA Scatterplots by Grade

Figure 1
Grade 3 *i-Ready* and MAAP ELA Assessments

Correlation = .81*

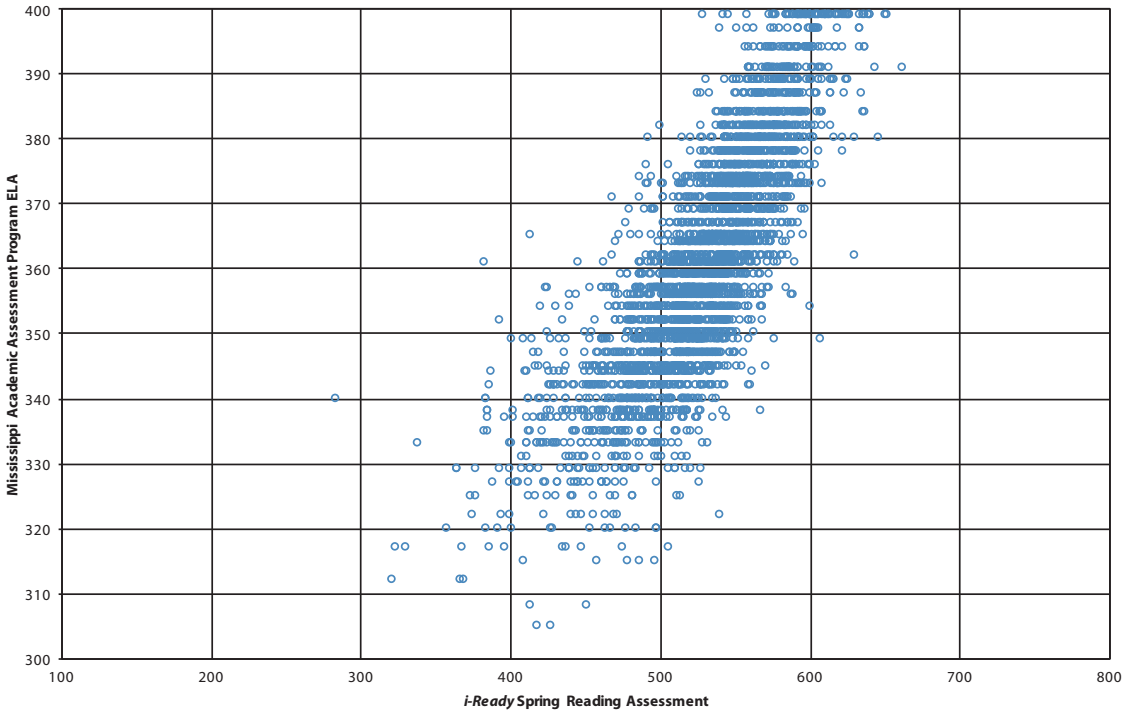
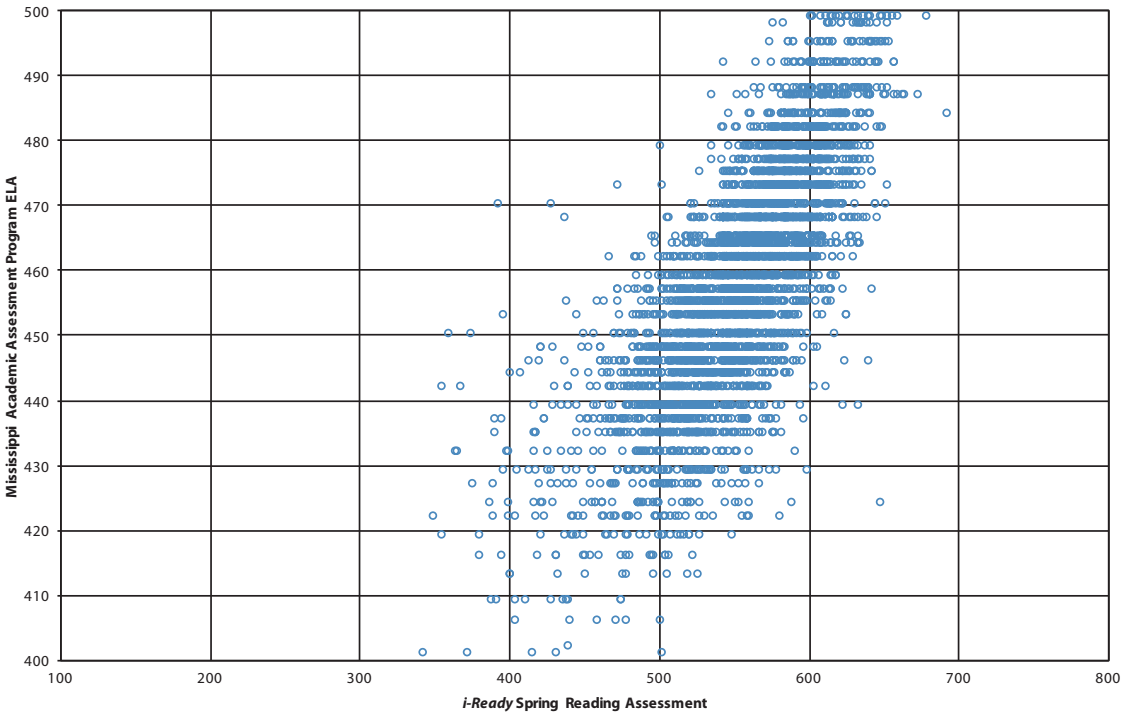


Figure 2
Grade 4 *i-Ready* and MAAP ELA Assessments

Correlation = .76*



 **All correlations are statistically significant at the* p<*.0001 level.*

Figure 3
Grade 5 *i-Ready* and MAAP ELA Assessments

Correlation = .79*

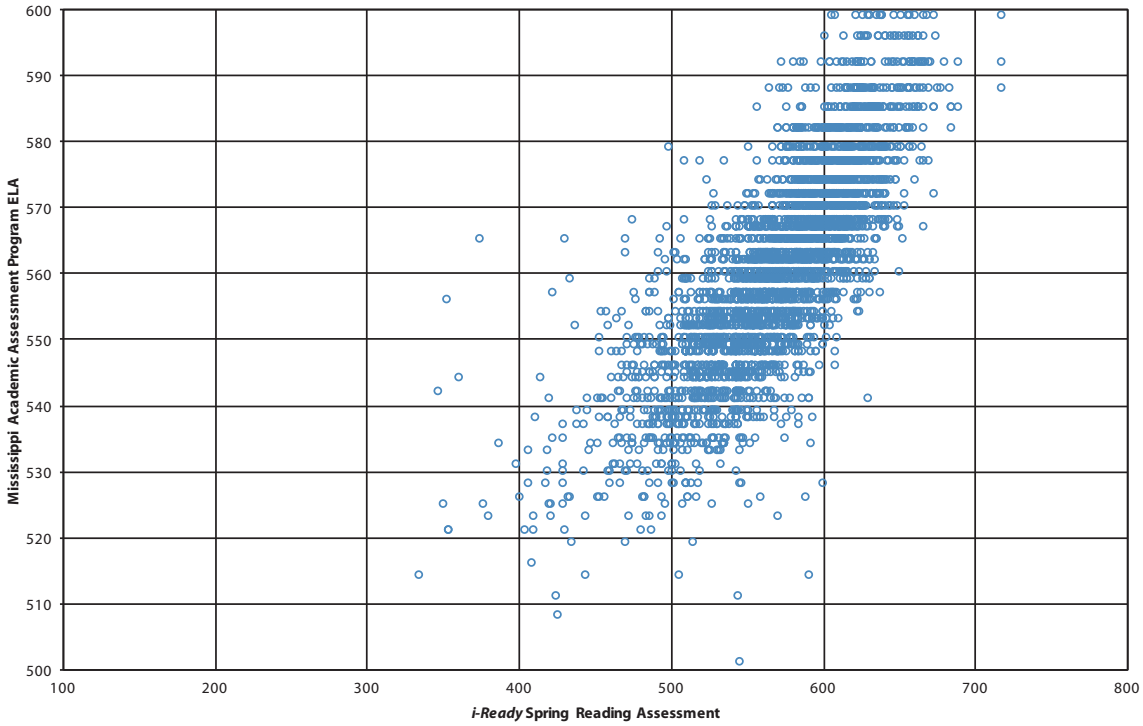
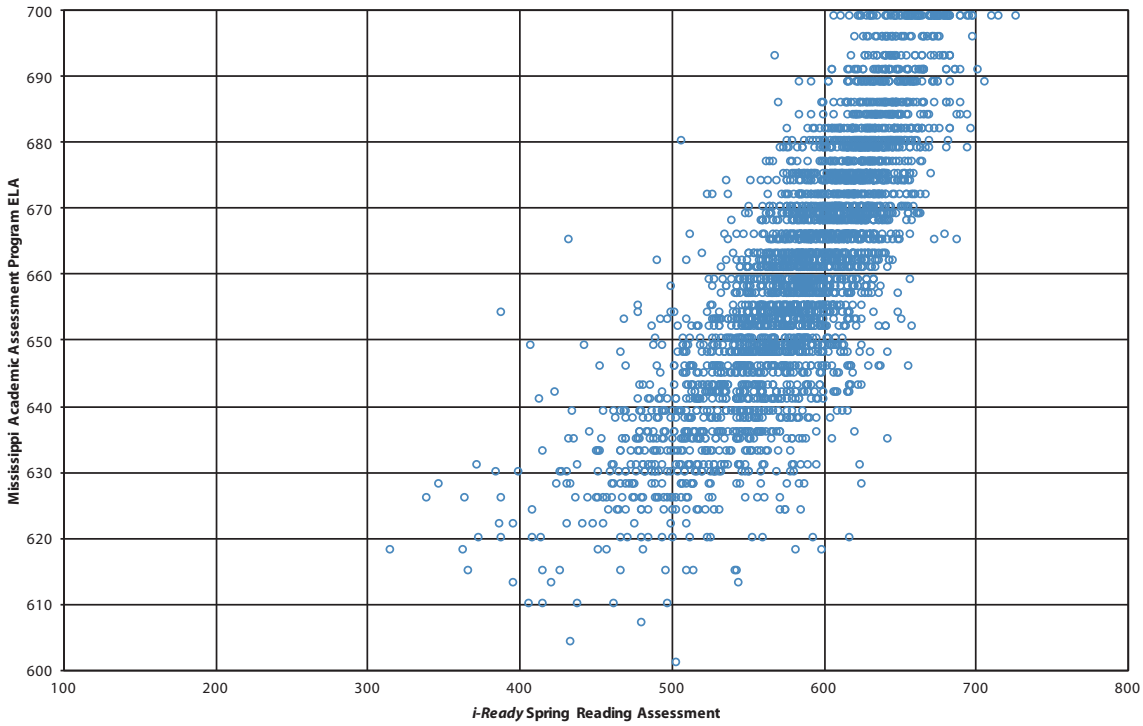


Figure 4
Grade 6 *i-Ready* and MAAP ELA Assessments

Correlation = .81*



**All correlations are statistically significant at the* p<*.0001 level.*

Figure 5
Grade 7 *i-Ready* and MAAP ELA Assessments

Correlation = .81*

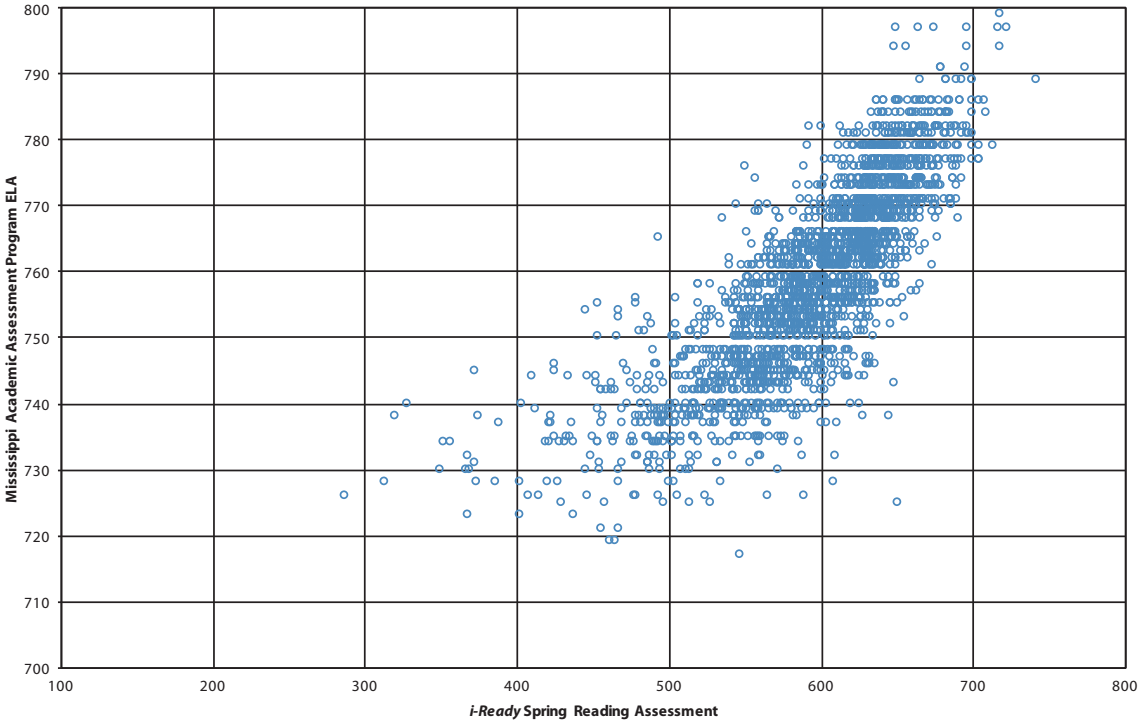
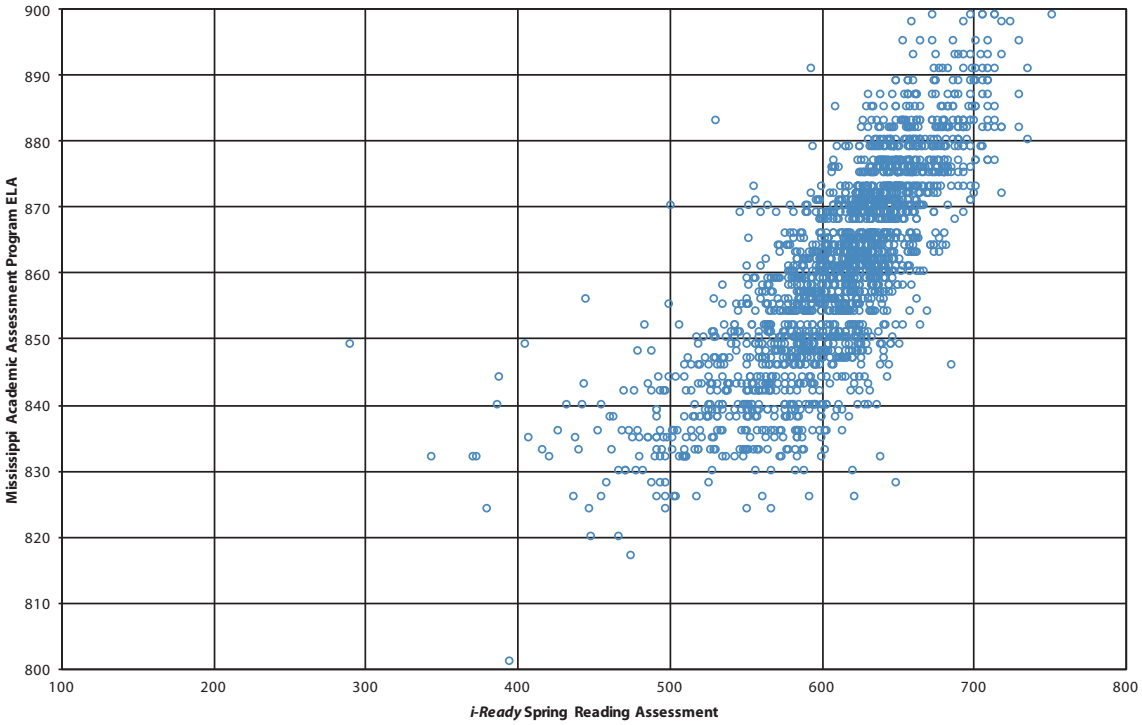


Figure 6
Grade 8 *i-Ready* and MAAP ELA Assessments

Correlation = .80*



**All correlations are statistically significant at the* p<*.0001 level.*

Mathematics Scatterplots by Grade

Figure 7
Grade 3 *i-Ready* and MAAP Mathematics Assessments

Correlation = .84*

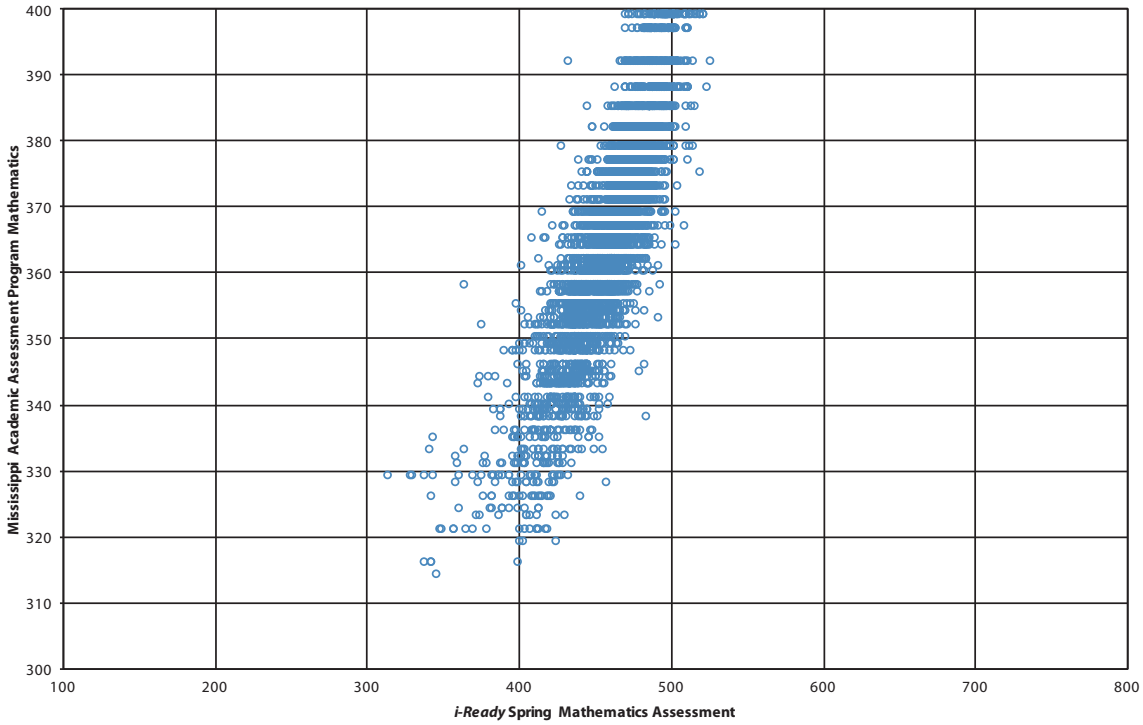
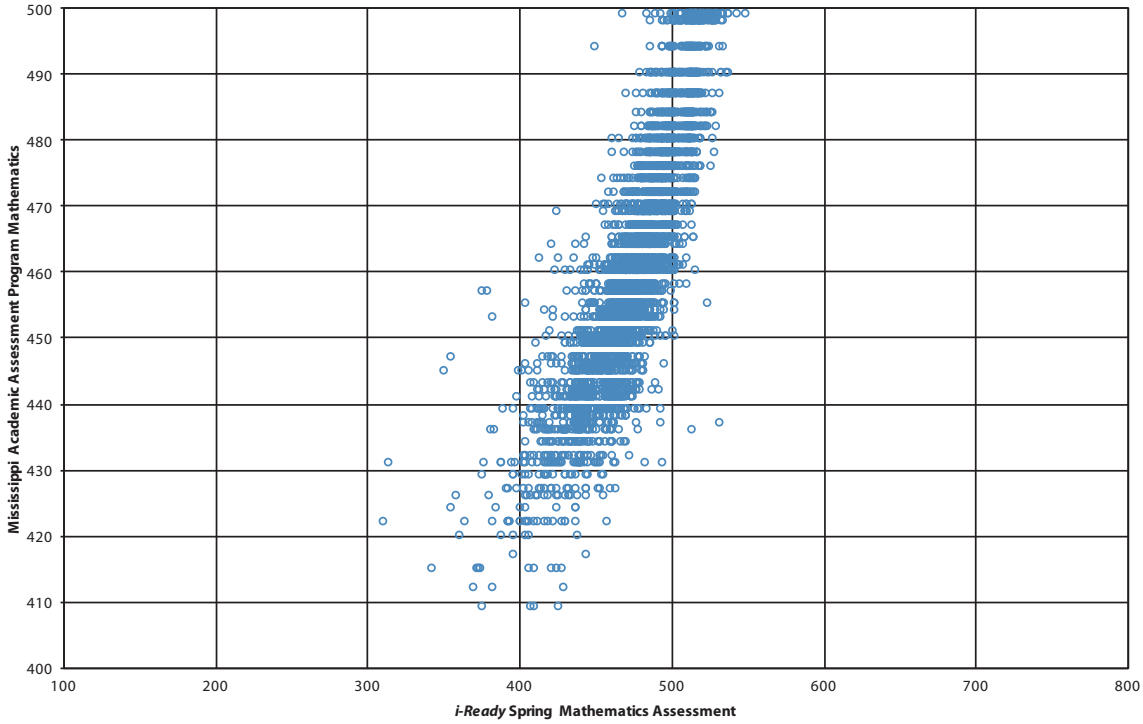


Figure 8
Grade 4 *i-Ready* and MAAP Mathematics Assessments

Correlation = .86*



**All correlations are statistically significant at the* p<*.0001 level.*

Figure 9
Grade 5 *i-Ready* and MAAP Mathematics Assessments

Correlation = .84*

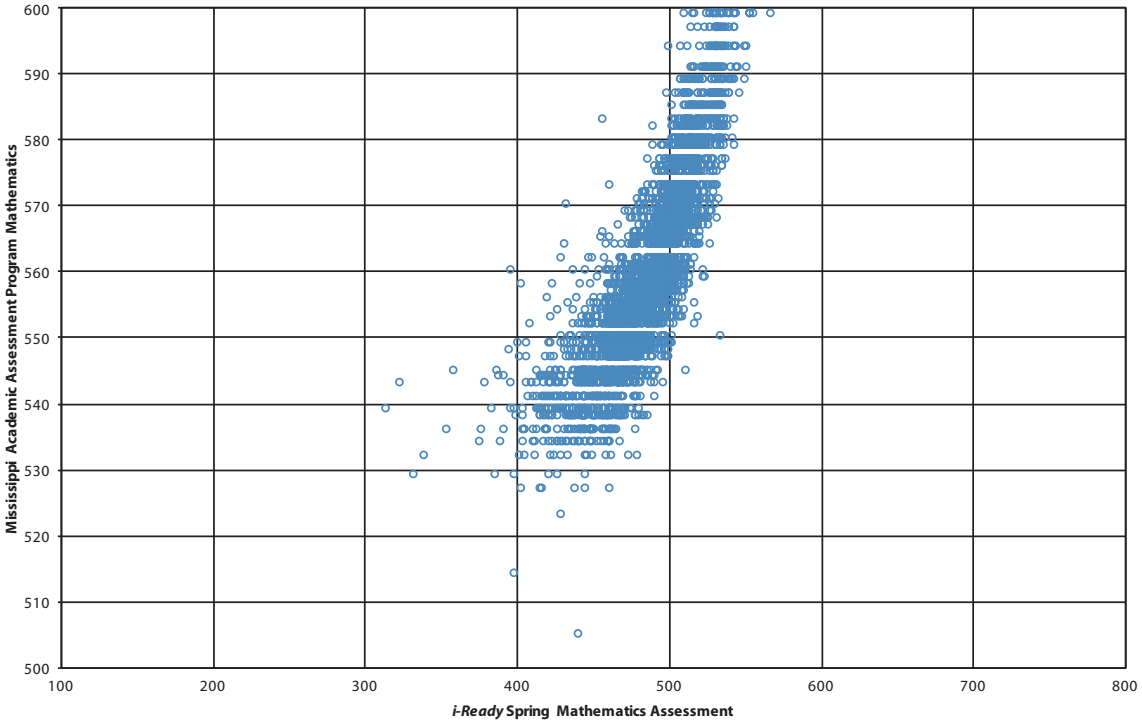
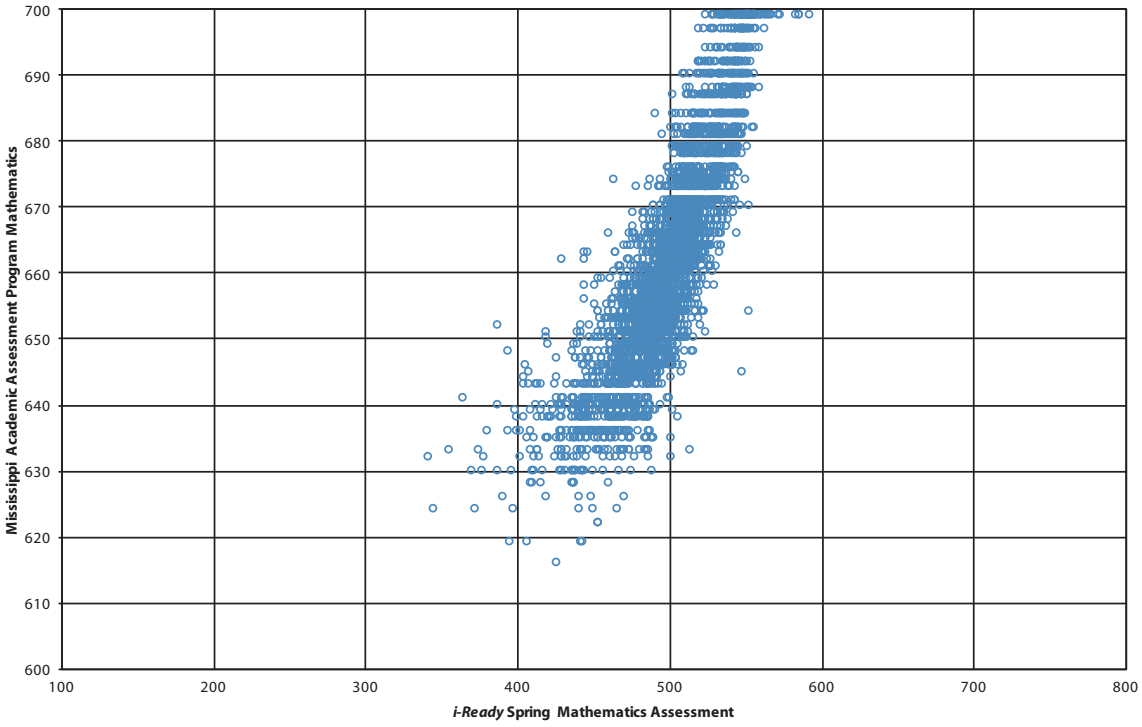


Figure 10
Grade 6 *i-Ready* and MAAP Mathematics Assessments

Correlation = .85*



**All correlations are statistically significant at the* p<*.0001 level.*

Figure 11
Grade 7 *i-Ready* and MAAP ELA Assessments

Correlation = .84*

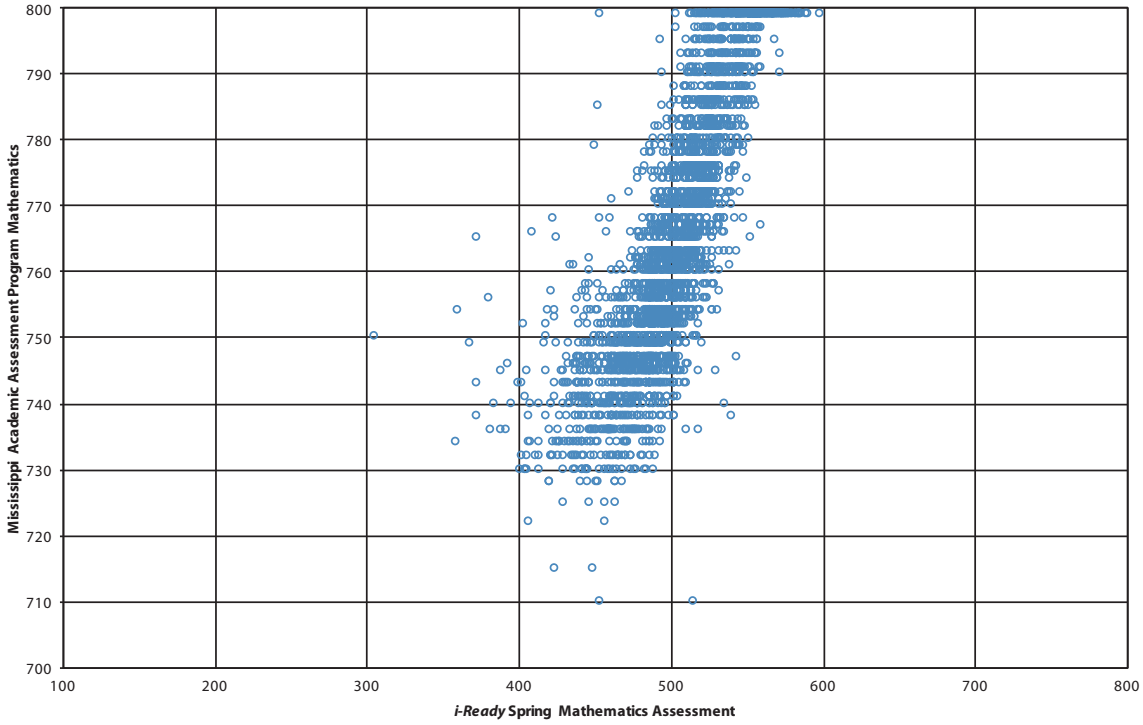
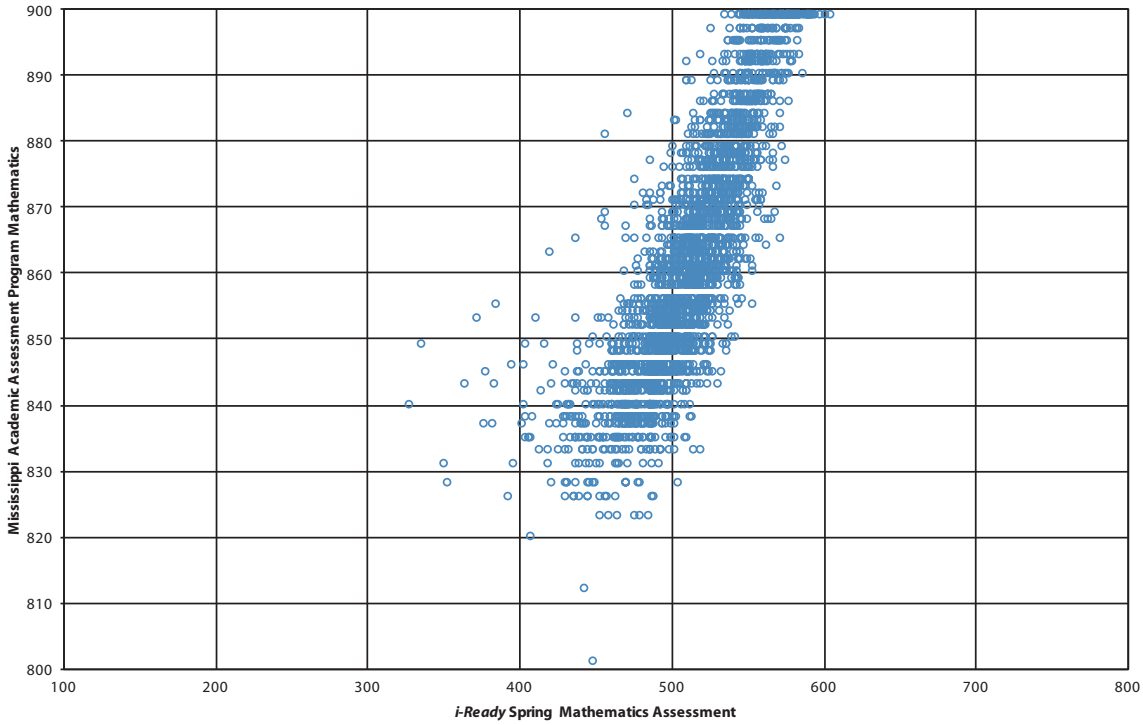


Figure 12
Grade 8 *i-Ready* and MAAP ELA Assessments

Correlation = .85*



**All correlations are statistically significant at the* p*<.0001 level.*

Appendix B: Classification Accuracy—Exact and Within One Level

The classification accuracy presented in Table 11 is based on *i-Ready* cut scores from the equipercentile linking, as presented in Table 7 from this report (also shown on the next page), that correspond to the five MAAP test performance levels. Results for both Reading and Mathematics in grades 3 through 8 are presented in Table 11. In terms of accurately classifying students' specific performance levels, 55% and 60% of students, in Reading and Mathematics respectively, were accurately classified based on their spring *i-Ready Diagnostic* score. Overall, 96% and 98% of students, in Reading and Mathematics respectively, were accurately classified within one level of their actual performance level on the MAAP test.

Table 11
Accuracy in Classifying Students' MAAP Test Performance Levels Using *i-Ready* Cut Scores

Subject	Grade	Accurately Classified MAAP Test Level	Accurately Classified Within One Level of MAAP Test Level
Reading	3	57%	97%
	4	55%	97%
	5	54%	95%
	6	52%	94%
	7	57%	96%
	8	53%	94%
	Overall	55%	96%
Mathematics	3	60%	98%
	4	61%	98%
	5	59%	98%
	6	62%	99%
	7	60%	98%
	8	57%	97%
	Overall	60%	98%

Table 12
Spring *i-Ready Diagnostic* Cut Score Ranges

Subject	Grade Level	Level 1	Level 2	Level 3	Level 4	Level 5
		Minimal	Basic	Passing	Proficient	Advanced
Reading	3	100–462	463–505	506–541	542–586	587–800
	4	100–480	481–537	538–573	574–627	628–800
	5	100–503	504–540	541–586	587–632	633–800
	6	100–524	525–565	566–602	603–634	635–800
	7	100–519	520–568	569–623	624–661	662–800
	8	100–557	558–585	586–632	633–673	674–800
Mathematics	3	100–408	409–438	439–460	461–486	487–800
	4	100–435	436–460	461–482	483–505	506–800
	5	100–441	442–468	469–498	499–518	519–800
	6	100–445	446–480	481–507	508–536	537–800
	7	100–443	444–483	484–509	510–537	538–800
	8	100–464	465–495	496–523	524–550	551–800

Appendix C: Stratified Sample Used for Cut Score and Proficiency Prediction

A subsample of students was used for cut score and proficiency prediction development. This sample was stratified from the total Mississippi sample to represent the statewide ability distribution on the 2017 MAAP test.[7] Table 13 shows comparisons of ability distribution of the stratified sample and the state results.

Table 13
Comparison of Stratified Sample Performance to 2017 Statewide Mississippi Performance

Grade	Estimated 2017 Mississippi State % of Performance Levels					Stratified Sample Average Scale Scores and % of Performance Levels						
	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	Avg. Score	% Level 1	% Level 2	% Level 3	% Level 4	% Level 5	Sample Size
ELA												
3	8	24	32	29	7	359	8	24	32	29	7	2,703
4	6	30	32	28	4	456	6	30	32	28	4	3,266
5	9	18	36	29	8	559	9	18	36	29	8	3,234
6	11	21	28	24	16	659	11	21	28	24	16	3,406
7	9	22	40	21	10	757	9	22	39	20	10	2,468
8	14	17	36	26	9	858	14	17	36	26	9	2,233
Mathematics												
3	6	21	32	31	9	360	6	21	32	31	9	2,325
4	9	24	32	26	10	459	9	24	32	26	10	2,720
5	7	21	38	23	11	559	7	21	38	23	11	3,630
6	5	23	35	29	9	660	5	23	35	29	9	2,975
7	4	23	29	31	13	764	4	23	29	31	13	2,997
8	8	24	31	26	11	861	8	24	31	26	11	2,722

Note: Average 2017 MAAP scores were not available at the time of this study and are not included in Table 13.

[7] Retrieved from http://reports.mde.k12.ms.us/report1/r2016-17.aspx

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22152.0

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Our assessment and instruction programs are backed by the industry's most practical and applicable research. Every program we provide starts with an extensive research base, and we then engage in a constant cycle of research, review, and improvement. The end result is a suite of programs proven to help your students succeed.

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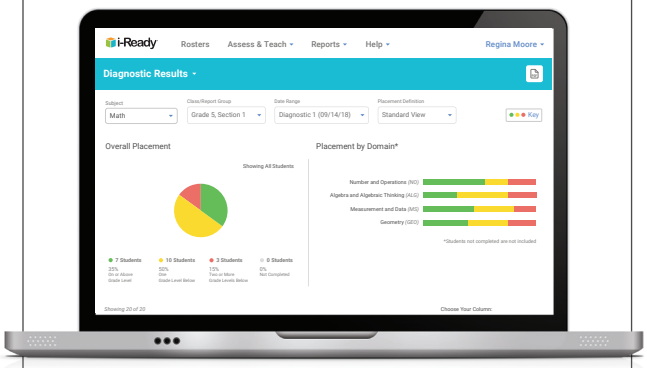
Our assessment and instruction programs are backed by the industry's most practical and applicable research. We conduct timely research in diverse educational settings to provide educators with a meaningful understanding of how our programs can help your students succeed.

i-Ready Diagnostic

Powerful assessment data and intuitive reporting

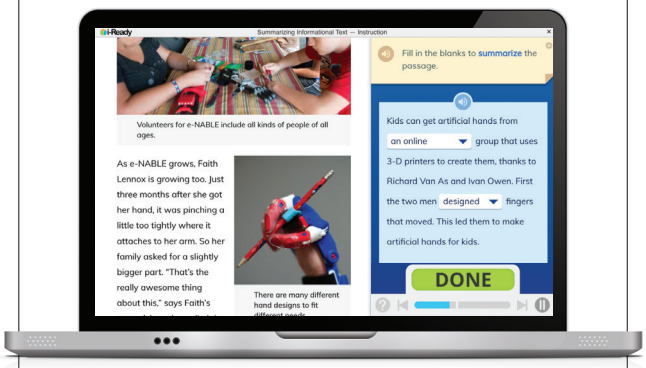


- Pinpoint student needs down to the sub-skill level with a powerful, valid, and reliable adaptive Diagnostic.
- Inform and adjust instruction with timely and actionable data.
- See a complete picture of student performance and growth and eliminate the need for multiple, redundant tests.

***i-Ready Diagnostic* is strongly correlated to leading state and national assessments. Review our linking studies. 4**

i-Ready Personalized Instruction

Engaging, individualized digital instruction



- Reach students of all skill levels with digital instruction designed to fill each student's knowledge gaps and help every learner access grade-level content.
- Engage students with interactive instruction designed for modern standards.

Students achieve greater growth with *i-Ready Personalized Instruction*. Review our ESSA evidence 6

Ready Mathematics Blended Core Curriculum

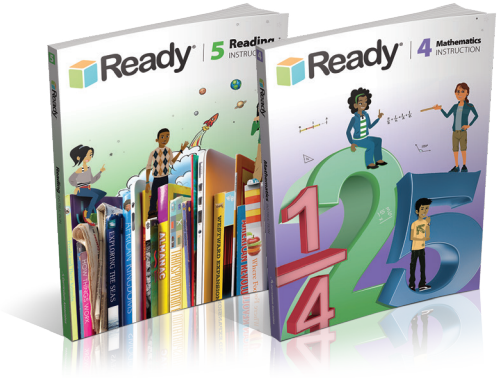
Rigorous, discourse-based mathematics instruction

- Develop students' procedural fluency and conceptual understanding through reasoning, modeling, and discussion.
- Reach all skill levels with customized instruction powered by assessment data to address whole class and individual student needs.

***Ready Mathematics* drives achievement. Review our ESSA evidence 8**

Ready Reading and Mathematics

Proven whole class and small group instruction



- Provide rigorous whole class instruction with materials that support teachers and engage students in mastering content standards.
- Access a digital collection of both on- and off-grade level instructional resources to facilitate differentiated instruction for students of all performance levels.

Schools using *Ready* perform better on state assessments. Review our ESSA evidence 9

Grounded in Research

Meet the experts behind *i-Ready* and *Ready* **10**

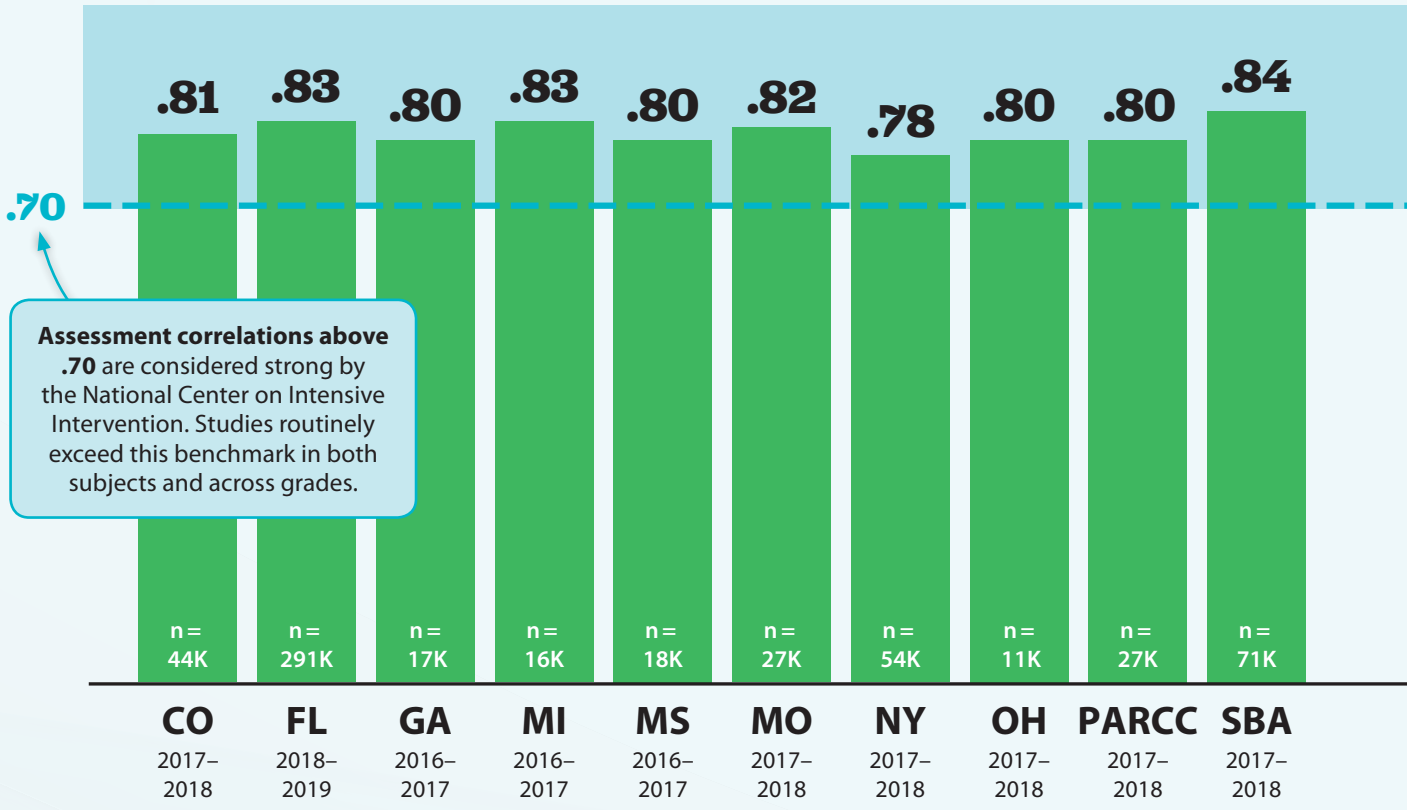
Strong correlations to state and consortium assessments

Curriculum Associates, in partnership with the Educational Research Institute of America (ERIA), collected data across the country to study the relationship between the *i-Ready Diagnostic* and leading national and state assessments for both English Language Arts (ELA) and Mathematics.

Correlations you can be confident in

Correlations between *i-Ready* and consortium and state assessments consistently exceed established benchmarks in education.

Correlations between *i-Ready Diagnostic* and Select Summative Assessments (ELA)



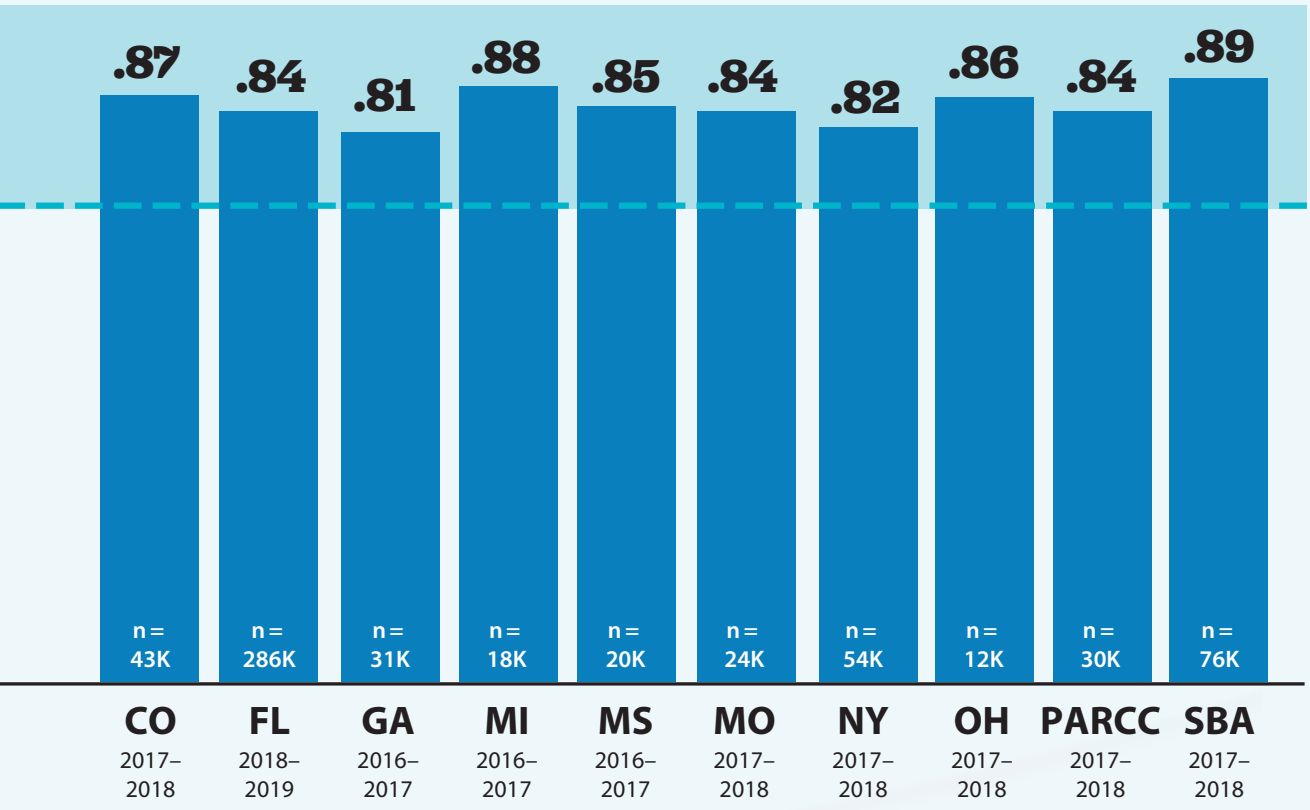
In addition to the states and consortia presented in the chart above, the Curriculum Associates Research team partnered with ERIA to collect data for linking studies in North Carolina, Pennsylvania, South Carolina, Tennessee, and many other states.

> ***We chose i-Ready because we wanted everyone in our district to be moving in the same direction. Now we can say, 'This is what the child's needs are.'***
>
> —Dr. John Lovato, Assistant Superintendent, CA

Why correlations matter

Correlations are one of the most commonly used and widely accepted forms of validity evidence. Correlations demonstrate that when students score high on one assessment, they also tend to score high on the other, and similarly, when students score low on one assessment, they also tend to score low on the other. A high correlation between two assessments provides evidence that the two assessments are measuring similar constructs.

Correlations between *i-Ready Diagnostic* and Select Summative Assessments (Mathematics)



Our linking research is ongoing. If your state is not listed here, our Research and Efficacy page captures all the latest research: **CurriculumAssociates.com/Research**.

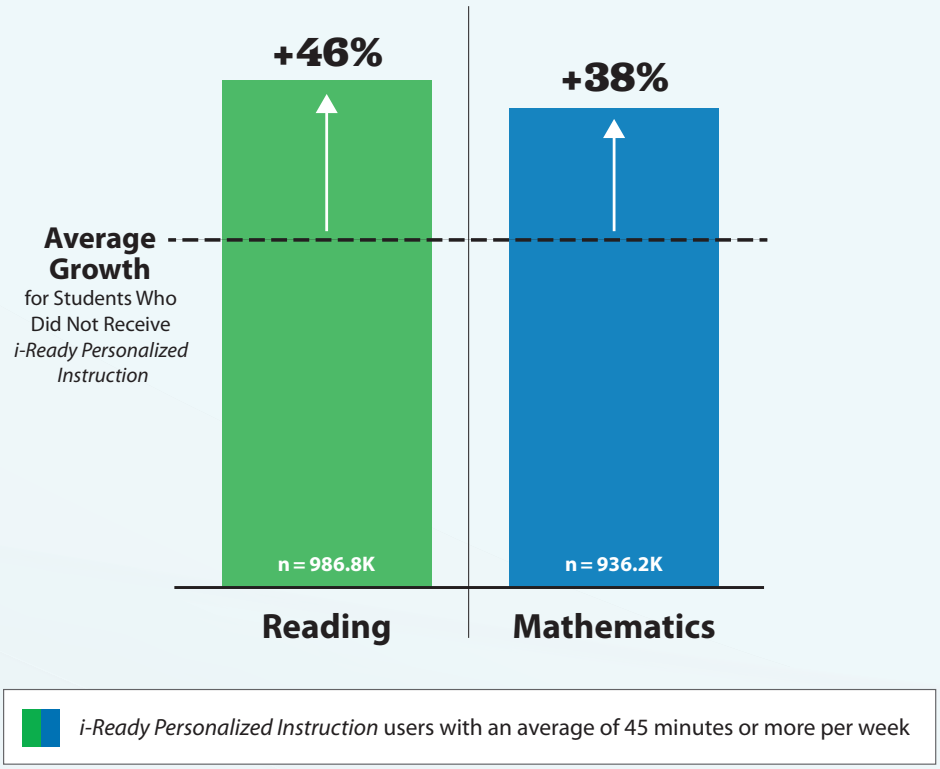
Students receiving *i-Ready Personalized Instruction* experience remarkable gains.

The Curriculum Associates Research team analyzed data from more than one million students who took the *i-Ready Diagnostic* during the 2017–2018 school year. In both Reading and Mathematics, students who used *i-Ready Personalized Instruction* demonstrated substantial learning gains compared to students who did not, and these gains were positive and statistically significant. This large-scale study provides additional support that *i-Ready* is a well-researched program that meets the criteria for "evidence-based" as outlined by the Every Student Succeeds Act (ESSA).

Students achieve greater growth with *i-Ready*.

Students using *i-Ready Personalized Instruction* for an average of 45 minutes or more per subject per week for at least 18 weeks showed statistically significantly greater growth than the average student who did not receive *i-Ready Personalized Instruction* during the 2017–2018 school year.

Score Gains for Students Receiving *i-Ready Personalized Instruction* Relative to Students Not Receiving *i-Ready Personalized Instruction*

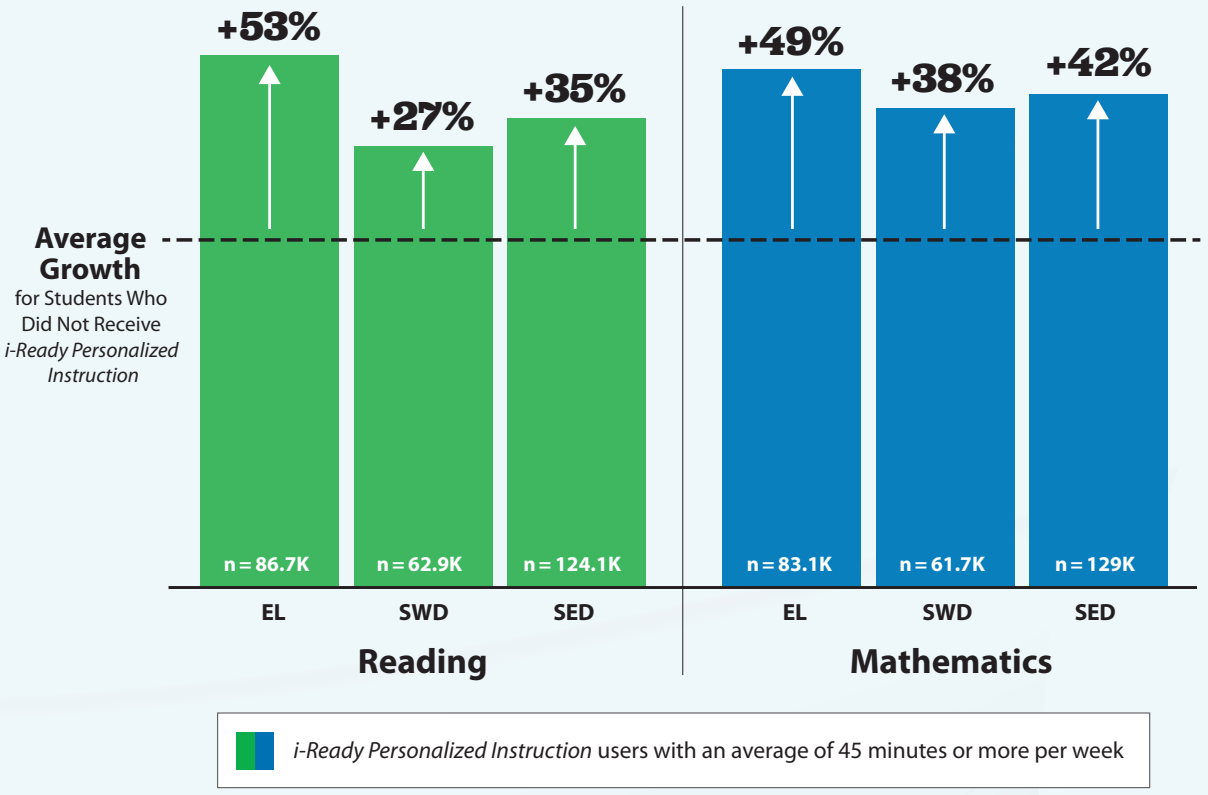


> ***When you start looking at [i-Ready] data and following the trends . . . it's revealing. It's about knowing the truth, and that helps you make better decisions that move schools forward.***
>
> —Melinda Chemin, Reading Coach, FL

i-Ready accelerates growth for key student groups.

Students who are English Learners (EL), students with disabilities (SWD), and students with socioeconomic disadvantages (SED) using *i-Ready Personalized Instruction* all saw statistically significantly greater growth than students from the same subgroups who did not have access to the program during the 2017–2018 school year.

Score Gains for Key Student Groups Receiving *i-Ready Personalized Instruction* Relative to Key Student Groups Not Receiving *i-Ready Personalized Instruction*



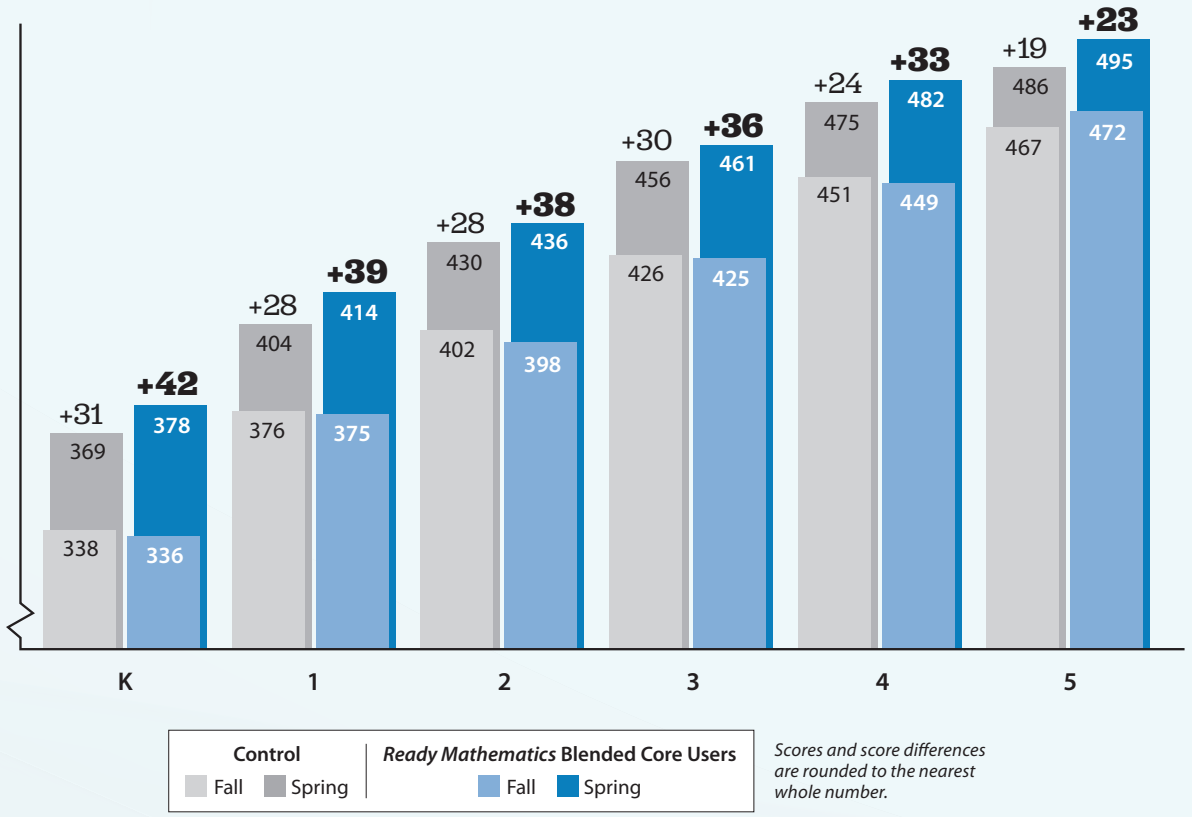
Students using *Ready Mathematics* grow more.

HumRRO, a leading evaluator of educational programs, conducted a study using data from the 2017–2018 school year of more than 21,000 students to understand the impact of the *Ready Mathematics* Blended Core Curriculum* on mathematics achievement for students in Grades K–5. The study found that across grades and diverse student populations, *Ready Mathematics* helped students grow more.

Ready Mathematics, the foundation of *Ready Classroom Mathematics*, drives mathematics achievement.

HumRRO's research found that students using *Ready Mathematics* as their core curriculum along with *i-Ready Personalized Instruction* outperformed comparable student populations using other programs. Because *Ready Classroom Mathematics* curriculum is the next evolution of *Ready Mathematics*, the findings from this study support the efficacy of both programs.

i-Ready Diagnostic (Mathematics) Score Differences



Scores and score differences are rounded to the nearest whole number.

About the Research: For students with comparable starting points, the mean mathematics achievement for the *Ready Mathematics* Blended Core Curriculum group was statistically significantly higher in all Grades K–5 (Hedges' *g* effect sizes range from .17 to .36). The research was designed to meet the What Works Clearinghouse (WWC) evidence standards for quasi-experimental studies as well as the ESSA Level 2 (Moderate) criteria.

**Ready Mathematics* Blended Core Curriculum includes *Ready Mathematics, i-Ready Personalized Instruction,* and the *i-Ready Diagnostic.*

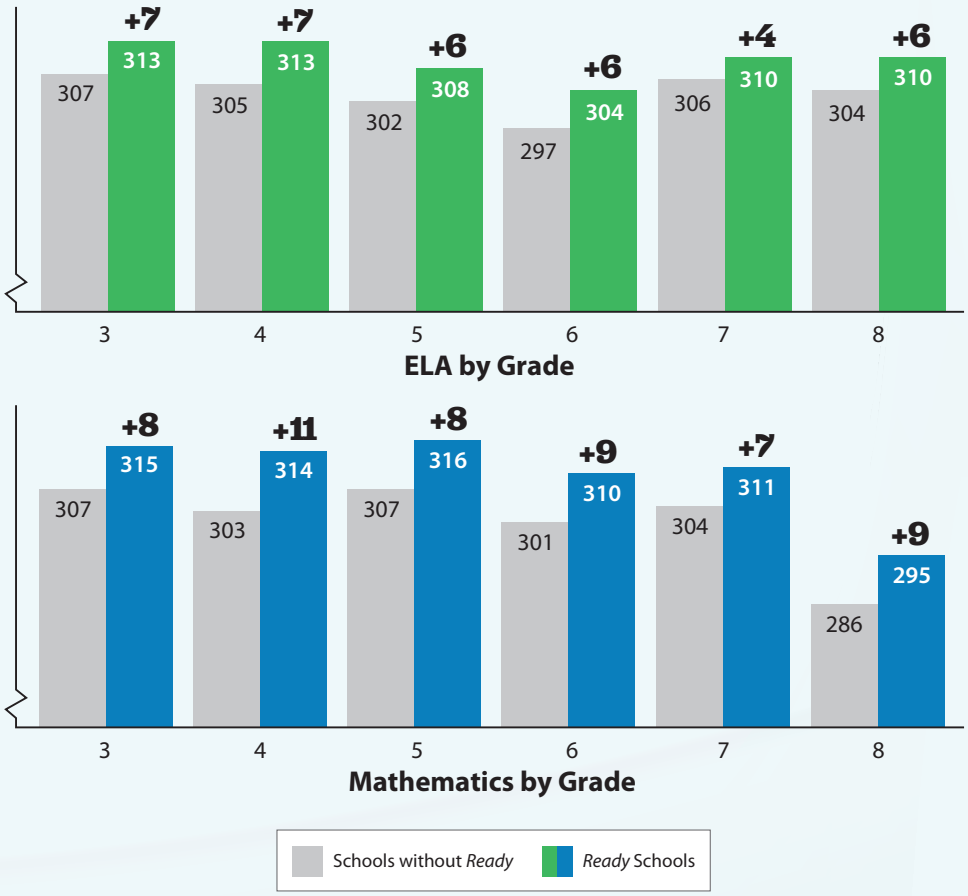
Schools using *Ready* perform better on state assessments.

In spring 2018, Curriculum Associates performed two ANCOVA analyses to examine the effect of *Ready* on state summative test scores.

A study of students in more than 3,000 schools shows that *Ready* students outperform their peers on state assessments.

Ready schools had, on average, achieved greater New York State Test scores in Grades 3–8 than schools without *Ready*. In both ELA and Mathematics, schools using *Ready Reading* and *Ready Mathematics* outperformed comparable schools not using these programs by roughly one decile. Because the study controlled for selection bias and key demographic characteristics, it serves as evidence for *Ready Reading* and *Ready Mathematics* under ESSA.

New York State Test Scores*: *Ready* Schools and Schools without *Ready*



*Results for this analysis are reported conservatively. For example, results are rounded down to the nearest whole number after calculating point estimates and differences. The differences stated here may not reflect the difference in point estimates due to this rounding.

Grounded in Research

Our programs are research-based and built from the ground up to be true to the details, rigor, and intent of college and career readiness standards. In order to connect the latest research with practical application in the classroom, ***i-Ready* and *Ready* continue to evolve with guidance from expert authors and advisors who have a wide range of expertise in the field of education**.

Reading Authors

Dr. James W. Cunningham | ***Professor Emeritus of Literacy Studies, University of North Carolina at Chapel Hill***

Widely known for his research on text complexity and reading comprehension. Work has been featured in many prominent publications, including the *Journal of Literacy Research* and *Reading Research Quarterly*.

Dr. D. Ray Reutzel | ***Dean of the College of Education, University of Wyoming***

President of the Reading Hall of Fame. Conducts research on early literacy in Grades K–3. Author of more than 225 published research reports, articles, books, book chapters, and monographs in reading, literacy, and early childhood education.

Mathematics Authors

Dr. Mark Ellis | ***Department Chair and Professor of Education, California State University, Fullerton; National Board Certified Teacher***

Has served on the Board of Directors and Executive Committee of the National Council of Teachers of Mathematics (NCTM). Best known for his research regarding equity, discourse, and technology in mathematics education and the preparation of teachers of mathematics. Coauthor of *Reimagining the Mathematics Classroom*.

Grace Kelemanik | ***Cofounder, Fostering Math Practices***

National consultant supporting teachers, coaches, and school leaders with a focus area in engagement of special populations in mathematical thinking and reasoning. Coauthor of *Routines for Reasoning: Fostering the Mathematical Practices in All Students* and *The Fostering Geometric Thinking Toolkit*. Mathematics education experience includes: urban 6–12 mathematics teacher and leader, project director at Education Development Center, and Teacher Educator at the Boston Teacher Residency program.

Dr. Gladis Kersaint | ***Dean of the Neag School of Education, University of Connecticut***

Has served on the Board of Directors and Executive Committee of NCTM. Author of books and numerous refereed journal articles related to factors that influence mathematics teaching and learning, with a research focus on equity and discourse in mathematics education. Coauthor of *Teaching Mathematics to English Language Learners*.

Amy Lucenta | ***Cofounder, Fostering Math Practices***

Coauthor of *Routines for Reasoning: Fostering the Mathematical Practices in All Students*. Consultant to teachers, coaches, and school leaders in mathematics instruction and pedagogy. Expertise in teaching with instructional routines and the integration of Mathematical Practices into instruction. Has extensive K–12 mathematics experience supporting all learners, including a focus on ELs and students with learning disabilities.

Efficacy and Technical Advisors

Dr. Allison Atteberry | ***Assistant Professor, University of Colorado at Boulder***

Conducts research on teacher- and school-level interventions designed to improve the quality of instruction experienced by historically underserved students. Leverages both econometric and statistical approaches to education policy analysis, focusing on what methods and designs constitute compelling evidence of causal effects in quantitative research.

Dr. Henry Braun | ***Boisi Professor of Education & Public Policy; Director of the Center for the Study of Testing, Evaluation & Education Policy, Boston College***

Research expertise includes assessment design, assessment and accountability, international assessment surveys, and outcomes of liberal education. American Educational Research Association honored Braun with the Division D 2018 Robert L. Linn Distinguished Address Award and the Palmer Johnson Award in 1986. National Council on Measurement in Education (NCME) Award for Technical Contributions to Measurement winner in 1999. Elected to the prestigious National Academy of Education in 2017—a collection of more than 200 elite researchers who address education's most pressing issues.

Dr. Derek Briggs | ***Professor and Chair of the Research and Evaluation Methodology Program, University of Colorado at Boulder***

Recognized expert in the measurement and evaluation of student learning, including in the use of learning progressions as a method for facilitating student-level inferences about growth, and helping bridge the use of test scores for formative and summative purposes. Sits on the technical advisory committee of four large testing programs, including the national PARCC assessment consortium.

Dr. Richard Brown | ***Founder and CEO, West Coast Analytics***

Former associate professor, psychometrician, Rossier School of Education of the University of Southern California. Former senior researcher at the National Center for Research on Evaluation, Standards, and Student Testing at UCLA. One of the primary psychometricians for *i-Ready Diagnostic* since its inception.

Dr. Andrew Ho | ***Professor of Education, Harvard Graduate School of Education***

Research critiques and clarifies educational accountability metrics, including proficiency, growth, achievement gaps, and value-added. Author, with Dr. Karen Castellano, of *A Practitioner's Guide to Growth Models* (2013). Member of the National Assessment Governing Board and a recipient of the Jason Millman Promising Measurement Scholar Award from the National Council on Measurement in Education (NCME).

Dr. Richard Luecht | ***Professor of Educational Research Methodology, University of North Carolina at Greensboro***

Research includes technology integration in assessment, advanced psychometric modeling and estimation, and the application of engineering design principles for formative assessment (i.e., assessment engineering). Designed numerous algorithms and software programs for automated test assembly and devised a computerized adaptive multistage testing framework used by a number of large-scale testing programs.

Dr. Bruce Randel | ***Founder and CEO, Century Analytics***

Provides consulting and contracting services in research design, research methods, statistical analysis, educational measurement and psychometrics, and reporting. Certified WWC reviewer, expert in designing studies aligned to WWC Standards and Procedures. Provided technical assistance for projects funded through Investing in Innovations, Education Innovation and Research, Supporting Effective Educator Development, the Regional Educational Laboratories, and the Social Innovation Fund.

Dr. Michael Rodriguez | ***Campbell Leadership Chair and Professor of Quantitative Methods in Education, University of Minnesota***

Well known for research on item development and validation and measurement accessibility for individuals with disabilities and multilingual learners. 2005 Albert J. Harris Research Award of the International Reading Association. Chairs the US Department of Defense Advisory Committee on Military Personnel Testing and the National Board of Professional Teaching Standards Technical Advisory Group.

Dr. Edynn Y. Sato | ***CEO and Chief Research Scientist, Sato Education Consulting***

Authority on student learning, instruction, and assessment, particularly of culturally and linguistically diverse learners and students with disabilities. Served as a chair of the Diversity Issues in Testing Committee for NCME; is a Peer Reviewer of State Assessments for the US Department of Education. Has served as principal investigator or project director on a number of successful federally funded projects and multimillion dollar education contracts that primarily focused on serving the needs of ELs and students with disabilities.

Dr. Martin West | ***Professor of Education, Harvard Graduate School of Education***

Faculty research fellow at the National Bureau of Economic Research. Deputy director of the Harvard Kennedy School's Program on Education Policy and Governance and executive editor of *Education Next*, a journal of opinion and research on education policy. Conducts research on the politics of K–12 education in the United States and how education policies affect student learning and non-cognitive development. Worked as senior education policy advisor to the ranking member of the US Senate Committee on Health, Education, Labor, and Pensions in 2014–2015.

To learn more about the research behind our programs, visit:

CurriculumAssociates.com/Research

NCII NATIONAL CENTER ON INTENSIVE INTERVENTION at American Institutes for Research

i-Ready received high ratings from the National Center on Intensive Intervention (NCII).

BUROS CENTER FOR TESTING

i-Ready received a positive review in the *Twentieth Mental Measurements Yearbook* (published by the Buros Center for Testing).

TOP RATED by EdReports

Ready Mathematics received "all green" for each of EdReports' three gateways: focus and coherence • usability • rigor and mathematical practices

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11/19 7K. Proven to Work (Curriculum Associates Research Report No. 2019-119). North Billerica, MA: Author.

Curriculum Associates®

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to i-Ready Diagnostic Reading Skills

Grade K

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
RL.K.1 With prompting and support, . . . answer questions about key details in a text.	**Make inferences.** With support, draw conclusions or make inferences in read-aloud literary or informational text or in pictures. **Answer questions about key ideas and details.** With support, demonstrate understanding of key ideas and details shown in pictures or explicitly stated in literary or informational text read aloud.
RL.K.1 With prompting and support, ask and answer questions about key details in a text.	**Identify cause-and-effect relationships.** With support, identify examples of cause and effect, using pictures or words in literary or informational text read aloud.* **Sequence events in literary text.** With support, sequence pictures of two events or identify the beginning, middle, or end of literary text read aloud.* **Identify story elements in literary text.** With support, identify characters, setting, or major events in literary text read aloud.* **Compare and contrast within a literary text.** With support, compare or contrast characters (people, animals) or events within a literary text read aloud.*
RL.K.2 With prompting and support, retell familiar stories, including key details.	**Retell literary text.** With support, retell stories read aloud. **Sequence events in literary text.** With support, sequence pictures of two events or identify the beginning, middle, or end of literary text read aloud.*

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to Skills (continued)

Grade K (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	**Identify story elements in literary text.** With support, identify characters, setting, or major events in literary text read aloud. **Sequence events in literary text.** With support, sequence pictures of two events or identify the beginning, middle, or end of literary text read aloud.*
RL.K.4 . . . answer questions about unknown words in a text.	**Determine word meaning.** With support, understand the meaning of Grade K words and phrases, including academic and/ or domain-specific words, in literary or informational text read aloud.
RL.K.4 Ask and answer questions about unknown words in a text.	**Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade K words used in literary texts, grade-appropriate content areas, and other academic contexts.*
RL.K.5 Recognize common types of texts (e.g., storybooks, poems).	**Recognize types of texts.** With support, recognize common types of literary or informational texts.
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).	**Connect text and visuals in literary text.** With support, describe the relationship between pictures and the text in which they appear (e.g., what moment in a story a picture depicts) in literary text read aloud. **Make inferences.** With support, draw conclusions or make inferences in read-aloud literary or informational text or in pictures.* **Answer questions about key ideas and details.** With support, demonstrate understanding of key ideas and details

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to Skills (continued)

Grade K (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	shown in pictures or explicitly stated in literary or informational text read aloud.*
RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	**Compare story elements in two literary texts.** With support, compare the adventures and experiences of characters in two literary texts read aloud. **Compare and contrast within a literary text.** With support, compare or contrast characters (people, animals) or events within a literary text read aloud.*
RI.K.1 With prompting and support, . . . answer questions about key details in a text.	**Make inferences.** With support, draw conclusions or make inferences in read-aloud literary or informational text or in pictures. **Answer questions about key ideas and details.** With support, demonstrate understanding of key ideas and details shown in pictures or explicitly stated in literary or informational text read aloud.
RI.K.1 With prompting and support, ask and answer questions about key details in a text.	**Identify cause-and-effect relationships.** With support, identify examples of cause and effect, using pictures or words in literary or informational text read aloud.* **Compare and contrast within an informational text.** With support, compare or contrast individuals, ideas, events, or facts within an informational text read aloud.* **Sequence events in informational text.** With support, sequence three steps in a process or sequence pictures of two events in informational text read aloud.*

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to Skills (continued)

Grade K (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
RI.K.2 With prompting and support, . . . retell key details of a text.	**Retell informational text.** With support, retell key details of informational text read aloud.
RI.K.2 With prompting and support, identify the main topic . . . of a text.	**Identify the main idea in informational text.** With support, identify the main idea or topic of informational text read aloud.
RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	**Categorize and classify information in informational text.** With support, sort or label groups of individuals, ideas, events, or facts in informational text read aloud.* **Compare and contrast within an informational text.** With support, compare or contrast individuals, ideas, events, or facts within an informational text read aloud.*
RI.K.3 With prompting and support, describe the connection [cause and effect] between two individuals, events, ideas, or pieces of information in a text.	**Identify cause-and-effect relationships.** With support, identify examples of cause and effect, using pictures or words in literary or informational text read aloud.
RI.K.3 With prompting and support, describe the connection [sequence] between two individuals, events, ideas, or pieces of information in a text.	**Sequence events in informational text.** With support, sequence three steps in a process or sequence pictures of two events in informational text read aloud.
RI.K.4 With prompting and support, . . . answer questions about unknown words in a text.	**Determine word meaning.** With support, understand the meaning of Grade K words and phrases, including academic and/ or domain-specific words, in literary or informational text read aloud.
RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.	**Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade K words used in literary texts, grade-appropriate content areas, and other academic contexts.*

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to Skills (continued)

Grade K (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
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).	**Connect text and visuals in informational text.** With support, describe the relationship between pictures and the text in which they appear (e.g., what person, place, thing, or idea a picture depicts) in informational text read aloud. **Make inferences.** With support, draw conclusions or make inferences in read-aloud literary or informational text or in pictures.* **Answer questions about key ideas and details.** With support, demonstrate understanding of key ideas and details shown in pictures or explicitly stated in literary or informational text read aloud.*
RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.	**Identify reasons that support points in informational text.** With support, identify a reason an author gives to support specific points in informational text read aloud.
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).	**Identify similarities and differences in two informational texts.** With support, compare illustrations, descriptions, or procedures in two informational texts on the same topic read aloud. **Compare and contrast within an informational text.** With support, compare or contrast individuals, ideas, events, or facts within an informational text read aloud.*
RF.K.1d Recognize and name all . . . lowercase letters of the alphabet.	**Understand organization and basic features of print.** Recognize and name all lowercase letters of the alphabet.

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to Skills (continued)

Grade K (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
RF.K.1d Recognize and name all upper[case] . . . letters of the alphabet.	**Understand organization and basic features of print.** Recognize and name all uppercase letters of the alphabet.
RF.K.2a Recognize . . . rhyming words.	**Recognize rhyme.** Identify and match rhyming words.
RF.K.2b . . . Blend . . . syllables in spoken words.	**Blend syllables.** Blend syllables in spoken two-syllable words.
RF.K.2b Count . . . and segment syllables in spoken words.	**Segment syllables.** Segment and/or count syllables in spoken words.
RF.K.2c . . . Segment onsets and rimes of single-syllable spoken words.	**Segment onset and rime.** Segment onset and rime of spoken one-syllable words.
RF.K.2c Blend . . . onsets and rimes of single-syllable spoken words.	**Blend onset and rime.** Blend onset and rime of spoken one-syllable words.
RF.K.2d Isolate . . . medial vowel . . . sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	**Isolate and identify medial sounds.** Isolate medial vowel sounds (phonemes) in spoken three-phoneme CVC words. (This does not include CVC words ending with /l/, /r/, or /x/.)
RF.K.2d Isolate . . . the . . . final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	**Isolate and identify final sounds.** Isolate final sounds (phonemes) in spoken three-phoneme CVC words. (This does not include CVC words ending with /l/, /r/, or /x/.)
RF.K.2d Isolate . . . the initial . . . sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	**Isolate and identify initial sounds.** Isolate initial sounds (phonemes) in spoken three-phoneme CVC words. (This does not include CVC words ending with /l/, /r/, or /x/.)
RF.K.2e Add . . . individual sounds (phonemes) in simple, one-syllable words to make new words.	**Add phonemes.** Add individual sounds (phonemes) to spoken one-syllable words to make new words.
RF.K.2e Add or substitute individual sounds (phonemes) in simple, one#syllable words to make new words.	**Substitute initial phonemes.** Substitute initial sounds (phonemes) in spoken one-syllable words to make new words.*

**This skill is related to the aligned standard*

Grade K (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	Substitute final phonemes. Substitute final sounds (phonemes) in spoken one-syllable words to make new words.* **Substitute medial phonemes.** Substitute medial vowel sounds (phonemes) in spoken one-syllable words to make new 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.	**Demonstrate basic knowledge of one-to-one letter-sound correspondences.** Match consonant sounds to letters in isolation: *s, f, r, m, p, l, t** **Demonstrate basic knowledge of one-to-one letter-sound correspondences.** Match consonant sounds to letters in isolation: *d, n, g, b, h, c** **Demonstrate basic knowledge of one-to-one letter-sound correspondences.** Match consonant sounds to letters in isolation: *v, j, w, x, k, z, y** **Demonstrate basic knowledge of one-to-one letter-sound correspondences.** Match consonant sounds to letters: soft *c*, soft *g*.*
RF.K.3b Associate the long . . . sounds with common spellings (graphemes) for the five major vowels.	**Match long vowel sounds with common spellings for the five major vowels.** Match long vowel sounds to individual letters in isolation. **Match long vowel sounds with common spellings for the five major vowels.** Recognize the long vowel sound within one-syllable words.

**This skill is related to the aligned standard*

Grade K (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	**Decode regularly spelled one-syllable words with short vowels.** Decode simple VC and CVC words with short *a*, short *i*, or short *o*.* **Match short vowel sounds with common spellings for the five major vowels.** Match short vowel sounds to letters in isolation: short *a** **Match short vowel sounds with common spellings for the five major vowels.** Match short vowel sounds to letters in isolation: short *i** **Match short vowel sounds with common spellings for the five major vowels.** Match short vowel sounds to letters in isolation: short *o** **Match short vowel sounds with common spellings for the five major vowels.** Match short vowel sounds to letters in isolation: short *e** **Match short vowel sounds with common spellings for the five major vowels.** Match short vowel sounds to letters in isolation: short *u** **Match long vowel sounds with common spellings for the five major vowels.** Match long vowel sounds to letters: *y**
RF.K.3c Read common high#frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	**Recognize Grade K high-frequency words.** Read high-frequency words such as the following: *be, for, he, in, is, it, on, that, the, to, was, you.**

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to Skills (continued)

Grade K (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	Recognize Grade K high-frequency words. Read high-frequency words such as the following: *and, are, as, at, had, have, his, not, of, they, this, with.** **Recognize Grade K high-frequency words.** Read high-frequency words such as the following: *about, all, an, but, by, can, from, her, one, or, she, their, there, we, were, what, when.**
RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	**Distinguish between similarly spelled words.** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	**Understand word relationships.** Recognize antonyms. Sort words into categories and define words by category. Demonstrate understanding of multiple-meaning words and shades of meaning.*
L.K.4b Use the most frequently occurring inflections and affixes (e.g., #ed, #s, re#, un#, pre#, #ful, #less) as a clue to the meaning of an unknown word.	**Use prefixes, suffixes, and base words.** Understand and use meaningful word parts: prefixes *(un-, re-, pre-)*, suffixes *(-ful, -less)*, inflectional endings *(-s, -es, -ed, -ing)*, and base words. Identify compound words.*
L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	**Understand word relationships.** Recognize antonyms. Sort words into categories and define words by category. Demonstrate understanding of multiple-meaning words and shades of meaning.*
L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	**Understand word relationships.** Recognize antonyms. Sort words into categories and define words by category. Demonstrate understanding of multiple-meaning words and shades of meaning.*

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to Skills (continued)

Grade K (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
L.K.5c Identify real#life connections between words and their use (e.g., note places at school that are colorful).	**Understand word relationships.** Sort words into categories, define words by category, and identify real-life connections between words. Demonstrate understanding of multiple-meaning words and shades of meaning.*
L.K.5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	**Understand word relationships.** Recognize antonyms. Sort words into categories and define words by category. Demonstrate understanding of multiple-meaning words and shades of meaning.*
L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	**Determine word meaning.** With support, understand the meaning of Grade K words and phrases, including academic and/ or domain-specific words, in literary or informational text read aloud.* **Understand word relationships.** Recognize antonyms. Sort words into categories and define words by category. Demonstrate understanding of multiple-meaning words and shades of meaning.* **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade K words used in literary texts, grade-appropriate content areas, and other academic contexts.*

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to Skills (continued)

Grade 1

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
RL.1.1 . . . Answer questions about key details in a text.	**Make inferences based on textual evidence.** Draw conclusions or make inferences in Grade 1 literary or informational text. **Answer questions about key ideas and details.** Demonstrate understanding of key ideas and details explicitly stated in Grade 1 literary or informational text.
RL.1.1 Ask and answer questions about key details in a text.	**Identify cause-and-effect relationships.** Identify cause-and-effect relationships in Grade 1 literary or informational text.* **Identify sequence of events.** Identify the sequence of events (beginning, middle, end) in Grade 1 literary or informational text.* **Compare and contrast within a literary text.** Compare or contrast key details about characters and/or events within a Grade 1 literary text.* **Describe story elements in literary text.** Identify and describe setting or events in Grade 1 literary text, using key details.* **Describe characters in literary text.** Identify and describe characters in Grade 1 literary text, using key details.*
RL.1.2 . . . demonstrate understanding of [a story's] central message or lesson.	**Determine the message or lesson in literary text.** Determine the central message or lesson in Grade 1 literary text.
RL.1.2 Retell stories . . .	**Retell literary text.** Retell what happens at the beginning, middle, or end in Grade 1 literary text.

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to Skills (continued)

Grade 1 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	**Identify sequence of events.** Identify the sequence of events (beginning, middle, end) in Grade 1 literary or informational text.*
RL.1.3 Describe . . . settings and major events in a story, using key details.	**Describe story elements in literary text.** Identify and describe setting or events in Grade 1 literary text, using key details.
RL.1.3 Describe characters . . . in a story, using key details.	**Describe characters in literary text.** Identify and describe characters in Grade 1 literary text, using key details.
RL.1.3 Describe characters, settings, and major events in a story, using key details.	**Identify sequence of events.** Identify the sequence of events (beginning, middle, end) in Grade 1 literary or informational text.*
RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	**Identify word meaning in literary text.** Identify and understand the meaning of words and phrases in Grade 1 literary text that suggest feelings or appeal to the senses.
RL.1.6 Identify who is telling the story at various points in a text.	**Identify point of view in literary text.** Identify who is telling the story in Grade 1 literary text.
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	**Connect text and visuals in literary text.** Use details from illustrations and from text to describe the characters, setting, or events in Grade 1 literary text. **Make inferences based on textual evidence.** Draw conclusions or make inferences in Grade 1 literary or informational text.*
RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	**Compare story elements in two literary texts.** Compare the adventures and experiences of characters in two Grade 1 literary texts. **Compare and contrast within a literary text.** Compare or contrast key details about

**This skill is related to the aligned standard*

Grade 1 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	characters and/or events within a Grade 1 literary text.*
RI.1.1 . . . Answer questions about key details in a text.	**Make inferences based on textual evidence.** Draw conclusions or make inferences in Grade 1 literary or informational text. **Answer questions about key ideas and details.** Demonstrate understanding of key ideas and details explicitly stated in Grade 1 literary or informational text.
RI.1.1 Ask and answer questions about key details in a text.	**Identify cause-and-effect relationships.** Identify cause-and-effect relationships in Grade 1 literary or informational text.* **Identify sequence of events.** Identify the sequence of events (beginning, middle, end) in Grade 1 literary or informational text.* **Compare and contrast within an informational text.** Compare or contrast key details about people and/or events within a Grade 1 informational text.*
RI.1.2 . . . Retell key details of a text.	**Retell informational text.** Retell the most important ideas and details in Grade 1 informational text.
RI.1.2 Identify the main topic . . . of a text.	**Identify main idea in informational text.** Identify the main idea or topic in Grade 1 informational text.
RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	**Categorize and classify information in informational text.** Categorize or classify individuals, ideas, events, or facts in Grade 1 informational text.* **Compare and contrast within an informational text.** Compare or contrast

**This skill is related to the aligned standard*

Grade 1 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	key details about people and/or events within a Grade 1 informational text.*
RI.1.3 Describe the connection [cause and effect] between two individuals, events, ideas, or pieces of information in a text.	**Identify cause-and-effect relationships.** Identify cause-and-effect relationships in Grade 1 literary or informational text.
RI.1.3 Describe the connection [sequence] between two individuals, events, ideas, or pieces of information in a text.	**Identify sequence of events.** Identify the sequence of events (beginning, middle, end) in Grade 1 literary or informational text.
RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	**Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 1 words used in literary texts, grade-appropriate content areas, and other academic contexts. **Determine word meaning in informational text.** Understand the meaning of words and phrases in Grade 1 informational text, including academic and/or domain-specific words.
RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	**Use text features in informational text.** Use headings, tables of contents, glossaries, or other text features to locate key facts or information in Grade 1 informational text.
RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	**Distinguish between text and visuals in informational text.** Differentiate between information provided by pictures and information provided by words in Grade 1 informational text.
RI.1.7 Use the illustrations and details in a text to describe its key ideas.	**Connect text and visuals in informational text.** Use details from illustrations and from text to describe the key ideas in Grade 1 informational text. **Make inferences based on textual evidence.** Draw conclusions or make

**This skill is related to the aligned standard*

Grade 1 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	inferences in Grade 1 literary or informational text.*
RI.1.8 Identify the reasons an author gives to support points in a text.	**Identify reasons that support points in informational text.** Identify reasons an author gives to support a specific point in Grade 1 informational text.
RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	**Identify similarities and differences in two informational texts.** Compare illustrations, descriptions, or procedures in two Grade 1 informational texts on the same topic. **Compare and contrast within an informational text.** Compare or contrast key details about people and/or events within a Grade 1 informational text.*
RF.1.2a Distinguish long from short vowel sounds in spoken single#syllable words.	**Distinguish long and short vowel sounds.** Distinguish long and short vowel sounds in spoken one-syllable words.
RF.1.2b Orally produce single#syllable words by blending sounds (phonemes), including consonant blends.	**Blend sounds in words with two phonemes.** Blend sounds (phonemes) to identify spoken one-syllable words with two phonemes. **Blend sounds in words with three phonemes.** Blend sounds (phonemes) to identify spoken one-syllable words with three phonemes. **Blend sounds in words with four to five phonemes.** Blend sounds (phonemes), including consonant blends, to identify spoken one-syllable words with four to five phonemes.

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to Skills (continued)

Grade 1 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
RF.1.2c Isolate . . . final sounds (phonemes) in spoken single-syllable words.	**Isolate and identify final sounds.** Identify final sounds (phonemes) in spoken words with three or more phonemes.
RF.1.2c Isolate . . . initial sounds (phonemes) in spoken single-syllable words.	**Isolate and identify initial sounds.** Identify initial sounds (phonemes) in spoken words with three or more phonemes.
RF.1.2c Isolate . . . medial vowel . . . sounds (phonemes) in spoken single-syllable words.	**Isolate and identify medial sounds.** Identify medial vowel sounds (phonemes) in spoken words with three or more phonemes.
RF.1.2d Segment spoken single#syllable words into their complete sequence of individual sounds (phonemes).	**Segment sounds in words with two to three phonemes.** Segment spoken one-syllable words into their complete sequence of individual sounds (two to three phonemes). **Segment sounds in words with three to five phonemes.** Segment spoken one-syllable words into their complete sequence of individual sounds (three to five phonemes). **Isolate and identify initial sounds.** Identify initial sounds (phonemes) in spoken words with three or more phonemes.* **Isolate and identify final sounds.** Identify final sounds (phonemes) in spoken words with three or more phonemes.* **Isolate and identify medial sounds.** Identify medial vowel sounds (phonemes) in spoken words with three or more phonemes.*

**This skill is related to the aligned standard*

Grade 1 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
RF.1.3a Know the spelling#sound correspondences for common consonant digraphs.	**Demonstrate basic knowledge of sound-spelling correspondences for common consonant digraphs in isolation.** Match spoken and written sounds of consonant digraphs *(th, sh, ch, wh, ck)* to letters in isolation. **Demonstrate basic knowledge of sound-spelling correspondences for common initial consonant digraphs.** Match spoken and written consonant digraphs *(th, sh, ch, wh)* at the beginning of a word. **Demonstrate basic knowledge of sound-spelling correspondences for common final consonant digraphs.** Match spoken and written consonant digraphs *(th, sh, ch, ck, ng)* at the end of a word.
RF.1.3b Decode regularly spelled one# syllable words.	**Decode regularly spelled one-syllable words with short *a*.** Decode simple VC and CVC words with short *a*, beginning with an initial continuous sound and ending with either a stop or a continuous sound.* **Decode regularly spelled one-syllable words with short vowels.** Decode simple VC and CVC words with short *a*, short *i*, or short *o*.* **Decode regularly spelled one-syllable words with short vowels.** Decode simple VC and CVC words with short *u* or short *e*.* **Decode regularly spelled one-syllable words with initial consonant blends.**

**This skill is related to the aligned standard*

Grade 1 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	Decode CCVC words beginning with *l*-blends or *r*-blends, such as *plug* or *drip*.* **Decode regularly spelled one-syllable words with initial consonant blends.** Decode words beginning with two- or three-letter *s*-blends: CCVCC *(snack)*, CCCVC *(sprig)*, and CCCVCC *(stress)*.* **Decode regularly spelled one-syllable words with final double consonants or *ck*.** Decode words beginning with an initial continuous sound and ending with either a final double consonant or *ck:* VCC *(egg)* and CVCC *(fill, rock)*.* **Decode regularly spelled one-syllable words with final consonant blends.** Decode CVCC words beginning with an initial stop sound and ending with a blend, such as *task* or *bent*.* **Decode regularly spelled one-syllable words with *r*-controlled vowels.** Decode words with *r*-controlled vowels *(ar, er, ir, or, ur)*.*
RF.1.3c Know . . . common vowel team conventions for representing long vowel sounds.	**Decode regularly spelled one-syllable words with common long-vowel teams.** Decode words with long-vowel digraphs and other long-vowel teams: *ai, ay, ee, ea, oa; igh, ow (grow).*
RF.1.3c Know final -e . . . conventions for representing long vowel sounds.	**Decode regularly spelled one-syllable words with final *-e*.** Decode words with final *-e* conventions.

**This skill is related to the aligned standard*

Grade 1 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	Demonstrate basic knowledge of final *-e* conventions. Identify the long vowel sound within one-syllable CVCe words.
RF.1.3e Decode two#syllable words following basic patterns by breaking the words into syllables.	**Decode two-syllable words.** Decode two-syllable words following a VC/CV pattern.* **Decode two-syllable words with short vowels.** Decode two-syllable short vowel words following VC/CV, VCCCV, or VC/V patterns.*
RF.1.3f Read words with inflectional endings.	**Decode words with inflectional endings and no spelling changes.** Decode words with common inflectional endings, such as *-s, -es, -ed, -ing,* that don't include spelling changes.* **Decode words with inflectional endings and spelling changes.** Decode words with common inflectional endings, such as *-es, -ed, -ing,* that include spelling changes.*
RF.1.3g Recognize and read grade# appropriate irregularly spelled words.	**Recognize Grade 1 high-frequency words.** Read high-frequency words, including common irregularly spelled words, such as the following: *been, big, do, if, into, like, man, many, more, no, other, out, people, run, said, say, so, some, take, them, then, these, time, up, which, who, will, would, your.** **Recognize Grade 1 high-frequency words.** Read high-frequency words, including common irregularly spelled words, such as the following: *also, am, could, first, has, him, how, its, made, make, may, most, my, new, only, over, play, ran, saw, see, than, two, very, want, way.**

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to Skills (continued)

Grade 1 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	Recognize Grade 1 high-frequency words. Read high-frequency words, including common irregularly spelled words, such as the following: *after, back, because, boy, call, called, did, down, each, even, get, give, just, know, little, much, must, now, our, such, through, water, where, white.**
L.1.4a Use sentence#level context as a clue to the meaning of a word or phrase.	**Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 1 words used in literary texts, grade-appropriate content areas, and other academic contexts. **Understand word relationships.** Sort words into categories, define words by category, and identify real-life connections between words. Demonstrate understanding of multiple-meaning words and shades of meaning.*
L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.	**Use prefixes, suffixes, and base words.** Understand and use meaningful word parts: prefixes *(un-, re-, pre-)*, suffixes *(-ful, -less)*, inflectional endings *(-s, -es, -ed, -ing)*, and base words. Identify compound words.*
L.1.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	**Use prefixes, suffixes, and base words.** Understand and use meaningful word parts: prefixes *(un-, re-, pre-)*, suffixes *(-ful, -less)*, inflectional endings *(-s, -es, -ed, -ing)*, and base words. Identify compound words.*
L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	**Understand word relationships.** Sort words into categories, define words by category, and identify real-life connections between words. Demonstrate understanding of multiple-meaning words and shades of meaning.*

**This skill is related to the aligned standard*

Grade 1 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
L.1.5b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	**Understand word relationships.** Sort words into categories, define words by category, and identify real-life connections between words. Demonstrate understanding of multiple-meaning words and shades of meaning.*
L.1.5c Identify real#life connections between words and their use (e.g., note places at home that are cozy).	**Understand word relationships.** Sort words into categories, define words by category, and identify real-life connections between words. Demonstrate understanding of multiple-meaning words and shades of meaning.*
L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	**Understand word relationships.** Sort words into categories, define words by category, and identify real-life connections between words. Demonstrate understanding of multiple-meaning words and shades of meaning.*
L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	**Understand word relationships.** Sort words into categories, define words by category, and identify real-life connections between words. Demonstrate understanding of multiple-meaning words and shades of meaning.* **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 1 words used in literary texts, grade-appropriate content areas, and other academic contexts.*

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to Skills (continued)

Grade 2

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
RL.2.1 . . . Answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	**Make inferences based on textual evidence.** Draw conclusions or make inferences in Grade 2 literary or informational text. **Answer questions about key ideas and details.** Answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in Grade 2 literary or informational text.
RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	**Identify cause-and-effect relationships.** Identify cause-and-effect relationships in Grade 2 literary or informational text.* **Identify sequence of events.** Identify sequence of events in Grade 2 literary or informational text.* **Describe story elements in literary text.** Identify and describe the setting and events in Grade 2 literary text.* **Describe characters in literary text.** Describe how characters in a story respond to major events and challenges in Grade 2 literary text.*
RL.2.2 . . . Determine . . . [the] central message, lesson, or moral [of stories].	**Determine the message, lesson, or moral in literary text.** Determine the central message, lesson, or moral in Grade 2 literary text.
RL.2.2 Recount stories . . .	**Retell literary text.** Retell and/or summarize a story, poem, or other Grade 2 literary text.
RL.2.2 Recount stories, including fables and folktales from diverse cultures, and	**Identify sequence of events.** Identify sequence of events in Grade 2 literary or informational text.*

**This skill is related to the aligned standard*

Grade 2 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
determine their central message, lesson, or moral.	
RL.2.3 Describe how characters in a story respond to major events and challenges.	**Describe characters in literary text.** Describe how characters in a story respond to major events and challenges in Grade 2 literary text.
RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	**Describe author's use of language in literary text.** Identify an author's use of descriptive language and/or literary devices, such as rhyme or alliteration, in Grade 2 literary text. Describe how an author's language supplies rhythm and meaning in a text.
RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	**Describe structure in literary text.** Describe the overall structure in Grade 2 literary text, including how the beginning introduces the story and the ending concludes the action.
RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	**Recognize differences in points of view in literary text.** Recognize differences in the points of view of characters in Grade 2 literary text, including different voices characters might use when speaking dialogue. **Identify point of view in literary text.** Identify the point of view of characters in Grade 2 literary text.*
RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	**Connect text and visuals in literary text.** Use details from illustrations and from text to describe the characters, setting, or events in Grade 2 literary text.
RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	**Compare story elements in two literary texts.** Compare versions of the same story presented in two Grade 2 literary texts.

**This skill is related to the aligned standard*

Grade 2 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	Compare and contrast within a literary text. Compare or contrast key details about characters, settings, and/or events within a Grade 2 literary text.*
RI.2.1 . . . Answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	**Make inferences based on textual evidence.** Draw conclusions or make inferences in Grade 2 literary or informational text. **Answer questions about key ideas and details.** Answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in Grade 2 literary or informational text.
RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	**Identify cause-and-effect relationships.** Identify cause-and-effect relationships in Grade 2 literary or informational text.* **Identify sequence of events.** Identify sequence of events in Grade 2 literary or informational text.*
RI.2.2 Identify the main topic of a multi# paragraph text as well as the focus of specific paragraphs within the text.	**Determine main idea and key details in informational text.** Identify the main topic, the main idea, and/or key details in Grade 2 informational text. Identify the focus of specific paragraphs within the text. **Retell informational text.** Retell and/or summarize the most important ideas and details in Grade 2 informational text.*
RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	**Compare and contrast within an informational text.** Compare or contrast people, events, and/or information within a Grade 2 informational text.*

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to Skills (continued)

Grade 2 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
RI.2.3 Describe the connection [cause and effect] between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	**Identify cause-and-effect relationships.** Identify cause-and-effect relationships in Grade 2 literary or informational text.
RI.2.3 Describe the connection [sequence] between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	**Identify sequence of events.** Identify sequence of events in Grade 2 literary or informational text.
RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	**Determine word meaning.** Understand the meaning of words and phrases in Grade 2 literary or informational text, including academic and/or domain-specific words. **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 2 words used in literary texts, grade-appropriate content areas, and other academic contexts.
RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	**Use text features in informational text.** Use captions, bold print, headings, glossaries, indexes, or other text features to locate key facts or information in Grade 2 informational text.
RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	**Identify author's purpose in informational text.** Identify the author's purpose in Grade 2 informational text.
RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	**Connect text and visuals in informational text.** Describe how images contribute to and clarify Grade 2 informational text.
RI.2.8 Describe how reasons support specific points the author makes in a text.	**Evaluate argument in informational text.** Describe how reasons support specific points in Grade 2 informational text.
RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	**Compare important points in two informational texts.** Compare the

**This skill is related to the aligned standard*

Grade 2 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	most important points in two Grade 2 informational texts on the same topic. **Compare and contrast within an informational text.** Compare or contrast people, events, and/or information within a Grade 2 informational text.*
RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.	**Distinguish long and short vowels.** Distinguish long and short vowels when reading regularly spelled one-syllable words.
RF.2.3b Know spelling#sound correspondences for additional common vowel teams.	**Decode regulary spelled one- and two-syllable words with common vowel teams.** Decode words with digraphs, diphthongs, and other vowel teams: *oo (moon), oo (foot), ie (piece); ou (out), ow (cow), oy (boy), oi (oil); ew (blew), ew (few), aw (law), au (author), ou (young).** **Decode two-syllable words with long vowels.** Decode regularly spelled two-syllable words with long vowels: open syllables, vowel team syllables, CVCe syllables.*
RF.2.3c Decode regularly spelled two# syllable words with long vowels.	**Decode two-syllable words with long vowels.** Decode regularly spelled two-syllable words with long vowels: open syllables, vowel team syllables, CVCe syllables.
RF.2.3d Decode words with common prefixes and suffixes.	**Decode two-syllable words with prefixes and suffixes.** Decode two-syllable words with common prefixes and suffixes.*
RF.2.3e Identify words with inconsistent but common spelling#sound correspondences.	**Decode words with inconsistent sound-spelling correspondences.** Decode words with inconsistent but common sound-

Grade 2 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	spelling correspondences, such as *come* or *kind.*
RF.2.3f Recognize and read grade# appropriate irregularly spelled words.	**Recognize Grade 2 high-frequency words.** Read high-frequency words, including common irregularly spelled words, such as the following: *before, both, day, five, go, going, good, long, look, me, mother, open, stop, things, too, tree, use, used, walk, work, years.** **Recognize Grade 2 high-frequency words.** Read high-frequency words, including common irregularly spelled words, such as the following: *always, another, any, around, began, brown, cold, come, different, fast, gave, great, house, near, off, once, place, right, should, small, soon, under.** **Recognize Grade 2 high-frequency words.** Read high-frequency words, including common irregularly spelled words, such as the following: *away, best, blue, buy, does, don't, every, find, found, funny, goes, help, here, might, morning, old, own, pair, part, please, pretty, ride, sleep, stand, sure, think, those, three, until, upon, went, world, yours.**
L.2.4a Use sentence#level context as a clue to the meaning of a word or phrase.	**Determine word meaning.** Understand the meaning of words and phrases in Grade 2 literary or informational text, including academic and/or domain-specific words. **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 2 words used in

Grade 2 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	literary texts, grade-appropriate content areas, and other academic contexts. **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, shades of meaning, and literary devices such as rhyme.*
L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	**Use prefixes, suffixes, and base words.** Understand and use meaningful word parts: prefixes *(un-, re-, pre-)*, suffixes *(-ful, -less)*, and base words. Identify compound words.*
L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	**Use prefixes, suffixes, and base words.** Understand and use meaningful word parts: prefixes *(un-, re-, pre-)*, suffixes *(-ful, -less)*, and base words. Identify compound words.*
L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	**Use prefixes, suffixes, and base words.** Understand and use meaningful word parts: prefixes *(un-, re-, pre-)*, suffixes *(-ful, -less)*, and base words. Identify compound words.*
L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	**Use text features in informational text.** Use captions, bold print, headings, glossaries, indexes, or other text features to locate key facts or information in Grade 2 informational text.*
L.2.5b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	**Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, shades of meaning, and literary devices such as rhyme.*

**This skill is related to the aligned standard*

Grade 2 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	**Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, shades of meaning, and literary devices such as rhyme.* **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 2 words used in literary texts, grade-appropriate content areas, and other academic contexts.*

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to Skills (continued)

Grade 3

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
RL.3.1 . . . Answer questions to demonstrate understanding of a text . . .	**Make inferences based on textual evidence.** Draw conclusions or make inferences in Grade 3 literary or informational text.
RL.3.1 . . . Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**Answer questions about key ideas and details.** Answer questions to demonstrate understanding of key ideas and details in Grade 3 literary or informational text, referring explicitly to the text as the basis for the answers.
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**Identify cause-and-effect relationships.** Identify cause-and-effect relationships in Grade 3 literary or informational text.* **Identify sequence of events.** Identify sequence of events in Grade 3 literary or informational text.* **Identify story elements in literary text.** Identify the elements of Grade 3 literary text, such as setting, plot, problem, and solution.* **Describe characters in literary text.** Identify or infer characters' traits in Grade 3 literary text, based on what they say, what they do, or how they feel. Determine how their actions contribute to the sequence of events.*
RL.3.2 . . . Determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	**Determine the message, lesson, or moral in literary text.** Determine the central message, lesson, or moral in Grade 3 literary text and identify how it is conveyed through key details.

**This skill is related to the aligned standard*

Grade 3 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
RL.3.2 Recount stories . . .	**Retell literary text.** Retell and/or summarize a story, poem, or other Grade 3 literary text.
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	**Describe characters in literary text.** Identify or infer characters' traits in Grade 3 literary text, based on what they say, what they do, or how they feel. Determine how their actions contribute to the sequence of events. **Identify sequence of events.** Identify sequence of events in Grade 3 literary or informational text.* **Identify story elements in literary text.** Identify the elements of Grade 3 literary text, such as setting, plot, problem, and solution.*
RL.3.4 Determine the meaning of words and phrases as they are used in a text . . .	**Determine word meaning.** Understand the meaning of words and phrases in Grade 3 literary or informational text, including academic and/or domain-specific words.
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	**Interpret figurative language.** Identify or interpret an author's use of figurative language, including metaphors and similes, in Grade 3 literary or informational text. **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 3 words used in literary texts, grade-level-appropriate content areas, and other academic contexts.*
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and	**Describe structure in literary text.** Identify parts of Grade 3 stories, dramas, and poems, using terms such as chapter,

**This skill is related to the aligned standard*

Grade 3 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
stanza; describe how each successive part builds on earlier sections.	scene, and stanza, and describe how each successive part builds on earlier sections.
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	**Identify point of view in literary text.** Identify the point of view of a narrator or a character in Grade 3 literary text. Distinguish a narrator's or character's point of view from one's own point of view as a reader.
RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	**Connect text and visuals in literary text.** Analyze how details in illustrations help convey mood or emphasize aspects of a character or setting in Grade 3 literary text.
RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	**Compare story elements and themes in two literary texts.** Compare the settings, plots, and themes of two Grade 3 literary texts that contain the same or similar characters. **Compare and contrast within a literary text.** Compare or contrast key details about characters, settings, or events within a Grade 3 literary text. *
RI.3.1 . . . Answer questions to demonstrate understanding of a text . . .	**Make inferences based on textual evidence.** Draw conclusions or make inferences in Grade 3 literary or informational text.
RI.3.1 . . . Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	**Answer questions about key ideas and details.** Answer questions to demonstrate understanding of key ideas and details in Grade 3 literary or informational text, referring explicitly to the text as the basis for the answers.
RI.3.1 Ask and answer questions to demonstrate understanding of a text,	**Identify cause-and-effect relationships.** Identify cause-and-effect relationships in Grade 3 literary or informational text.*

**This skill is related to the aligned standard*

Grade 3 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
referring explicitly to the text as the basis for the answers.	**Identify sequence of events.** Identify sequence of events in Grade 3 literary or informational text.*
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	**Determine main idea and key details in informational text.** Identify the main idea in Grade 3 informational text and explain how it is supported by key details. **Retell informational text.** Retell and/or summarize the main idea and key details of Grade 3 informational text.*
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	**Compare and contrast within an informational text.** Compare or contrast people, events, or information within a Grade 3 informational text.*
RI.3.3 Describe the relationship [cause and effect] between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	**Identify cause-and-effect relationships.** Identify cause-and-effect relationships in Grade 3 literary or informational text.
RI.3.3 Describe the relationship [sequence] between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	**Identify sequence of events.** Identify sequence of events in Grade 3 literary or informational text.
RI.3.4 Determine the meaning of general academic and domain#specific words and phrases in a text relevant to a grade 3 topic or subject area.	**Determine word meaning.** Understand the meaning of words and phrases in Grade 3 literary or informational text, including academic and/or domain-specific words. **Use general academic and domain-specific vocabulary.** Demonstrate

**This skill is related to the aligned standard*

Grade 3 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	knowledge of Grade 3 words used in literary texts, grade-level-appropriate content areas, and other academic contexts.*
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	**Use text features in informational text.** Use headings, numbered or bulleted lists, bold print, sidebars, or other search tools to locate key facts or information in Grade 3 informational text.
RI.3.6 Distinguish their own point of view from that of the author of a text.	**Identify author's point of view or purpose in informational text.** Identify the author's point of view or purpose in Grade 3 informational text. Distinguish the author's point of view from one's own point of view as a reader.
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	**Connect text and visuals in informational text.** Use information from text and from visuals, such as maps and photographs, to demonstrate understanding of Grade 3 informational text.
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	**Analyze text structure in informational text.** Identify or describe the logical connection between particular sentences and paragraphs in Grade 3 informational text, such as comparison, cause/effect, and sequence.
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	**Compare important points and key details in two informational texts.** Compare the most important points and key details in two Grade 3 informational texts on the same topic. **Compare and contrast within an informational text.** Compare or contrast people, events, or information within a Grade 3 informational text.*

**This skill is related to the aligned standard*

Grade 3 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.	**Use prefixes, suffixes, and base words.** Use common, grade-appropriate prefixes *(in-, dis-, mis-, non-)*, suffixes *(-y, -ly, -ily, -er, -est, -ness)*, and base words to determine the meaning of words and phrases.*
RF.3.3b Decode words with common Latin suffixes.	**Decode multisyllabic words with prefixes and suffixes.** Decode multisyllabic words with common prefixes and suffixes.*
RF.3.3c Decode multisyllable words.	**Decode multisyllabic words.** Decode common three- and four-syllable words. **Decode multisyllabic words.** Decode five-syllable words and less common three- and four-syllable words. **Identify syllable sounds.** Identify syllable sounds in multisyllabic words.* **Decode multisyllabic words with difficult letter-sound correspondences.** Decode multisyllabic words with difficult vowel + /r/ sounds.* **Decode multisyllabic words with schwa sounds.** Decode multisyllabic words with schwa + *l* or schwa + *n* sounds.* **Use syllabication patterns to determine syllable sounds.** Determine syllable sounds in multisyllabic words.* **Decode multisyllabic words with a VV pattern.** Distinguish vowel pairs *(thief* vs. *science)* in order to decode multisyllabic words following a VV pattern.*

**This skill is related to the aligned standard*

Grade 3 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
L.3.4a Use sentence#level context as a clue to the meaning of a word or phrase.	**Determine word meaning.** Understand the meaning of words and phrases in Grade 3 literary or informational text, including academic and/or domain-specific words. **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 3 words used in literary texts, grade-level-appropriate content areas, and other academic contexts. **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, shades of meaning, and literary devices such as rhyme.*
L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/ disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	**Use prefixes, suffixes, and base words.** Use common, grade-appropriate prefixes *(in-, dis-, mis-, non-)*, suffixes *(-y, -ly, -ily, -er, -est, -ness)*, and base words to determine the meaning of words and phrases.*
L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	**Use prefixes, suffixes, and base words.** Use common, grade-appropriate prefixes *(in-, dis-, mis-, non-)*, suffixes *(-y, -ly, -ily, -er, -est, -ness)*, and base words to determine the meaning of words and phrases.*
L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	**Determine word meaning.** Understand the meaning of words and phrases in Grade 3 literary or informational text, including academic and/or domain-specific words.* **Interpret figurative language.** Identify or interpret an author's use of figurative language, including metaphors and similes, in Grade 3 literary or informational text.*

**This skill is related to the aligned standard*

Grade 3 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	Understand word relationships. Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, shades of meaning, and literary devices such as rhyme.* **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 3 words used in literary texts, grade-level-appropriate content areas, and other academic contexts.*
L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	**Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, shades of meaning, and literary devices such as rhyme.*
L.3.6 Acquire and use accurately grade# appropriate conversational, general academic, and domain#specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	**Determine word meaning.** Understand the meaning of words and phrases in Grade 3 literary or informational text, including academic and/or domain-specific words.* **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, shades of meaning, and literary devices such as rhyme.* **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 3 words used in literary texts, grade-level-appropriate content areas, and other academic contexts.*

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to Skills (continued)

Grade 4

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
RL.4.1 Refer to details and examples in a text . . . when drawing inferences from the text.	**Make inferences based on textual evidence.** Draw conclusions or make inferences in Grade 4 literary or informational text.
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**Cite textual evidence.** Identify facts and details or cite explicit statements from Grade 4 literary or informational text to explain what the text says explicitly or to support inferences made about the text.
RL.4.2 . . . Summarize the text.	**Summarize literary text.** Summarize a story, poem, or other Grade 4 literary text.
RL.4.2 Determine a theme of a story, drama, or poem from details in the text . . .	**Determine theme in literary text.** Identify the theme or central idea using particular details in Grade 4 literary text.
RL.4.3 Describe in depth a . . . setting or event in a story or drama, drawing on specific details in the text . . .	**Analyze story elements in literary text.** Identify and evaluate structural elements of the plot in Grade 4 literary text, drawing on specific details.
RL.4.3 Describe in depth a character . . . in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	**Analyze characters in literary text.** Analyze characterization in Grade 4 literary text, drawing on specific details in the text, such as a character's thoughts, words, or actions.
RL.4.4 Determine the meaning of words and phrases as they are used in a text . . .	**Determine word meaning.** Understand the meaning of words and phrases in Grade 4 literary or informational text, including academic and/or domain-specific words.
RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	**Interpret figurative language and literary devices.** Identify or interpret an author's use of figurative language, including metaphors, similes, or allusions, in Grade 4 literary or informational text. Identify literary devices such as alliteration or repetition.

**This skill is related to the aligned standard*

Grade 4 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	Use general academic and domain-specific vocabulary. Demonstrate knowledge of Grade 4 words used in literary texts, grade-level-appropriate content areas, and other academic contexts.*
RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	**Describe and compare structural elements of literary texts.** Describe the structural elements of Grade 4 poems and dramas, using terms such as verse, rhythm, meter; cast of characters, dialogue, stage directions. Explain major differences between structural elements of poems, drama, and prose.
RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first# and third#person narrations.	**Compare point of view in two literary texts.** Compare the point of view from which two Grade 4 literary texts are narrated. **Identify narrator's point of view in literary text.** Identify and interpret a narrator's or speaker's point of view in Grade 4 literary text. Distinguish between first-person and third-person narration.*
RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	**Compare literary text to multimedia presentations of the text.** Make connections between a Grade 4 literary text and a visual or oral presentation of the text, analyzing where each version reflects specific descriptions or directions in the text.
RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	**Compare plot and theme in two literary texts.** Compare the treatment of similar themes and patterns of events in two Grade 4 literary texts.

**This skill is related to the aligned standard*

Grade 4 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
RI.4.1 Refer to details and examples in a text . . . when drawing inferences from the text.	**Make inferences based on textual evidence.** Draw conclusions or make inferences in Grade 4 literary or informational text.
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**Cite textual evidence.** Identify facts and details or cite explicit statements from Grade 4 literary or informational text to explain what the text says explicitly or to support inferences made about the text.
RI.4.2 . . . Summarize the text.	**Summarize informational text.** Summarize main idea and supporting details in Grade 4 informational text.
RI.4.2 Determine the main idea of a text and explain how it is supported by key details . . .	**Determine main idea and supporting details in informational text.** Identify the main idea of a Grade 4 informational text and identify its relationship to supporting details.
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	**Analyze relationships between key ideas in informational text.** Explain events, procedures, ideas, or concepts in Grade 4 informational text, including what happened and why, based on specific information in the text.
RI.4.4 Determine the meaning of general academic and domain#specific words or phrases in a text relevant to a grade 4 topic or subject area.	**Determine word meaning.** Understand the meaning of words and phrases in Grade 4 literary or informational text, including academic and/or domain-specific words. **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 4 words used in literary texts, grade-level-appropriate content areas, and other academic contexts.*
RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/	**Analyze text structure in informational text.** Identify or describe the text structure

**This skill is related to the aligned standard*

Grade 4 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	an author uses (sequence, compare/contrast, cause/effect, or problem/solution) to organize a Grade 4 informational text or part of a text.
RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	**Compare point of view in two informational texts.** Compare a firsthand and secondhand account of the same event or topic in two Grade 4 informational texts.
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	**Interpret text features and other visuals in informational text.** Analyze how text features, pictures, multimedia elements, or other visuals contribute to an understanding of Grade 4 informational text.
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	**Evaluate argument in informational text.** Explain how an author uses reasons and evidence to support particular points in Grade 4 informational text.
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	**Integrate information from two informational texts.** Integrate information from two Grade 4 informational texts on the same topic.
RF.4.3a Use combined knowledge of all letter#sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	**Decode multisyllabic words.** Decode five-syllable words and less common three- and four-syllable words.* **Decode multisyllabic words with difficult letter-sound correspondences.** Decode multisyllabic words with difficult vowel + /r/ sounds.* **Decode multisyllabic words with schwa sounds.** Decode multisyllabic words with schwa + *l* or schwa + *n* sounds.*

**This skill is related to the aligned standard*

Grade 4 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	Use syllabication patterns to determine syllable sounds. Determine syllable sounds in multisyllabic words.* **Decode multisyllabic words with a VV pattern.** Distinguish vowel pairs *(thief* vs. *science)* in order to decode multisyllabic words following a VV pattern.*
L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	**Determine word meaning.** Understand the meaning of words and phrases in Grade 4 literary or informational text, including academic and/or domain-specific words. **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 4 words used in literary texts, grade-level-appropriate content areas, and other academic contexts. **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, idioms, alliteration, and figurative language, such as similes and metaphors.*
L.4.4b Use common, grade#appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	**Use prefixes, suffixes, and word roots.** Use common, grade-appropriate prefixes *(uni-, bi-, tri-, over-, de-, trans-, super-, ex-, sub-, en-, em-),* suffixes *(-er/-or, -ent, -ion, -tion, -ation, -ition, -ist, -ment),* and base words or word roots to determine the meaning of words and phrases.
L.4.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	**Interpret figurative language and literary devices.** Identify or interpret an author's use of figurative language, including metaphors, similes, or allusions, in Grade 4 literary or

**This skill is related to the aligned standard*

Grade 4 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	informational text. Identify literary devices such as alliteration or repetition.* **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, idioms, alliteration, and figurative language, such as similes and metaphors.*
L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.	**Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, idioms, alliteration, and figurative language, such as similes and metaphors.*
L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	**Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, idioms, alliteration, and figurative language, such as similes and metaphors.*
L.4.6 Acquire and use accurately grade# appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	**Determine word meaning.** Understand the meaning of words and phrases in Grade 4 literary or informational text, including academic and/or domain-specific words.* **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, idioms, alliteration, and figurative language, such as similes and metaphors.* **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 4 words used in literary texts, grade-level-appropriate

**This skill is related to the aligned standard*

Grade 4 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	content areas, and other academic contexts.*

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to Skills (continued)

Grade 5

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
RL.5.1 Quote accurately from a text when . . . drawing inferences from the text.	**Make inferences based on textual evidence.** Draw conclusions or make inferences in Grade 5 literary or informational text.
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	**Cite textual evidence.** Identify facts and details or cite explicit statements from Grade 5 literary or informational text to explain what the text says explicitly or to support inferences made about the text.
RL.5.2 . . . Summarize the text.	**Summarize literary text.** Summarize a story, poem, or other Grade 5 literary text.
RL.5.2 Determine a theme of a story, drama, or poem from details in the text . . .	**Determine theme in literary text.** Identify the theme or central idea using particular details in Grade 5 literary text.
RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	**Analyze characters in literary text.** Analyze characterization in Grade 5 literary text. Identify how the characters change or respond to challenges.*
RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	**Compare story elements within a literary text.** Compare two or more characters, settings, or events within a Grade 5 literary text, drawing on specific details in the text. **Analyze story elements in literary text.** Identify and evaluate story elements, such as setting, plot, problem, and solution, in Grade 5 literary text.* **Analyze characters in literary text.** Analyze characterization in Grade 5 literary text. Identify how the characters change or respond to challenges.*

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to Skills (continued)

Grade 5 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
RL.5.4 Determine the meaning of words and phrases as they are used in a text . . .	**Determine word meaning.** Understand the meaning of words and phrases in Grade 5 literary or informational text, including academic and/or domain-specific words.
RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	**Interpret figurative language.** Identify or interpret an author's use of figurative language, including metaphors and similes, in Grade 5 informational or literary text. **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, idioms, and figurative language, such as similes, metaphors, or personification.* **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 5 words used in literary texts, grade-level-appropriate content areas, and other academic contexts.*
RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	**Analyze structure in literary text.** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a Grade 5 literary text.
RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	**Identify narrator's point of view in literary text.** Identify how a narrator's or speaker's point of view influences how events are described in Grade 5 literary text.
RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	**Connect literary text and multimedia elements.** Analyze how audio, video, or other artistic elements contribute to the meaning or tone of a Grade 5 literary text.

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to Skills (continued)

Grade 5 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	**Compare topic and theme in two literary texts.** Compare the approaches to similar topics and themes in two Grade 5 literary texts of the same genre.
RI.5.1 Quote accurately from a text when . . . drawing inferences from the text.	**Make inferences based on textual evidence.** Draw conclusions or make inferences in Grade 5 literary or informational text.
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	**Cite textual evidence.** Identify facts and details or cite explicit statements from Grade 5 literary or informational text to explain what the text says explicitly or to support inferences made about the text.
RI.5.2 . . . Summarize the text.	**Summarize informational text.** Summarize main idea and supporting details in Grade 5 informational text.
RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details . . .	**Determine main idea and supporting details in informational text.** Identify the main idea or multiple main ideas of a Grade 5 informational text and analyze its relationship to supporting details.
RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	**Analyze relationships between key ideas in informational text.** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in Grade 5 informational text, based on specific information in the text.
RI.5.4 Determine the meaning of general academic and domain#specific words and phrases in a text relevant to a grade 5 topic or subject area.	**Determine word meaning.** Understand the meaning of words and phrases in Grade 5 literary or informational text, including academic and/or domain-specific words. **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 5 words used in literary texts, grade-level-appropriate

**This skill is related to the aligned standard*

Grade 5 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	content areas, and other academic contexts.*
RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	**Compare text structure in two informational texts.** Compare the overall structure (sequence, compare/contrast, cause/effect, problem/solution) of events, ideas, or concepts in two Grade 5 informational texts. **Analyze text structure in informational text.** Identify and analyze the text structure that an author uses to organize a Grade 5 informational text (sequence, compare/contrast, or cause/effect), including how a particular sentence, paragraph, or section fits into the overall structure of a text and contributes to the development of the ideas.*
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	**Compare point of view in two informational texts.** Analyze accounts of the same event or topic in two Grade 5 informational texts and compare the point of view each account represents. **Identify author's point of view or purpose in informational text.** Determine an author's point of view or purpose in Grade 5 informational text.*
RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	**Find information from multiple sources.** Draw on information from two or more Grade 5 informational sources to locate information about a topic.
RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	**Evaluate argument in informational text.** Explain how an author uses reasons and evidence to support particular points in Grade 5 informational text, identifying

**This skill is related to the aligned standard*

Grade 5 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	which reasons and evidence support which point.
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	**Integrate information from multiple sources.** Integrate information from two or more Grade 5 informational sources on the same topic.*
RF.5.3a Use combined knowledge of all letter#sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	**Use syllabication patterns to determine syllable sounds.** Determine syllable sounds in multisyllabic words.* **Decode multisyllabic words with a VV pattern.** Distinguish vowel pairs *(thief* vs. *science)* in order to decode multisyllabic words following a VV pattern.*
L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	**Determine word meaning.** Understand the meaning of words and phrases in Grade 5 literary or informational text, including academic and/or domain-specific words. **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 5 words used in literary texts, grade-level-appropriate content areas, and other academic contexts. **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, idioms, and figurative language, such as similes, metaphors, or personification.*
L.5.4b Use common, grade#appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	**Use prefixes, suffixes, and word roots.** Use common, grade-appropriate prefixes *(im-, inter-, com-, con-, fore-, mid-, post-, semi-)*, suffixes *(-ity, -ty, -al, -ial, -ish, -en),*

**This skill is related to the aligned standard*

Grade 5 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	and base words or word roots to determine the meaning of words and phrases.
L.5.5a Interpret figurative language, including similes and metaphors, in context.	**Interpret figurative language.** Identify or interpret an author's use of figurative language, including metaphors and similes, in Grade 5 informational or literary text. **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, idioms, and figurative language, such as similes, metaphors, or personification.*
L.5.5b Recognize and explain the meaning of common idioms, adages, and proverbs.	**Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, idioms, and figurative language, such as similes, metaphors, or personification.*
L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	**Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of homophones, multiple-meaning words, idioms, and figurative language, such as similes, metaphors, or personification.*
L.5.6 Acquire and use accurately grade# appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	**Determine word meaning.** Understand the meaning of words and phrases in Grade 5 literary or informational text, including academic and/or domain-specific words.* **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 5 words used in literary texts, grade-level-appropriate content areas, and other academic contexts.*

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to Skills (continued)

Grade 6

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
RL.6.1 Cite textual evidence to support analysis of . . . inferences drawn from the text.	**Make inferences based on textual evidence.** Draw conclusions or make inferences in Grade 6 literary or informational text.
RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**Cite textual evidence.** Identify facts and details or cite explicit statements from Grade 6 literary or informational text to explain what the text says explicitly or to support inferences made about the text.
RL.6.4 Determine the meaning of words and phrases as they are used in a text . . .	**Determine word meaning.** Understand the meaning of words and phrases in Grade 6 literary or informational text, including academic and/or domain-specific words.
RL.6.4 Determine the meaning of words and phrases as they are used in a text, including . . . connotative meanings; analyze the impact of a specific word choice on meaning and tone.	**Interpret author's use of language.** Interpret an author's use of connotations, or shades of meaning, in Grade 6 literary or informational text. Interpret the impact of an author's specific word choice on mood or tone in literary text.
RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative . . . meanings . . .	**Interpret figurative language.** Identify or interpret an author's use of figurative language and/or literary devices in Grade 6 informational or literary text.
RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	**Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 6 words used in literary texts, grade-level-appropriate content areas, and other academic contexts.*
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.	**Analyze structure in literary text.** Analyze how a sentence, chapter, scene, or stanza fits into the overall structure of a Grade 6 literary text and contributes to the development of the theme, setting, or plot.

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to Skills (continued)

Grade 6 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	**Identify narrator's point of view in literary text.** Identify how an author develops the point of view of the narrator or speaker in Grade 6 literary text.
RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	**Compare literary text to multimedia presentations of the text.** Compare the experience of reading a Grade 6 literary text to listening to or viewing an audio or video presentation of the text.
RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	**Compare topic and theme in two literary texts.** Compare the approaches to similar topics and themes in two Grade 6 literary texts of different genres.
RI.6.1 Cite textual evidence to support analysis of . . . inferences drawn from the text.	**Make inferences based on textual evidence.** Draw conclusions or make inferences in Grade 6 literary or informational text.
RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**Cite textual evidence.** Identify facts and details or cite explicit statements from Grade 6 literary or informational text to explain what the text says explicitly or to support inferences made about the text.
RI.6.2 . . . Provide a summary of the text distinct from personal opinions or judgments.	**Summarize informational text.** Summarize Grade 6 informational text, identifying the central idea and the supporting ideas.
RI.6.2 Determine a central idea of a text and how it is conveyed through particular details . . .	**Determine central idea and supporting ideas in informational text.** Identify the central idea of a Grade 6 informational text and how it is conveyed through particular details.

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to Skills (continued)

Grade 6 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
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).	**Analyze key ideas in informational text.** Analyze how a key individual, event, or idea is introduced, illustrated, or elaborated in Grade 6 informational text.
RI.6.4 Determine the meaning of words and phrases as they are used in a text . . .	**Determine word meaning.** Understand the meaning of words and phrases in Grade 6 literary or informational text, including academic and/or domain-specific words.
RI.6.4 Determine the meaning of words and phrases as they are used in a text, including . . . connotative . . . meanings.	**Interpret author's use of language.** Interpret an author's use of connotations, or shades of meaning, in Grade 6 literary or informational text. Interpret the impact of an author's specific word choice on mood or tone in literary text.
RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative . . . meanings.	**Interpret figurative language.** Identify or interpret an author's use of figurative language and/or literary devices in Grade 6 informational or literary text.
RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	**Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 6 words used in literary texts, grade-level-appropriate content areas, and other academic contexts.*
RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	**Analyze text structure in informational text.** Analyze how a particular sentence, paragraph, or section fits into the overall structure of a Grade 6 informational text and contributes to the development of the ideas.
RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	**Identify author's point of view or purpose in informational text.** Determine an author's point of view or purpose in Grade 6 informational text and explain how it is conveyed in the text.

**This skill is related to the aligned standard*

Grade 6 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
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.	**Integrate information from multiple informational sources.** Analyze Grade 6 informational text and integrate quantitative or technical data from other media or formats to understand key facts or information about a topic.
RI.6.8 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.	**Identify and evaluate argument in informational text.** Identify the argument and the specific claims that an author makes in Grade 6 informational text, distinguishing claims that are supported by reasons and evidence from claims that are not.
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).	**Compare the presentation of information in two informational texts.** Compare one author's presentation of ideas or events with that of another in two Grade 6 informational texts on the same topic.
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.	**Determine word meaning.** Understand the meaning of words and phrases in Grade 6 literary or informational text, including academic and/or domain-specific words. **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of multiple-meaning words, idioms, shades of meaning, and figurative language, such as analogies, metaphors, and similes. **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 6 words used in literary texts, grade-level-appropriate content areas, and other academic contexts.

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to Skills (continued)

Grade 6 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
L.6.4b Use common, grade#appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	**Use prefixes, suffixes, and word roots.** Use common, grade-appropriate prefixes *(pro-, hyper-)*, suffixes *(-logy, -ic, -ive, -ative, -itive, -ance, -ence)*, and base words or word roots to determine the meaning of words and phrases.
L.6.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context . . .).	**Determine word meaning.** Understand the meaning of words and phrases in Grade 6 literary or informational text, including academic and/or domain-specific words. **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 6 words used in literary texts, grade-level-appropriate content areas, and other academic contexts.
L.6.5a Interpret figures of speech (e.g., personification) in context.	**Interpret figurative language.** Identify or interpret an author's use of figurative language and/or literary devices in Grade 6 informational or literary text. **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of multiple-meaning words, idioms, shades of meaning, and figurative language, such as analogies, metaphors, and similes.*
L.6.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	**Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of multiple-meaning words, idioms, shades of meaning, and figurative language, such as analogies, metaphors, and similes.*
L.6.5c Distinguish among the connotations (associations) of words with similar	**Interpret author's use of language.** Interpret an author's use of connotations, or shades of meaning, in Grade 6 literary or

**This skill is related to the aligned standard*

Grade 6 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	informational text. Interpret the impact of an author's specific word choice on mood or tone in literary text.* **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of multiple-meaning words, idioms, shades of meaning, and figurative language, such as analogies, metaphors, and similes.*
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.	**Determine word meaning.** Understand the meaning of words and phrases in Grade 6 literary or informational text, including academic and/or domain-specific words.* **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of multiple-meaning words, idioms, shades of meaning, and figurative language, such as analogies, metaphors, and similes.* **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 6 words used in literary texts, grade-level-appropriate content areas, and other academic contexts.*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to Skills (continued)

Grade 7

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
RL.7.1 Cite several pieces of textual evidence to support analysis of . . . inferences drawn from the text.	**Make inferences based on textual evidence.** Draw conclusions or make inferences in Grade 7 literary or informational text.
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.	**Cite textual evidence.** Identify facts and details or cite explicit statements from Grade 7 literary or informational text to explain what the text says explicitly or to support inferences made about the text.
RL.7.5 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	**Analyze structure of drama and poetry.** Analyze how the form or structure of a Grade 7 drama or poem contributes to its overall meaning.
RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	**Analyze point of view in literary text.** Identify or analyze how an author contrasts different points of view in Grade 7 literary text, such as: narrator or characters and audience or reader; first-person and third-person; limited and omniscient point of view.
RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	**Compare literary text to multimedia presentations of the text.** Compare a Grade 7 literary text to an audio, video, or other artistic presentation of the text, analyzing the effects of techniques that are unique to each medium.
RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	**Compare fictional portrayals to historical accounts of the same topic.** Compare a Grade 7 fictional portrayal of a time, place, or character and a Grade 7 historical account of the same period as a means of understanding how authors of fiction use or alter history.
RI.7.1 Cite several pieces of textual evidence to support analysis of . . . inferences drawn from the text.	**Make inferences based on textual evidence.** Draw conclusions or make

**This skill is related to the aligned standard*

Grade 7 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	inferences in Grade 7 literary or informational text.
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.	**Cite textual evidence.** Identify facts and details or cite explicit statements from Grade 7 literary or informational text to explain what the text says explicitly or to support inferences made about the text.
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).	**Analyze interactions in informational text.** Analyze the interactions between individuals, events, and ideas in Grade 7 informational text.
RI.7.4 Determine the meaning of words and phrases as they are used in a text . . .	**Determine word meaning.** Understand the meaning of words and phrases in Grade 7 literary or informational text, including academic and/or domain-specific words.
RI.7.4 Determine the meaning of words and phrases as they are used in a text, including . . . connotative . . . meanings; analyze the impact of a specific word choice on meaning and tone.	**Interpret author's use of language.** Interpret an author's use of connotations, or shades of meaning, and/or descriptive language in Grade 7 literary or informational text. Interpret the impact of an author's specific word choice on mood or tone in literary or informational text.
RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative . . . meanings . . .	**Interpret figurative language.** Identify or interpret an author's use of figurative language and/or literary devices in Grade 7 literary or informational text.
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.	**Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 7 words used in literary texts, grade-level-appropriate content areas, and other academic contexts.*
RI.7.5 Analyze the structure an author uses to organize a text, including how the major	**Analyze text structure in informational text.** Identify and analyze the text structure that an author uses to organize a Grade 7

**This skill is related to the aligned standard*

Grade 7 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
sections contribute to the whole and to the development of the ideas.	informational text (sequence, compare/contrast, or cause/effect), including how the major sections contribute to the whole and to the development of the ideas.
RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	**Identify author's point of view or purpose in informational text.** Determine an author's point of view or purpose in Grade 7 informational text. Analyze how the author distinguishes his or her position from that of others.
RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	**Compare informational text to multimedia presentations of the text.** Compare a Grade 7 informational text to an audio, video, or other artistic presentation of the text, analyzing each medium's portrayal of the subject.
RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	**Identify and evaluate argument in informational text.** Identify the argument and the specific claims that an author makes in Grade 7 informational text. Assess whether the reasoning and the evidence are sufficient to support the argument and/or any specific claims.
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.	**Compare the presentation of information in two informational texts.** Compare how two authors writing about the same topic emphasize different evidence or advance different interpretations of facts to shape their presentations in Grade 7 informational text.
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.	**Determine word meaning.** Understand the meaning of words and phrases in Grade 7 literary or informational text, including academic and/or domain-specific words.

**This skill is related to the aligned standard*

Grade 7 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	Use general academic and domain-specific vocabulary. Demonstrate knowledge of Grade 7 words used in literary texts, grade-level-appropriate content areas, and other academic contexts. **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes.*
L.7.4b Use common, grade#appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	**Use prefixes, suffixes, and word roots.** Use common, grade-appropriate prefixes *(hydro-, multi-),* suffixes *(-hood, -ous, -eous, -ious, -ism, -dom),* and base words or word roots to determine the meaning of words and phrases.
L.7.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context . . .).	**Determine word meaning.** Understand the meaning of words and phrases in Grade 7 literary or informational text, including academic and/or domain-specific words. **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 7 words used in literary texts, grade-level-appropriate content areas, and other academic contexts.
L.7.5b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	**Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes.*
L.7.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g.,	**Interpret author's use of language.** Interpret an author's use of connotations, or shades of meaning, and/or descriptive language in Grade 7 literary or

**This skill is related to the aligned standard*

Grade 7 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
refined, respectful, polite, diplomatic, condescending).	informational text. Interpret the impact of an author's specific word choice on mood or tone in literary or informational text.* **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes.*
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.	**Determine word meaning.** Understand the meaning of words and phrases in Grade 7 literary or informational text, including academic and/or domain-specific words.* **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes.* **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 7 words used in literary texts, grade-level-appropriate content areas, and other academic contexts.*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to Skills (continued)

Grade 8

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
RL.8.1 Cite the textual evidence that most strongly supports an analysis of . . . inferences drawn from the text.	**Make inferences based on textual evidence.** Draw conclusions or make inferences in Grade 8 literary or informational text.
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.	**Cite textual evidence.** Cite several pieces of textual evidence that strongly support analysis of Grade 8 literary or informational text.
RL.8.4 Determine the meaning of words and phrases as they are used in a text . . .	**Determine word meaning.** Understand the meaning of words and phrases in Grade 8 literary or informational text, including academic and/or domain-specific words.
RL.8.4 Determine the meaning of words and phrases as they are used in a text, including . . . connotative meanings; analyze the impact of specific word choices on meaning and tone . . .	**Interpret author's use of language.** Interpret an author's use of connotations, or shades of meaning, in Grade 8 literary or informational text. Interpret the impact of an author's specific word choice on mood or tone in literary or informational text.
RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative . . . meanings . . .	**Interpret figurative language.** Identify or interpret an author's use of figurative language and/or other literary devices in Grade 8 literary or informational text.
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.	**Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 8 words used in literary texts, grade-level-appropriate content areas, and other academic contexts.*
RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	**Compare structure of two literary texts.** Compare the structure of two Grade 8 literary texts and analyze how the differing structure of each text contributes to its overall meaning or style.

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to Skills (continued)

Grade 8 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	**Analyze point of view in literary text.** Identify or contrast points of view (such as narrator or characters and audience or reader; first-person and third-person; limited and omniscient point of view) in Grade 8 literary text, and analyze how these differences clarify the central idea or create such effects as suspense or humor.
RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	**Compare literary text to multimedia presentations of the text.** Compare a Grade 8 literary text to an audio or video presentation of the text, analyzing the extent to which the multimedia version follows or departs from the text.
RI.8.1 Cite the textual evidence that most strongly supports an analysis of . . . inferences drawn from the text.	**Make inferences based on textual evidence.** Draw conclusions or make inferences in Grade 8 literary or informational text.
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.	**Cite textual evidence.** Cite several pieces of textual evidence that strongly support analysis of Grade 8 literary or informational text.
RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	**Analyze connections in informational text.** Analyze the connections among and distinctions between individuals, ideas, or events in Grade 8 informational text.
RI.8.4 Determine the meaning of words and phrases as they are used in a text . . .	**Determine word meaning.** Understand the meaning of words and phrases in Grade 8 literary or informational text, including academic and/or domain-specific words.
RI.8.4 Determine the meaning of words and phrases as they are used in a text, including . . . connotative . . . meanings; analyze the impact of specific word choices on meaning and tone . . .	**Interpret author's use of language.** Interpret an author's use of connotations, or shades of meaning, in Grade 8 literary or informational text. Interpret the impact of

**This skill is related to the aligned standard*

Grade 8 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	an author's specific word choice on mood or tone in literary or informational text.
RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative . . . meanings . . .	**Interpret figurative language.** Identify or interpret an author's use of figurative language and/or other literary devices in Grade 8 literary or informational text.
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.	**Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 8 words used in literary texts, grade-level-appropriate content areas, and other academic contexts.*
RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	**Identify author's point of view or purpose in informational text.** Determine an author's point of view or purpose in Grade 8 informational text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	**Compare informational text to multimedia presentations that present the same topic.** Evaluate the advantages and disadvantages of using different mediums, such as text, audio, video, and/or other artistic works, to present information about a particular Grade 8 topic or idea.
RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	**Identify and evaluate argument in informational text.** Identify the argument and the specific claims that an author makes in Grade 8 informational text. Assess whether the reasoning and the evidence are sufficient to support the argument and/or any specific claims. Identify irrelevant evidence.
RI.8.9 Analyze a case in which two or more texts provide conflicting information on	**Analyze conflicting information in two informational sources.** Analyze two

**This skill is related to the aligned standard*

Grade 8 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
the same topic and identify where the texts disagree on matters of fact or interpretation.	Grade 8 informational sources that provide conflicting information on the same topic and identify where the sources disagree on matters of fact or interpretation.
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.	**Determine word meaning.** Understand the meaning of words and phrases in Grade 8 literary or informational text, including academic and/or domain-specific words. **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 8 words used in literary texts, grade-level-appropriate content areas, and other academic contexts. **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes.*
L.8.4b Use common, grade#appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	**Use prefixes, suffixes, and word roots.** Use common, grade-appropriate prefixes *(auto-, anti-)*, suffixes *(-cracy, -meter, -ible, -able)*, and base words or word roots to determine the meaning of words and phrases.
L.8.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context . . .).	**Determine word meaning.** Understand the meaning of words and phrases in Grade 8 literary or informational text, including academic and/or domain-specific words. **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 8 words used in literary texts, grade-level-appropriate content areas, and other academic contexts.

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to Skills (continued)

Grade 8 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
L.8.5b Use the relationship between particular words to better understand each of the words.	**Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes.*
L.8.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	**Interpret author's use of language.** Interpret an author's use of connotations, or shades of meaning, in Grade 8 literary or informational text. Interpret the impact of an author's specific word choice on mood or tone in literary or informational text.* **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes.*
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.	**Determine word meaning.** Understand the meaning of words and phrases in Grade 8 literary or informational text, including academic and/or domain-specific words.* **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes.* **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 8 words used in literary texts, grade-level-appropriate content areas, and other academic contexts.*

**This skill is related to the aligned standard*

Grade 9

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
RL.9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**Cite textual evidence and make inferences.** • Cite several pieces of textual evidence that strongly support a statement about what a Grade 9 literary or informational text says explicitly. • Draw conclusions or make inferences in Grade 9 literary or informational text, based on textual evidence. **Cite textual evidence and make inferences.** • Cite several pieces of textual evidence that strongly support a statement about what a Grade 10 literary or informational text says explicitly. • Draw conclusions or make inferences in Grade 10 literary or informational text, based on textual evidence.
RL.9.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.	**Analyze characters and plot in literary text.** * • Analyze how authors develop a portrait of a complex character, such as someone with multiple or conflicting motivations, in Grade 9 literary text. • Identify and evaluate structural elements of the plot, such as subplots, parallel episodes, and/or climax, in Grade 9 literary text. Analyze how characters' actions, motivations, and/or conflicts advance the plot development. **Analyze plot in literary text.** Identify and evaluate structural elements of the plot, such as subplots, parallel episodes, and/or climax, in Grade 10 literary text. Analyze

**This skill is related to the aligned standard*

Grade 9 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	how characters' actions, motivations, and/or conflicts advance the plot development.*
RL.9.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text . . .	**Analyze characters in literary text.** Analyze how authors develop a portrait of a complex character, such as someone with multiple or conflicting motivations, in Grade 10 literary text.
RL.9.4 Determine the meaning of words and phrases as they are used in the text, including . . . connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	**Determine word meaning. Interpret author's use of language.** • Understand the meaning of words and phrases in Grade 10 literary or informational text, including academic and/or domain-specific words. • Interpret an author's use of connotations, or shades of meaning, in Grade 10 literary or informational text. Interpret the impact of an author's specific word choice on mood or tone in literary or informational text.
RL.9.4 Determine the meaning of words and phrases as they are used in the text, including figurative . . . meanings . . .	**Interpret figurative language.** Identify or interpret an author's use of figurative language and/or other literary devices in Grade 10 literary or informational text.
RL.9.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	**Determine word meaning. Interpret figurative language and author's use of language.** • Understand the meaning of words and phrases in Grade 9 literary or informational text, including academic and/or domain-specific words. • Identify or interpret an author's use of figurative language and/or other literary devices in Grade 9 literary or informational text. • Interpret an author's use of connotations, or shades of meaning, in Grade 9 literary or informational text. Interpret the

**This skill is related to the aligned standard*

Grade 9 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	impact of an author's specific word choice on mood or tone in literary or informational text. **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 9)* **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 9 words used in literary texts, grade-appropriate content areas, and other academic contexts. * **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 10)* **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 10 words used in literary texts, grade-appropriate content areas, and other academic contexts.*
RL.9.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	**Analyze structural elements in literary text.** Analyze how the author structures text, orders events, and manipulates time to create effects (mystery, surprise) in one or more Grade 9 literary texts. **Analyze structural elements in literary text.** Analyze how the author structures

**This skill is related to the aligned standard*

Grade 9 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	text, orders events, and manipulates time to create effects (mystery, surprise) in one or more Grade 10 literary texts. **Analyze characters and plot in literary text.** * • Analyze how authors develop a portrait of a complex character, such as someone with multiple or conflicting motivations, in Grade 9 literary text. • Identify and evaluate structural elements of the plot, such as subplots, parallel episodes, and/or climax, in Grade 9 literary text. Analyze how characters' actions, motivations, and/or conflicts advance the plot development. **Analyze plot in literary text.** Identify and evaluate structural elements of the plot, such as subplots, parallel episodes, and/or climax, in Grade 10 literary text. Analyze how characters' actions, motivations, and/or conflicts advance the plot development.*
RL.9.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	**Analyze point of view in literary text.** Analyze a particular point of view or cultural experience reflected in a Grade 9 literary text drawn from a range of world literature. **Analyze point of view in literary text.** Analyze a particular point of view or cultural experience reflected in a Grade 10 literary text drawn from a range of world literature.
RL.9.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is	**Analyze subject matter and literary allusions across literary texts and/or artistic mediums.** *

**This skill is related to the aligned standard*

Grade 9 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	• Analyze presentation of Grade 9 artistic and/or literary subject matter in two or more artistic mediums. • Analyze how an author draws on and transforms themes or topics developed by major authors (Ovid, Shakespeare) in one or more Grade 9 literary texts and/or artistic mediums. **Analyze subject matter and literary allusions across literary texts and/or artistic mediums.** * • Analyze presentation of Grade 10 artistic and/or literary subject matter in two or more artistic mediums. • Analyze how an author draws on and transforms themes or topics developed by major authors (Ovid, Shakespeare) in one or more Grade 10 literary texts and/or artistic mediums.
RL.9.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	**Analyze subject matter and literary allusions across literary texts and/or artistic mediums.** * • Analyze presentation of Grade 9 artistic and/or literary subject matter in two or more artistic mediums. • Analyze how an author draws on and transforms themes or topics developed by major authors (Ovid, Shakespeare) in one or more Grade 9 literary texts and/or artistic mediums. **Analyze subject matter and literary allusions across literary texts and/or artistic mediums.** * • Analyze presentation of Grade 10 artistic and/or literary subject matter in two or more artistic mediums.

**This skill is related to the aligned standard*

Grade 9 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	• Analyze how an author draws on and transforms themes or topics developed by major authors (Ovid, Shakespeare) in one or more Grade 10 literary texts and/or artistic mediums.
RI.9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**Cite textual evidence and make inferences.** • Cite several pieces of textual evidence that strongly support a statement about what a Grade 9 literary or informational text says explicitly. • Draw conclusions or make inferences in Grade 9 literary or informational text, based on textual evidence. **Cite textual evidence and make inferences.** • Cite several pieces of textual evidence that strongly support a statement about what a Grade 10 literary or informational text says explicitly. • Draw conclusions or make inferences in Grade 10 literary or informational text, based on textual evidence.
RI.9.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	**Analyze text structure in informational text.** Analyze how an author develops an analysis or series of ideas or events in Grade 9 informational text, including how the author introduces, orders, and draws connections between each point. **Analyze text structure in informational text.** Analyze how an author develops an analysis or series of ideas or events in Grade 10 informational text, including how the author introduces, orders, and draws connections between each point.

**This skill is related to the aligned standard*

Grade 9 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
RI.9.4 Determine the meaning of words and phrases as they are used in a text, including . . . connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone . . .	**Determine word meaning. Interpret author's use of language.** • Understand the meaning of words and phrases in Grade 10 literary or informational text, including academic and/or domain-specific words. • Interpret an author's use of connotations, or shades of meaning, in Grade 10 literary or informational text. Interpret the impact of an author's specific word choice on mood or tone in literary or informational text.
RI.9.4 Determine the meaning of words and phrases as they are used in a text, including figurative . . . meanings . . .	**Interpret figurative language.** Identify or interpret an author's use of figurative language and/or other literary devices in Grade 10 literary or informational text.
RI.9.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	**Determine word meaning. Interpret figurative language and author's use of language.** • Understand the meaning of words and phrases in Grade 9 literary or informational text, including academic and/or domain-specific words. • Identify or interpret an author's use of figurative language and/or other literary devices in Grade 9 literary or informational text. • Interpret an author's use of connotations, or shades of meaning, in Grade 9 literary or informational text. Interpret the impact of an author's specific word choice on mood or tone in literary or informational text. **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of idioms,

Grade 9 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 9)* **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 9 words used in literary texts, grade-appropriate content areas, and other academic contexts. * **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 10)* **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 10 words used in literary texts, grade-appropriate content areas, and other academic contexts.*
RI.9.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	**Analyze the development of ideas in informational text. Determine the author's point of view or purpose, and compare points of view between texts.** * • Analyze in detail the structure of Grade 9 informational text, including the role of particular sentences, paragraphs, and larger portions of text in developing and refining the author's ideas or claims. • Identify an author's point of view or purpose in Grade 9 informational text and analyze the rhetorical techniques an author uses to support that point of view or purpose. • Compare the point of view of two authors and how each treats the same or

**This skill is related to the aligned standard*

Grade 9 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	similar topics in Grade 9 informational text. **Analyze the development of ideas in informational text. Determine the author's point of view or purpose, and compare points of view between texts.** * • Analyze in detail the structure of Grade 10 informational text, including the role of particular sentences, paragraphs, and larger portions of text in developing and refining the author's ideas or claims. • Identify an author's point of view or purpose in Grade 10 informational text and analyze the rhetorical techniques an author uses to support that point of view or purpose. • Compare the point of view of two authors and how each treats the same or similar topics in Grade 10 informational text.
RI.9.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	**Analyze the development of ideas in informational text. Determine the author's point of view or purpose, and compare points of view between texts.** * • Analyze in detail the structure of Grade 9 informational text, including the role of particular sentences, paragraphs, and larger portions of text in developing and refining the author's ideas or claims. • Identify an author's point of view or purpose in Grade 9 informational text and analyze the rhetorical techniques an author uses to support that point of view or purpose. • Compare the point of view of two authors and how each treats the same or

**This skill is related to the aligned standard*

Grade 9 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	similar topics in Grade 9 informational text. **Analyze the development of ideas in informational text. Determine the author's point of view or purpose, and compare points of view between texts.** * • Analyze in detail the structure of Grade 10 informational text, including the role of particular sentences, paragraphs, and larger portions of text in developing and refining the author's ideas or claims. • Identify an author's point of view or purpose in Grade 10 informational text and analyze the rhetorical techniques an author uses to support that point of view or purpose. • Compare the point of view of two authors and how each treats the same or similar topics in Grade 10 informational text.
RI.9.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	**Analyze the development of ideas in informational text. Determine the author's point of view or purpose, and compare points of view between texts.** * • Analyze in detail the structure of Grade 9 informational text, including the role of particular sentences, paragraphs, and larger portions of text in developing and refining the author's ideas or claims. • Identify an author's point of view or purpose in Grade 9 informational text and analyze the rhetorical techniques an author uses to support that point of view or purpose. • Compare the point of view of two authors and how each treats the same or

**This skill is related to the aligned standard*

Grade 9 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	similar topics in Grade 9 informational text. **Analyze the development of ideas in informational text. Determine the author's point of view or purpose, and compare points of view between texts.** * • Analyze in detail the structure of Grade 10 informational text, including the role of particular sentences, paragraphs, and larger portions of text in developing and refining the author's ideas or claims. • Identify an author's point of view or purpose in Grade 10 informational text and analyze the rhetorical techniques an author uses to support that point of view or purpose. • Compare the point of view of two authors and how each treats the same or similar topics in Grade 10 informational text.
RI.9.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	**Identify and evaluate argument in informational text.** Identify the argument and the specific claims that an author makes in Grade 9 informational text. Assess whether the reasoning and the evidence are sufficient to support the argument and/or any specific claims that an author makes. Identify false statements and flawed reasoning. **Identify and evaluate argument in informational text.** Identify the argument and the specific claims that an author makes in Grade 10 informational text. Assess whether the reasoning and the evidence are sufficient to support the argument and/or any specific claims that an author

**This skill is related to the aligned standard*

Grade 9 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	makes. Identify false statements and flawed reasoning.
RI.9.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	**Analyze literary elements in historical documents.** Analyze how one or more U.S. historical documents suitable to Grade 9 use literary techniques to develop themes and concepts appropriate to a particular historical situation. **Analyze literary elements in historical documents.** Analyze how one or more U.S. historical documents suitable to Grade 10 use literary techniques to develop themes and concepts appropriate to a particular historical situation.
L.9.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	**Determine word meaning. Interpret figurative language and author's use of language.** * • Understand the meaning of words and phrases in Grade 9 literary or informational text, including academic and/or domain-specific words. • Identify or interpret an author's use of figurative language and/or other literary devices in Grade 9 literary or informational text. • Interpret an author's use of connotations, or shades of meaning, in Grade 9 literary or informational text. Interpret the impact of an author's specific word choice on mood or tone in literary or informational text. **Determine word meaning. Interpret author's use of language.** * • Understand the meaning of words and phrases in Grade 10 literary or

Grade 9 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	informational text, including academic and/or domain-specific words. • Interpret an author's use of connotations, or shades of meaning, in Grade 10 literary or informational text. Interpret the impact of an author's specific word choice on mood or tone in literary or informational text. **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 9)* **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 9 words used in literary texts, grade-appropriate content areas, and other academic contexts. * **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 10)* **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 10 words used in literary texts, grade-appropriate content areas, and other academic contexts.*
L.9.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and	**Consult reference materials.** Use reference materials, such as a dictionary, glossary, or thesaurus, to find meanings,

Grade 9 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
digital, to find the pronunciation of a word or determine or clarify its precise meaning [or] its part of speech . . .	confirm pronunciations, or determine parts of speech. (Grade 9) **Consult reference materials.** Use reference materials, such as a dictionary, glossary, or thesaurus, to find meanings, confirm pronunciations, or determine parts of speech. (Grade 10)
L.9.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning . . . in a dictionary).	**Consult reference materials.** Use reference materials, such as a dictionary, glossary, or thesaurus, to find meanings, confirm pronunciations, or determine parts of speech. (Grade 9) **Consult reference materials.** Use reference materials, such as a dictionary, glossary, or thesaurus, to find meanings, confirm pronunciations, or determine parts of speech. (Grade 10)
L.9.4d 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).	**Determine word meaning. Interpret figurative language and author's use of language.** * • Understand the meaning of words and phrases in Grade 9 literary or informational text, including academic and/or domain-specific words. • Identify or interpret an author's use of figurative language and/or other literary devices in Grade 9 literary or informational text. • Interpret an author's use of connotations, or shades of meaning, in Grade 9 literary or informational text. Interpret the impact of an author's specific word choice on mood or tone in literary or informational text.

**This skill is related to the aligned standard*

Grade 9 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	Determine word meaning. Interpret author's use of language. * • Understand the meaning of words and phrases in Grade 10 literary or informational text, including academic and/or domain-specific words. • Interpret an author's use of connotations, or shades of meaning, in Grade 10 literary or informational text. Interpret the impact of an author's specific word choice on mood or tone in literary or informational text. **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 9 words used in literary texts, grade-appropriate content areas, and other academic contexts. * **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 10 words used in literary texts, grade-appropriate content areas, and other academic contexts.*
L.9.5b Analyze nuances in the meaning of words with similar denotations.	**Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 9)* **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 10)*

**This skill is related to the aligned standard*

Grade 9 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
L.9.6 Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.	**Determine word meaning. Interpret figurative language and author's use of language.** * • Understand the meaning of words and phrases in Grade 9 literary or informational text, including academic and/or domain-specific words. • Identify or interpret an author's use of figurative language and/or other literary devices in Grade 9 literary or informational text. • Interpret an author's use of connotations, or shades of meaning, in Grade 9 literary or informational text. Interpret the impact of an author's specific word choice on mood or tone in literary or informational text. **Determine word meaning. Interpret author's use of language.** * • Understand the meaning of words and phrases in Grade 10 literary or informational text, including academic and/or domain-specific words. • Interpret an author's use of connotations, or shades of meaning, in Grade 10 literary or informational text. Interpret the impact of an author's specific word choice on mood or tone in literary or informational text. **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 9 words used in literary texts, grade-appropriate content areas, and other academic contexts. *

**This skill is related to the aligned standard*

Grade 9 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	Use general academic and domain-specific vocabulary. Demonstrate knowledge of Grade 10 words used in literary texts, grade-appropriate content areas, and other academic contexts.*

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to Skills (continued)

Grade 10

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
RL.10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**Cite textual evidence and make inferences.** • Cite several pieces of textual evidence that strongly support a statement about what a Grade 9 literary or informational text says explicitly. • Draw conclusions or make inferences in Grade 9 literary or informational text, based on textual evidence. **Cite textual evidence and make inferences.** • Cite several pieces of textual evidence that strongly support a statement about what a Grade 10 literary or informational text says explicitly. • Draw conclusions or make inferences in Grade 10 literary or informational text, based on textual evidence.
RL.10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.	**Analyze characters and plot in literary text.** * • Analyze how authors develop a portrait of a complex character, such as someone with multiple or conflicting motivations, in Grade 9 literary text. • Identify and evaluate structural elements of the plot, such as subplots, parallel episodes, and/or climax, in Grade 9 literary text. Analyze how characters' actions, motivations, and/or conflicts advance the plot development. **Analyze plot in literary text.** Identify and evaluate structural elements of the plot, such as subplots, parallel episodes, and/or climax, in Grade 10 literary text. Analyze

**This skill is related to the aligned standard*

Grade 10 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	how characters' actions, motivations, and/or conflicts advance the plot development.*
RL.10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text . . .	**Analyze characters in literary text.** Analyze how authors develop a portrait of a complex character, such as someone with multiple or conflicting motivations, in Grade 10 literary text.
RL.10.4 Determine the meaning of words and phrases as they are used in the text, including . . . connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	**Determine word meaning. Interpret author's use of language.** • Understand the meaning of words and phrases in Grade 10 literary or informational text, including academic and/or domain-specific words. • Interpret an author's use of connotations, or shades of meaning, in Grade 10 literary or informational text. Interpret the impact of an author's specific word choice on mood or tone in literary or informational text.
RL.10.4 Determine the meaning of words and phrases as they are used in the text, including figurative . . . meanings . . .	**Interpret figurative language.** Identify or interpret an author's use of figurative language and/or other literary devices in Grade 10 literary or informational text.
RL.10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	**Determine word meaning. Interpret figurative language and author's use of language.** • Understand the meaning of words and phrases in Grade 9 literary or informational text, including academic and/or domain-specific words. • Identify or interpret an author's use of figurative language and/or other literary devices in Grade 9 literary or informational text. • Interpret an author's use of connotations, or shades of meaning, in Grade 9 literary or informational text. Interpret the

**This skill is related to the aligned standard*

Grade 10 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	impact of an author's specific word choice on mood or tone in literary or informational text. **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 9)* **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 9 words used in literary texts, grade-appropriate content areas, and other academic contexts. * **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 10)* **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 10 words used in literary texts, grade-appropriate content areas, and other academic contexts.*
RL.10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	**Analyze structural elements in literary text.** Analyze how the author structures text, orders events, and manipulates time to create effects (mystery, surprise) in one or more Grade 9 literary texts. **Analyze structural elements in literary text.** Analyze how the author structures

**This skill is related to the aligned standard*

Grade 10 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	text, orders events, and manipulates time to create effects (mystery, surprise) in one or more Grade 10 literary texts. **Analyze characters and plot in literary text.** * • Analyze how authors develop a portrait of a complex character, such as someone with multiple or conflicting motivations, in Grade 9 literary text. • Identify and evaluate structural elements of the plot, such as subplots, parallel episodes, and/or climax, in Grade 9 literary text. Analyze how characters' actions, motivations, and/or conflicts advance the plot development. **Analyze plot in literary text.** Identify and evaluate structural elements of the plot, such as subplots, parallel episodes, and/or climax, in Grade 10 literary text. Analyze how characters' actions, motivations, and/or conflicts advance the plot development.*
RL.10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	**Analyze point of view in literary text.** Analyze a particular point of view or cultural experience reflected in a Grade 9 literary text drawn from a range of world literature. **Analyze point of view in literary text.** Analyze a particular point of view or cultural experience reflected in a Grade 10 literary text drawn from a range of world literature.
RL.10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is	**Analyze subject matter and literary allusions across literary texts and/or artistic mediums.** *

Grade 10 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	• Analyze presentation of Grade 9 artistic and/or literary subject matter in two or more artistic mediums. • Analyze how an author draws on and transforms themes or topics developed by major authors (Ovid, Shakespeare) in one or more Grade 9 literary texts and/or artistic mediums. **Analyze subject matter and literary allusions across literary texts and/or artistic mediums.** * • Analyze presentation of Grade 10 artistic and/or literary subject matter in two or more artistic mediums. • Analyze how an author draws on and transforms themes or topics developed by major authors (Ovid, Shakespeare) in one or more Grade 10 literary texts and/or artistic mediums.
RL.10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	**Analyze subject matter and literary allusions across literary texts and/or artistic mediums.** * • Analyze presentation of Grade 9 artistic and/or literary subject matter in two or more artistic mediums. • Analyze how an author draws on and transforms themes or topics developed by major authors (Ovid, Shakespeare) in one or more Grade 9 literary texts and/or artistic mediums. **Analyze subject matter and literary allusions across literary texts and/or artistic mediums.** * • Analyze presentation of Grade 10 artistic and/or literary subject matter in two or more artistic mediums.

**This skill is related to the aligned standard*

Grade 10 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	• Analyze how an author draws on and transforms themes or topics developed by major authors (Ovid, Shakespeare) in one or more Grade 10 literary texts and/or artistic mediums.
RI.10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	**Cite textual evidence and make inferences.** • Cite several pieces of textual evidence that strongly support a statement about what a Grade 9 literary or informational text says explicitly. • Draw conclusions or make inferences in Grade 9 literary or informational text, based on textual evidence. **Cite textual evidence and make inferences.** • Cite several pieces of textual evidence that strongly support a statement about what a Grade 10 literary or informational text says explicitly. • Draw conclusions or make inferences in Grade 10 literary or informational text, based on textual evidence.
RI.10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	**Analyze text structure in informational text.** Analyze how an author develops an analysis or series of ideas or events in Grade 9 informational text, including how the author introduces, orders, and draws connections between each point. **Analyze text structure in informational text.** Analyze how an author develops an analysis or series of ideas or events in Grade 10 informational text, including how the author introduces, orders, and draws connections between each point.

**This skill is related to the aligned standard*

Grade 10 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
RI.10.4 Determine the meaning of words and phrases as they are used in a text, including . . . connotative and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone . . .	**Determine word meaning. Interpret author's use of language.** • Understand the meaning of words and phrases in Grade 10 literary or informational text, including academic and/or domain-specific words. • Interpret an author's use of connotations, or shades of meaning, in Grade 10 literary or informational text. Interpret the impact of an author's specific word choice on mood or tone in literary or informational text.
RI.10.4 Determine the meaning of words and phrases as they are used in a text, including figurative . . . meanings . . .	**Interpret figurative language.** Identify or interpret an author's use of figurative language and/or other literary devices in Grade 10 literary or informational text.
RI.10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	**Determine word meaning. Interpret figurative language and author's use of language.** • Understand the meaning of words and phrases in Grade 9 literary or informational text, including academic and/or domain-specific words. • Identify or interpret an author's use of figurative language and/or other literary devices in Grade 9 literary or informational text. • Interpret an author's use of connotations, or shades of meaning, in Grade 9 literary or informational text. Interpret the impact of an author's specific word choice on mood or tone in literary or informational text. **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of idioms,

Grade 10 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 9)* **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 9 words used in literary texts, grade-appropriate content areas, and other academic contexts. * **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 10)* **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 10 words used in literary texts, grade-appropriate content areas, and other academic contexts.*
RI.10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	**Analyze the development of ideas in informational text. Determine the author's point of view or purpose, and compare points of view between texts.** * • Analyze in detail the structure of Grade 9 informational text, including the role of particular sentences, paragraphs, and larger portions of text in developing and refining the author's ideas or claims. • Identify an author's point of view or purpose in Grade 9 informational text and analyze the rhetorical techniques an author uses to support that point of view or purpose. • Compare the point of view of two authors and how each treats the same or

**This skill is related to the aligned standard*

Grade 10 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	similar topics in Grade 9 informational text. **Analyze the development of ideas in informational text. Determine the author's point of view or purpose, and compare points of view between texts.** * • Analyze in detail the structure of Grade 10 informational text, including the role of particular sentences, paragraphs, and larger portions of text in developing and refining the author's ideas or claims. • Identify an author's point of view or purpose in Grade 10 informational text and analyze the rhetorical techniques an author uses to support that point of view or purpose. • Compare the point of view of two authors and how each treats the same or similar topics in Grade 10 informational text.
RI.10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	**Analyze the development of ideas in informational text. Determine the author's point of view or purpose, and compare points of view between texts.** * • Analyze in detail the structure of Grade 9 informational text, including the role of particular sentences, paragraphs, and larger portions of text in developing and refining the author's ideas or claims. • Identify an author's point of view or purpose in Grade 9 informational text and analyze the rhetorical techniques an author uses to support that point of view or purpose. • Compare the point of view of two authors and how each treats the same or

**This skill is related to the aligned standard*

Grade 10 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	similar topics in Grade 9 informational text. **Analyze the development of ideas in informational text. Determine the author's point of view or purpose, and compare points of view between texts.** * • Analyze in detail the structure of Grade 10 informational text, including the role of particular sentences, paragraphs, and larger portions of text in developing and refining the author's ideas or claims. • Identify an author's point of view or purpose in Grade 10 informational text and analyze the rhetorical techniques an author uses to support that point of view or purpose. • Compare the point of view of two authors and how each treats the same or similar topics in Grade 10 informational text.
RI.10.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	**Analyze the development of ideas in informational text. Determine the author's point of view or purpose, and compare points of view between texts.** * • Analyze in detail the structure of Grade 9 informational text, including the role of particular sentences, paragraphs, and larger portions of text in developing and refining the author's ideas or claims. • Identify an author's point of view or purpose in Grade 9 informational text and analyze the rhetorical techniques an author uses to support that point of view or purpose. • Compare the point of view of two authors and how each treats the same or

**This skill is related to the aligned standard*

Grade 10 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	similar topics in Grade 9 informational text. **Analyze the development of ideas in informational text. Determine the author's point of view or purpose, and compare points of view between texts.** * • Analyze in detail the structure of Grade 10 informational text, including the role of particular sentences, paragraphs, and larger portions of text in developing and refining the author's ideas or claims. • Identify an author's point of view or purpose in Grade 10 informational text and analyze the rhetorical techniques an author uses to support that point of view or purpose. • Compare the point of view of two authors and how each treats the same or similar topics in Grade 10 informational text.
RI.10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	**Identify and evaluate argument in informational text.** Identify the argument and the specific claims that an author makes in Grade 9 informational text. Assess whether the reasoning and the evidence are sufficient to support the argument and/or any specific claims that an author makes. Identify false statements and flawed reasoning. **Identify and evaluate argument in informational text.** Identify the argument and the specific claims that an author makes in Grade 10 informational text. Assess whether the reasoning and the evidence are sufficient to support the argument and/or any specific claims that an author

**This skill is related to the aligned standard*

Grade 10 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	makes. Identify false statements and flawed reasoning.
RI.10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	**Analyze literary elements in historical documents.** Analyze how one or more U.S. historical documents suitable to Grade 9 use literary techniques to develop themes and concepts appropriate to a particular historical situation. **Analyze literary elements in historical documents.** Analyze how one or more U.S. historical documents suitable to Grade 10 use literary techniques to develop themes and concepts appropriate to a particular historical situation.
L.10.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	**Determine word meaning. Interpret figurative language and author's use of language.** * • Understand the meaning of words and phrases in Grade 9 literary or informational text, including academic and/or domain-specific words. • Identify or interpret an author's use of figurative language and/or other literary devices in Grade 9 literary or informational text. • Interpret an author's use of connotations, or shades of meaning, in Grade 9 literary or informational text. Interpret the impact of an author's specific word choice on mood or tone in literary or informational text. **Determine word meaning. Interpret author's use of language.** * • Understand the meaning of words and phrases in Grade 10 literary or

Grade 10 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	informational text, including academic and/or domain-specific words. • Interpret an author's use of connotations, or shades of meaning, in Grade 10 literary or informational text. Interpret the impact of an author's specific word choice on mood or tone in literary or informational text. **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 9)* **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 9 words used in literary texts, grade-appropriate content areas, and other academic contexts. * **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 10)* **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 10 words used in literary texts, grade-appropriate content areas, and other academic contexts.*
L.10.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and	**Consult reference materials.** Use reference materials, such as a dictionary, glossary, or thesaurus, to find meanings,

Grade 10 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
digital, to find the pronunciation of a word or determine or clarify its precise meaning [or] its part of speech . . .	confirm pronunciations, or determine parts of speech. (Grade 9) **Consult reference materials.** Use reference materials, such as a dictionary, glossary, or thesaurus, to find meanings, confirm pronunciations, or determine parts of speech. (Grade 10)
L.10.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning . . . in a dictionary).	**Consult reference materials.** Use reference materials, such as a dictionary, glossary, or thesaurus, to find meanings, confirm pronunciations, or determine parts of speech. (Grade 9) **Consult reference materials.** Use reference materials, such as a dictionary, glossary, or thesaurus, to find meanings, confirm pronunciations, or determine parts of speech. (Grade 10)
L.10.4d 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).	**Determine word meaning. Interpret figurative language and author's use of language.** * • Understand the meaning of words and phrases in Grade 9 literary or informational text, including academic and/or domain-specific words. • Identify or interpret an author's use of figurative language and/or other literary devices in Grade 9 literary or informational text. • Interpret an author's use of connotations, or shades of meaning, in Grade 9 literary or informational text. Interpret the impact of an author's specific word choice on mood or tone in literary or informational text.

**This skill is related to the aligned standard*

Grade 10 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	Determine word meaning. Interpret author's use of language. * • Understand the meaning of words and phrases in Grade 10 literary or informational text, including academic and/or domain-specific words. • Interpret an author's use of connotations, or shades of meaning, in Grade 10 literary or informational text. Interpret the impact of an author's specific word choice on mood or tone in literary or informational text. **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 9 words used in literary texts, grade-appropriate content areas, and other academic contexts. * **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 10 words used in literary texts, grade-appropriate content areas, and other academic contexts.*
L.10.5b Analyze nuances in the meaning of words with similar denotations.	**Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 9)* **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 10)*

**This skill is related to the aligned standard*

Grade 10 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
L.10.6 Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.	**Determine word meaning. Interpret figurative language and author's use of language.** * • Understand the meaning of words and phrases in Grade 9 literary or informational text, including academic and/or domain-specific words. • Identify or interpret an author's use of figurative language and/or other literary devices in Grade 9 literary or informational text. • Interpret an author's use of connotations, or shades of meaning, in Grade 9 literary or informational text. Interpret the impact of an author's specific word choice on mood or tone in literary or informational text. **Determine word meaning. Interpret author's use of language.** * • Understand the meaning of words and phrases in Grade 10 literary or informational text, including academic and/or domain-specific words. • Interpret an author's use of connotations, or shades of meaning, in Grade 10 literary or informational text. Interpret the impact of an author's specific word choice on mood or tone in literary or informational text. **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 9 words used in literary texts, grade-appropriate content areas, and other academic contexts. *

**This skill is related to the aligned standard*

Grade 10 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	Use general academic and domain-specific vocabulary. Demonstrate knowledge of Grade 10 words used in literary texts, grade-appropriate content areas, and other academic contexts.*

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to Skills (continued)

Grade 11

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
RL.11.1 Cite strong and thorough textual evidence to support analysis of . . . inferences drawn from the text . . .	**Make inferences.** Draw conclusions or make inferences in Grade 11 literary or informational text.
RL.11.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly . . .	**Cite textual evidence.** Cite several pieces of textual evidence that strongly support a statement about what a Grade 11 literary or informational text says explicitly.
RL.11.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	**Cite textual evidence and make inferences.** • Cite several pieces of textual evidence that strongly support a statement about what a Grade 12 literary or informational text says explicitly. • Draw conclusions or make inferences in Grade 12 literary or informational text.
RL.11.4 Determine the meaning of words and phrases as they are used in the text . . .	**Determine word meaning.** Understand the meaning of words and phrases in Grade 12 literary or informational text, including academic and/or domain-specific words.
RL.11.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone . . .	**Interpret figurative language and author's use of language.** • Identify or interpret an author's use of figurative language and/or other literary devices in Grade 12 literary or informational text. • Interpret an author's use of connotations, or shades of meaning, in Grade 12 literary or informational text. Interpret the impact of an author's specific word choice on mood or tone in literary or informational text.
RL.11.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone,	**Determine word meaning. Interpret figurative language and author's use of language.** • Understand the meaning of words and phrases in Grade 11 literary or

**This skill is related to the aligned standard*

Grade 11 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	informational text, including academic and/or domain-specific words. • Identify or interpret an author's use of figurative language and/or other literary devices in Grade 11 literary or informational text. • Interpret an author's use of connotations, or shades of meaning, in Grade 11 literary or informational text. Interpret the impact of an author's specific word choice on mood or tone in literary or informational text. **Understand word relationships** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 11)* **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 11 words used in literary texts, grade-appropriate content areas, and other academic contexts.* **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 12)* **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 12 words used in literary texts, grade-appropriate content areas, and other academic contexts.*

**This skill is related to the aligned standard*

Grade 11 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
RL.11.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	**Analyze the structure of text.** * • Analyze the structure of Grade 11 informational text and evaluate the impact of the structure on the clarity, persuasiveness, and engagement of the text. • Analyze how the author structures specific parts within Grade 11 literary text and evaluate how those choices contribute to the whole structure, meaning, and aesthetic value of the text. **Analyze the structure of text.** * • Analyze the structure of Grade 12 informational text and evaluate the impact of the structure on the clarity, persuasiveness, and engagement of the text. • Analyze how the author structures specific parts within Grade 12 literary text and evaluate how those choices contribute to the whole structure, meaning, and aesthetic value of the text.
RL.11.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	**Analyze point of view or author's purpose.** * • Identify point of view in Grade 11 literary text and analyze how it is conveyed through a tension between explicit and implicit meaning, such as satire, sarcasm, irony, or understatement. • Identify an author's point of view or purpose in Grade 11 informational text and analyze how style and content work together to make the rhetoric effective. • Compare opposing points of view on the same event, issue, or topic in Grade 11 informational text and evaluate each

**This skill is related to the aligned standard*

Grade 11 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	author's reasoning and presentation of relevant supporting evidence in the text. **Analyze point of view or author's purpose.** * • Identify point of view in Grade 12 literary text and analyze how it is conveyed through a tension between explicit and implicit meaning, such as satire, sarcasm, irony, or understatement. • Identify an author's point of view or purpose in Grade 12 informational text and analyze how style and content work together to make the rhetoric effective. • Compare opposing points of view on the same event, issue, or topic in Grade 12 informational text and evaluate each author's reasoning and presentation of relevant supporting evidence in the text.
RL.11.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	**Analyze multiple interpretations of a story, drama, or poem.** Analyze multiple interpretations of Grade 11 literary text, including different print versions of a story or poem, as well as audio or video versions of a book or play. Evaluate how each version interprets the source text. **Analyze multiple interpretations of a story, drama, or poem.** Analyze multiple interpretations of Grade 12 literary text, including different print versions of a story or poem, as well as audio or video versions of a book or play. Evaluate how each version interprets the source text.
RL.11.9 Demonstrate knowledge of eighteenth#, nineteenth# and early# twentieth-century foundational works of	**Determine multiple themes in a literary text. Summarize the text. Compare**

Grade 11 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
American literature, including how two or more texts from the same period treat similar themes or topics.	**themes or topics across two or more texts.** * • Identify two or more themes or central ideas in a Grade 11 literary text and analyze the interaction of those themes in the text. • Summarize a story, poem, or other Grade 11 literary text. • Demonstrate knowledge of eighteenth- through early twentieth–century foundational works of American literature and analyze how two or more Grade 11 texts from the same period treat similar themes or topics. **Determine multiple themes in a literary text. Summarize the text. Compare themes or topics across two or more texts.** * • Identify two or more themes or central ideas in a Grade 12 literary text and analyze the interaction of those themes in the text. • Summarize a story, poem, or other Grade 12 literary text. • Demonstrate knowledge of eighteenth- through early twentieth–century foundational works of American literature and analyze how two or more Grade 12 texts from the same period treat similar themes or topics.
RI.11.1 Cite strong and thorough textual evidence to support analysis of . . . inferences drawn from the text . . .	**Make inferences.** Draw conclusions or make inferences in Grade 11 literary or informational text.
RI.11.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly . . .	**Cite textual evidence.** Cite several pieces of textual evidence that strongly support a statement about what a Grade 11 literary or informational text says explicitly.

**This skill is related to the aligned standard*

Grade 11 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
RI.11.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	**Cite textual evidence and make inferences.** • Cite several pieces of textual evidence that strongly support a statement about what a Grade 12 literary or informational text says explicitly. • Draw conclusions or make inferences in Grade 12 literary or informational text.
RI.11.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	**Analyze complex ideas in informational text.** Evaluate the overall impact of how an author develops a complex set of ideas or sequence of events in Grade 11 informational text, with particular attention to how specific individuals, ideas, or events interact. **Analyze complex ideas and details, including multiple central ideas, in informational text. Summarize the text.** * • Evaluate the overall impact of how an author develops a complex set of ideas or sequence of events in Grade 12 informational text, with particular attention to how specific individuals, ideas, or events interact. • Identify two or more central ideas of a Grade 12 informational text and analyze the interaction of those ideas in the text. • Summarize Grade 12 informational text, identifying the central idea and the supporting ideas.
RI.11.4 Determine the meaning of words and phrases as they are used in a text . . .	**Determine word meaning.** Understand the meaning of words and phrases in Grade 12 literary or informational text, including academic and/or domain-specific words.

**This skill is related to the aligned standard*

Grade 11 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
RI.11.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	**Determine word meaning. Interpret figurative language and author's use of language.** * • Understand the meaning of words and phrases in Grade 11 literary or informational text, including academic and/or domain-specific words. • Identify or interpret an author's use of figurative language and/or other literary devices in Grade 11 literary or informational text. • Interpret an author's use of connotations, or shades of meaning, in Grade 11 literary or informational text. Interpret the impact of an author's specific word choice on mood or tone in literary or informational text. **Understand word relationships** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 11)* **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 11 words used in literary texts, grade-appropriate content areas, and other academic contexts.* **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 12)*

**This skill is related to the aligned standard*

Grade 11 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	Use general academic and domain-specific vocabulary. Demonstrate knowledge of Grade 12 words used in literary texts, grade-appropriate content areas, and other academic contexts.* **Interpret figurative language and author's use of language.** * • Identify or interpret an author's use of figurative language and/or other literary devices in Grade 12 literary or informational text. • Interpret an author's use of connotations, or shades of meaning, in Grade 12 literary or informational text. Interpret the impact of an author's specific word choice on mood or tone in literary or informational text.
RI.11.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	**Analyze the structure of text.** * • Analyze the structure of Grade 11 informational text and evaluate the impact of the structure on the clarity, persuasiveness, and engagement of the text. • Analyze how the author structures specific parts within Grade 11 literary text and evaluate how those choices contribute to the whole structure, meaning, and aesthetic value of the text. **Analyze the structure of text.** * • Analyze the structure of Grade 12 informational text and evaluate the impact of the structure on the clarity, persuasiveness, and engagement of the text.

**This skill is related to the aligned standard*

Grade 11 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	• Analyze how the author structures specific parts within Grade 12 literary text and evaluate how those choices contribute to the whole structure, meaning, and aesthetic value of the text.
RI.11.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	**Analyze point of view or author's purpose.** * • Identify point of view in Grade 11 literary text and analyze how it is conveyed through a tension between explicit and implicit meaning, such as satire, sarcasm, irony, or understatement. • Identify an author's point of view or purpose in Grade 11 informational text and analyze how style and content work together to make the rhetoric effective. • Compare opposing points of view on the same event, issue, or topic in Grade 11 informational text and evaluate each author's reasoning and presentation of relevant supporting evidence in the text. **Analyze point of view or author's purpose.** * • Identify point of view in Grade 12 literary text and analyze how it is conveyed through a tension between explicit and implicit meaning, such as satire, sarcasm, irony, or understatement. • Identify an author's point of view or purpose in Grade 12 informational text and analyze how style and content work together to make the rhetoric effective. • Compare opposing points of view on the same event, issue, or topic in Grade 12 informational text and evaluate each author's reasoning and presentation of relevant supporting evidence in the text.

**This skill is related to the aligned standard*

Grade 11 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
RI.11.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	**Analyze multiple sources of information presented in varied formats.** Analyze Grade 11 informational text and translate, integrate, and evaluate multiple sources of information presented in varied formats and media. **Analyze multiple sources of information presented in varied formats.** Analyze Grade 12 informational text and translate, integrate, and evaluate multiple sources of information presented in varied formats and media.
RI.11.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	**Delineate and evaluate reasoning in historical documents.** Trace and evaluate an author's premises, reasoning, and evidence in U.S. historical text suitable to Grade 11. **Delineate and evaluate reasoning in historical documents.** Trace and evaluate an author's premises, reasoning, and evidence in U.S. historical text suitable to Grade 12.
L.11.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	**Determine word meaning. Interpret figurative language and author's use of language.** * • Understand the meaning of words and phrases in Grade 11 literary or informational text, including academic and/or domain-specific words. • Identify or interpret an author's use of figurative language and/or other literary devices in Grade 11 literary or informational text. • Interpret an author's use of connotations, or shades of meaning, in Grade 11

**This skill is related to the aligned standard*

Grade 11 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	literary or informational text. Interpret the impact of an author's specific word choice on mood or tone in literary or informational text. **Determine word meaning.** Understand the meaning of words and phrases in Grade 12 literary or informational text, including academic and/or domain-specific words.* **Understand word relationships** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 11)* **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 11 words used in literary texts, grade-appropriate content areas, and other academic contexts.* **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 12)* **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 12 words used in literary texts, grade-appropriate content areas, and other academic contexts.*
L.11.4c Consult general and specialized reference materials (e.g., dictionaries,	**Consult reference materials.** Use reference materials, such as a dictionary,

Grade 11 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
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 . . .	glossary, or thesaurus, to find meanings, confirm pronunciations, or determine parts of speech. (Grade 11) **Consult reference materials.** Use reference materials, such as a dictionary, glossary, or thesaurus, to find meanings, confirm pronunciations, or determine parts of speech. (Grade 12)
L.11.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning . . . in a dictionary).	**Consult reference materials.** Use reference materials, such as a dictionary, glossary, or thesaurus, to find meanings, confirm pronunciations, or determine parts of speech. (Grade 11) **Consult reference materials.** Use reference materials, such as a dictionary, glossary, or thesaurus, to find meanings, confirm pronunciations, or determine parts of speech. (Grade 12)
L.11.4d 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).	**Determine word meaning. Interpret figurative language and author's use of language.** * • Understand the meaning of words and phrases in Grade 11 literary or informational text, including academic and/or domain-specific words. • Identify or interpret an author's use of figurative language and/or other literary devices in Grade 11 literary or informational text. • Interpret an author's use of connotations, or shades of meaning, in Grade 11 literary or informational text. Interpret the impact of an author's specific word choice on mood or tone in literary or informational text.

**This skill is related to the aligned standard*

Grade 11 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	Determine word meaning. Understand the meaning of words and phrases in Grade 12 literary or informational text, including academic and/or domain-specific words.* **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 11 words used in literary texts, grade-appropriate content areas, and other academic contexts.* **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 12 words used in literary texts, grade-appropriate content areas, and other academic contexts.*
L.11.5b Analyze nuances in the meaning of words with similar denotations.	**Understand word relationships** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 11)* **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 12)*
L.11.6 Acquire and use accurately 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 considering a word or	**Determine word meaning. Interpret figurative language and author's use of language.** * • Understand the meaning of words and phrases in Grade 11 literary or informational text, including academic and/or domain-specific words.

Grade 11 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
phrase important to comprehension or expression.	• Identify or interpret an author's use of figurative language and/or other literary devices in Grade 11 literary or informational text. • Interpret an author's use of connotations, or shades of meaning, in Grade 11 literary or informational text. Interpret the impact of an author's specific word choice on mood or tone in literary or informational text. **Determine word meaning.** Understand the meaning of words and phrases in Grade 12 literary or informational text, including academic and/or domain-specific words.* **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 11 words used in literary texts, grade-appropriate content areas, and other academic contexts.* **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 12 words used in literary texts, grade-appropriate content areas, and other academic contexts.*

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to Skills (continued)

Grade 12

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
RL.12.1 Cite strong and thorough textual evidence to support analysis of . . . inferences drawn from the text . . .	**Make inferences.** Draw conclusions or make inferences in Grade 11 literary or informational text.
RL.12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly . . .	**Cite textual evidence.** Cite several pieces of textual evidence that strongly support a statement about what a Grade 11 literary or informational text says explicitly.
RL.12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	**Cite textual evidence and make inferences.** • Cite several pieces of textual evidence that strongly support a statement about what a Grade 12 literary or informational text says explicitly. • Draw conclusions or make inferences in Grade 12 literary or informational text.
RL.12.4 Determine the meaning of words and phrases as they are used in the text . . .	**Determine word meaning.** Understand the meaning of words and phrases in Grade 12 literary or informational text, including academic and/or domain-specific words.
RL.12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone . . .	**Interpret figurative language and author's use of language.** • Identify or interpret an author's use of figurative language and/or other literary devices in Grade 12 literary or informational text. • Interpret an author's use of connotations, or shades of meaning, in Grade 12 literary or informational text. Interpret the impact of an author's specific word choice on mood or tone in literary or informational text.
RL.12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone,	**Determine word meaning. Interpret figurative language and author's use of language.** • Understand the meaning of words and phrases in Grade 11 literary or

**This skill is related to the aligned standard*

Grade 12 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	informational text, including academic and/or domain-specific words. • Identify or interpret an author's use of figurative language and/or other literary devices in Grade 11 literary or informational text. • Interpret an author's use of connotations, or shades of meaning, in Grade 11 literary or informational text. Interpret the impact of an author's specific word choice on mood or tone in literary or informational text. **Understand word relationships** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 11)* **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 11 words used in literary texts, grade-appropriate content areas, and other academic contexts.* **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 12)* **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 12 words used in literary texts, grade-appropriate content areas, and other academic contexts.*

**This skill is related to the aligned standard*

Grade 12 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
RL.12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	**Analyze the structure of text.** * • Analyze the structure of Grade 11 informational text and evaluate the impact of the structure on the clarity, persuasiveness, and engagement of the text. • Analyze how the author structures specific parts within Grade 11 literary text and evaluate how those choices contribute to the whole structure, meaning, and aesthetic value of the text. **Analyze the structure of text.** * • Analyze the structure of Grade 12 informational text and evaluate the impact of the structure on the clarity, persuasiveness, and engagement of the text. • Analyze how the author structures specific parts within Grade 12 literary text and evaluate how those choices contribute to the whole structure, meaning, and aesthetic value of the text.
RL.12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	**Analyze point of view or author's purpose.** * • Identify point of view in Grade 11 literary text and analyze how it is conveyed through a tension between explicit and implicit meaning, such as satire, sarcasm, irony, or understatement. • Identify an author's point of view or purpose in Grade 11 informational text and analyze how style and content work together to make the rhetoric effective. • Compare opposing points of view on the same event, issue, or topic in Grade 11 informational text and evaluate each

**This skill is related to the aligned standard*

Grade 12 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	author's reasoning and presentation of relevant supporting evidence in the text. **Analyze point of view or author's purpose.** * • Identify point of view in Grade 12 literary text and analyze how it is conveyed through a tension between explicit and implicit meaning, such as satire, sarcasm, irony, or understatement. • Identify an author's point of view or purpose in Grade 12 informational text and analyze how style and content work together to make the rhetoric effective. • Compare opposing points of view on the same event, issue, or topic in Grade 12 informational text and evaluate each author's reasoning and presentation of relevant supporting evidence in the text.
RL.12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	**Analyze multiple interpretations of a story, drama, or poem.** Analyze multiple interpretations of Grade 11 literary text, including different print versions of a story or poem, as well as audio or video versions of a book or play. Evaluate how each version interprets the source text. **Analyze multiple interpretations of a story, drama, or poem.** Analyze multiple interpretations of Grade 12 literary text, including different print versions of a story or poem, as well as audio or video versions of a book or play. Evaluate how each version interprets the source text.
RL.12.9 Demonstrate knowledge of eighteenth#, nineteenth# and early# twentieth-century foundational works of	**Determine multiple themes in a literary text. Summarize the text. Compare**

Grade 12 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
American literature, including how two or more texts from the same period treat similar themes or topics.	**themes or topics across two or more texts.** * • Identify two or more themes or central ideas in a Grade 11 literary text and analyze the interaction of those themes in the text. • Summarize a story, poem, or other Grade 11 literary text. • Demonstrate knowledge of eighteenth- through early twentieth–century foundational works of American literature and analyze how two or more Grade 11 texts from the same period treat similar themes or topics. **Determine multiple themes in a literary text. Summarize the text. Compare themes or topics across two or more texts.** * • Identify two or more themes or central ideas in a Grade 12 literary text and analyze the interaction of those themes in the text. • Summarize a story, poem, or other Grade 12 literary text. • Demonstrate knowledge of eighteenth- through early twentieth–century foundational works of American literature and analyze how two or more Grade 12 texts from the same period treat similar themes or topics.
RI.12.1 Cite strong and thorough textual evidence to support analysis of . . . inferences drawn from the text . . .	**Make inferences.** Draw conclusions or make inferences in Grade 11 literary or informational text.
RI.12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly . . .	**Cite textual evidence.** Cite several pieces of textual evidence that strongly support a statement about what a Grade 11 literary or informational text says explicitly.

**This skill is related to the aligned standard*

Grade 12 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
RI.12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	**Cite textual evidence and make inferences.** • Cite several pieces of textual evidence that strongly support a statement about what a Grade 12 literary or informational text says explicitly. • Draw conclusions or make inferences in Grade 12 literary or informational text.
RI.12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	**Analyze complex ideas in informational text.** Evaluate the overall impact of how an author develops a complex set of ideas or sequence of events in Grade 11 informational text, with particular attention to how specific individuals, ideas, or events interact. **Analyze complex ideas and details, including multiple central ideas, in informational text. Summarize the text.** * • Evaluate the overall impact of how an author develops a complex set of ideas or sequence of events in Grade 12 informational text, with particular attention to how specific individuals, ideas, or events interact. • Identify two or more central ideas of a Grade 12 informational text and analyze the interaction of those ideas in the text. • Summarize Grade 12 informational text, identifying the central idea and the supporting ideas.
RI.12.4 Determine the meaning of words and phrases as they are used in a text . . .	**Determine word meaning.** Understand the meaning of words and phrases in Grade 12 literary or informational text, including academic and/or domain-specific words.

**This skill is related to the aligned standard*

Grade 12 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
RI.12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	**Determine word meaning. Interpret figurative language and author's use of language.** * • Understand the meaning of words and phrases in Grade 11 literary or informational text, including academic and/or domain-specific words. • Identify or interpret an author's use of figurative language and/or other literary devices in Grade 11 literary or informational text. • Interpret an author's use of connotations, or shades of meaning, in Grade 11 literary or informational text. Interpret the impact of an author's specific word choice on mood or tone in literary or informational text. **Understand word relationships** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 11)* **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 11 words used in literary texts, grade-appropriate content areas, and other academic contexts.* **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 12)*

**This skill is related to the aligned standard*

Grade 12 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	Use general academic and domain-specific vocabulary. Demonstrate knowledge of Grade 12 words used in literary texts, grade-appropriate content areas, and other academic contexts.* **Interpret figurative language and author's use of language.** * • Identify or interpret an author's use of figurative language and/or other literary devices in Grade 12 literary or informational text. • Interpret an author's use of connotations, or shades of meaning, in Grade 12 literary or informational text. Interpret the impact of an author's specific word choice on mood or tone in literary or informational text.
RI.12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	**Analyze the structure of text.** * • Analyze the structure of Grade 11 informational text and evaluate the impact of the structure on the clarity, persuasiveness, and engagement of the text. • Analyze how the author structures specific parts within Grade 11 literary text and evaluate how those choices contribute to the whole structure, meaning, and aesthetic value of the text. **Analyze the structure of text.** * • Analyze the structure of Grade 12 informational text and evaluate the impact of the structure on the clarity, persuasiveness, and engagement of the text.

**This skill is related to the aligned standard*

Grade 12 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	• Analyze how the author structures specific parts within Grade 12 literary text and evaluate how those choices contribute to the whole structure, meaning, and aesthetic value of the text.
RI.12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	**Analyze point of view or author's purpose.** * • Identify point of view in Grade 11 literary text and analyze how it is conveyed through a tension between explicit and implicit meaning, such as satire, sarcasm, irony, or understatement. • Identify an author's point of view or purpose in Grade 11 informational text and analyze how style and content work together to make the rhetoric effective. • Compare opposing points of view on the same event, issue, or topic in Grade 11 informational text and evaluate each author's reasoning and presentation of relevant supporting evidence in the text. **Analyze point of view or author's purpose.** * • Identify point of view in Grade 12 literary text and analyze how it is conveyed through a tension between explicit and implicit meaning, such as satire, sarcasm, irony, or understatement. • Identify an author's point of view or purpose in Grade 12 informational text and analyze how style and content work together to make the rhetoric effective. • Compare opposing points of view on the same event, issue, or topic in Grade 12 informational text and evaluate each author's reasoning and presentation of relevant supporting evidence in the text.

**This skill is related to the aligned standard*

Grade 12 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
RI.12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	**Analyze multiple sources of information presented in varied formats.** Analyze Grade 11 informational text and translate, integrate, and evaluate multiple sources of information presented in varied formats and media. **Analyze multiple sources of information presented in varied formats.** Analyze Grade 12 informational text and translate, integrate, and evaluate multiple sources of information presented in varied formats and media.
RI.12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	**Delineate and evaluate reasoning in historical documents.** Trace and evaluate an author's premises, reasoning, and evidence in U.S. historical text suitable to Grade 11. **Delineate and evaluate reasoning in historical documents.** Trace and evaluate an author's premises, reasoning, and evidence in U.S. historical text suitable to Grade 12.
L.12.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	**Determine word meaning. Interpret figurative language and author's use of language.** * • Understand the meaning of words and phrases in Grade 11 literary or informational text, including academic and/or domain-specific words. • Identify or interpret an author's use of figurative language and/or other literary devices in Grade 11 literary or informational text. • Interpret an author's use of connotations, or shades of meaning, in Grade 11

**This skill is related to the aligned standard*

Grade 12 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	literary or informational text. Interpret the impact of an author's specific word choice on mood or tone in literary or informational text. **Determine word meaning.** Understand the meaning of words and phrases in Grade 12 literary or informational text, including academic and/or domain-specific words.* **Understand word relationships** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 11)* **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 11 words used in literary texts, grade-appropriate content areas, and other academic contexts.* **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 12)* **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 12 words used in literary texts, grade-appropriate content areas, and other academic contexts.*
L.12.4c Consult general and specialized reference materials (e.g., dictionaries,	**Consult reference materials.** Use reference materials, such as a dictionary,

Grade 12 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
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 . . .	glossary, or thesaurus, to find meanings, confirm pronunciations, or determine parts of speech. (Grade 11) **Consult reference materials.** Use reference materials, such as a dictionary, glossary, or thesaurus, to find meanings, confirm pronunciations, or determine parts of speech. (Grade 12)
L.12.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning . . . in a dictionary).	**Consult reference materials.** Use reference materials, such as a dictionary, glossary, or thesaurus, to find meanings, confirm pronunciations, or determine parts of speech. (Grade 11) **Consult reference materials.** Use reference materials, such as a dictionary, glossary, or thesaurus, to find meanings, confirm pronunciations, or determine parts of speech. (Grade 12)
L.12.4d 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).	**Determine word meaning. Interpret figurative language and author's use of language.** * • Understand the meaning of words and phrases in Grade 11 literary or informational text, including academic and/or domain-specific words. • Identify or interpret an author's use of figurative language and/or other literary devices in Grade 11 literary or informational text. • Interpret an author's use of connotations, or shades of meaning, in Grade 11 literary or informational text. Interpret the impact of an author's specific word choice on mood or tone in literary or informational text.

**This skill is related to the aligned standard*

Grade 12 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
	Determine word meaning. Understand the meaning of words and phrases in Grade 12 literary or informational text, including academic and/or domain-specific words.* **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 11 words used in literary texts, grade-appropriate content areas, and other academic contexts.* **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 12 words used in literary texts, grade-appropriate content areas, and other academic contexts.*
L.12.5b Analyze nuances in the meaning of words with similar denotations.	**Understand word relationships** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 11)* **Understand word relationships.** Recognize synonyms and antonyms. Demonstrate understanding of idioms, shades of meaning, and figurative language, such as analogies, metaphors, or similes. (Grade 12)*
L.12.6 Acquire and use accurately 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 considering a word or	**Determine word meaning. Interpret figurative language and author's use of language.** * • Understand the meaning of words and phrases in Grade 11 literary or informational text, including academic and/or domain-specific words.

Grade 12 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Skills
phrase important to comprehension or expression.	• Identify or interpret an author's use of figurative language and/or other literary devices in Grade 11 literary or informational text. • Interpret an author's use of connotations, or shades of meaning, in Grade 11 literary or informational text. Interpret the impact of an author's specific word choice on mood or tone in literary or informational text. **Determine word meaning.** Understand the meaning of words and phrases in Grade 12 literary or informational text, including academic and/or domain-specific words.* **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 11 words used in literary texts, grade-appropriate content areas, and other academic contexts.* **Use general academic and domain-specific vocabulary.** Demonstrate knowledge of Grade 12 words used in literary texts, grade-appropriate content areas, and other academic contexts.*

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to i-Ready Diagnostic & Instruction Reading Lessons

Grade K

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RL.K.1 With prompting and support, . . . answer questions about key details in a text.	Answer Questions About Stories
RL.K.2 With prompting and support, retell familiar stories, including key details.	Retell Stories
RL.K.3 "With prompting and support, identify . . . major events in a story. "	Identify Events
RL.K.3 "With prompting and support, identify . . . settings . . . in a story.	Identify Settings
RL.K.3 With prompting and support, identify characters . . . in a story.	Identify Characters
RL.K.4 . . . [A]nswer questions about unknown words in a text.	Answer Questions About Unknown Words in a Story
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).	Connect Words and Pictures in a Story
RI.K.1 With prompting and support, . . . answer questions about key details in a text.	Answer Questions About Key Details
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	Find the Main Topic
RI.K.4 With prompting and support . . . answer questions about unknown words in a text.	Answer Questions About Unknown Words in a Text
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).	Connect Words and Pictures in a Text
RF.K.1d Recognize and name all upper# and lowercase letters of the alphabet.	Letter Learning: Mm and Tt Letter Learning: Ss, Rr, and Dd

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to Lessons (continued)

Grade K (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Letter Learning: Aa Letter Learning: Ff, Nn, and Pp Letter Learning: Ii Letter Learning: Gg and Hh Letter Learning: Ll, Cc, Bb Letter Learning: Oo Letter Learning: Kk and Vv Letter Learning: Jj and Ww Letter Learning: Uu Letter Learning: Yy and Xx Letter Learning: Qq and Zz Letter Learning: Ee
RF.K.2a Recognize . . . rhyming words.	Recognize Rhyme
RF.K.2b Count, pronounce, . . . and segment syllables in spoken words.	Break Up Words with Two or More Syllables Break Up Words with Continuous Sounds Break Up Words with Stop Sounds Break Up Words with Beginning Consonant Blends

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to Lessons (continued)

Grade K (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RF.K.2b Count, pronounce, blend, . . . syllables in spoken words.	Blend Words with Two or More Syllables Blend Words with Continuous Sounds Blend Words With Stop Sounds Blend Words with Long Vowels Blend Words with Beginning Consonant Blends
RF.K.2c . . . [S]egment onsets and rimes of single-syllable spoken words.	Break Up Sound Parts in Words Break Up Words with Long Vowels
RF.K.2c Blend . . . onsets and rimes of single-syllable spoken words.	Blend Sound Parts in Words
RF.K.2d Isolate and pronounce the . . . final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	Find and Say Ending Sounds
RF.K.2d Isolate and pronounce the . . . medial vowel . . . sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	Find and Say Middle Short Vowel Sounds Find and Say Long Vowel Sounds
RF.K.2d Isolate and pronounce the initial . . . vowel . . .sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	Find and Say Beginning Vowel Sounds
RF.K.2d Isolate and pronounce the initial, . . . sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	Find and Say Beginning Sounds

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to Lessons (continued)

Grade K (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RF.K.2e . . . [S]ubstitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Substitute Beginning Sounds to Make Words Substitute Final Sounds to Make Words Substitute Middle Vowel Sounds to Make Words
RF.K.2e Add . . . individual sounds (phonemes) in simple, one-syllable words to make new words.	Add Beginning Sounds to Make Words Add Final Sounds to Make 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.	Letter Learning: Mm and Tt Letter Learning: Ss, Rr, and Dd Letter Learning: Ff, Nn, and Pp Letter Learning: Gg and Hh Letter Learning: Ll, Cc, Bb Ending -s Letter Learning: Kk and Vv Letter Learning: Jj and Ww Ending Consonants ck Letter Learning: Yy and Xx Letter Learning: Qq and Zz Doublets Beginning Blends with l

**This lesson is related to the aligned standard*

Grade K (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Beginning Blends with r Beginning Blends with s, w
RF.K.3b Associate the . . . short sounds with common spellings (graphemes) for the five major vowels.	Letter Learning: Aa Short a Words Letter Learning: Ii Short i Words Letter Learning: Oo Short o Words Letter Learning: Uu Short u Words Letter Learning: Ee Short e Words
RF.K.3b Associate the long . . . sounds with common spellings (graphemes) for the five major vowels.	Long Vowel Sounds Long a with Sneaky e Long i with Sneaky e Long o with Sneaky e Sounds for u with Sneaky e Long e with ee or Sneaky e

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to Lessons (continued)

Grade K (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RF.K.3c Read common high#frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	High-Frequency Words: Lesson 0 High-Frequency Words: Lesson 1 High-Frequency Words: Lesson 2 High-Frequency Words: Lesson 3 High-Frequency Words: Lesson 4 High-Frequency Words: Lesson 5 High-Frequency Words: Lesson 6 High-Frequency Words: Lesson 7 High-Frequency Words: Lesson 8 High-Frequency Words: Lesson 9 High-Frequency Words: Lesson 10 High-Frequency Words: Lesson 11 High-Frequency Words: Lesson 12 High-Frequency Words: Lesson 13
RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Word Patterns _an, _ap, _at Word Patterns _im, _ip, _it Word Patterns _og, _op, _ot Word Patterns _en, _et, _ug

**This lesson is related to the aligned standard*

Grade K (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Ending -es
L.K.4 Determine . . . the meaning of unknown . . . words . . . based on kindergarten reading and content.	Working with Words: 1 Working with Words: 2 Working with Words: 3 Working with Words: 4 Working with Words: 5 Working with Words: 6 Working with Words: 7 Working with Words: 8 Working with Words: 9 Working with Words: 10 Working with Words: 11 Working with Words: 12 Working with Words: 13 Working with Words: 14 Working with Words: 15 Working with Words: 16 Working with Words: 17

**This lesson is related to the aligned standard*

Grade K (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Working with Words: 18 Working with Words: 19 Working with Words: 20 Working with Words: 21 Working with Words: 22 Working with Words: 23 Working with Words: 24
L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	Working with Words: 11 Working with Words: 15 Working with Words: 16 Working with Words: 17 Working with Words: 18 Working with Words: 22 Working with Words: 23
L.K.5 . . . [E]xplore word relationships . . .	Working with Words: 1 Working with Words: 2 Working with Words: 3 Working with Words: 4 Working with Words: 5

**This lesson is related to the aligned standard*

Grade K (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Working with Words: 6 Working with Words: 7 Working with Words: 8 Working with Words: 9 Working with Words: 10 Working with Words: 11 Working with Words: 12 Working with Words: 13 Working with Words: 14 Working with Words: 15 Working with Words: 16 Working with Words: 17 Working with Words: 18 Working with Words: 19 Working with Words: 20 Working with Words: 21 Working with Words: 22

**This lesson is related to the aligned standard*

Grade K (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Working with Words: 23
L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	Working with Words: 1 Working with Words: 2 Working with Words: 3 Working with Words: 4 Working with Words: 6 Working with Words: 7 Working with Words: 8 Working with Words: 10 Working with Words: 11 Working with Words: 12 Working with Words: 13 Working with Words: 14 Working with Words: 15 Working with Words: 16 Working with Words: 18 Working with Words: 19 Working with Words: 21

**This lesson is related to the aligned standard*

Grade K (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Working with Words: 22 Working with Words: 23 Working with Words: 24
L.K.5b Demonstrate understanding of frequently occurring verbs . . . by relating them to their opposites (antonyms).	Working with Words: 3 Working with Words: 7 Working with Words: 8 Working with Words: 16 Working with Words: 24
L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Working with Words: 4 Working with Words: 11 Working with Words: 15 Working with Words: 19

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to Lessons (continued)

Grade 1

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RL.1.1 . . . Answer questions about key details in a text.	Answer Questions About Stories
RL.1.2 . . . [D]emonstrate understanding of their central message or lesson.	Understand the Central Message
RL.1.2 Retell stories, including key details . . .	Retell Stories
RL.1.3 Describe . . . major events in a story, using key details.	Describe Events
RL.1.3 Describe . . . settings . . . in a story, using key details.	Describe Settings
RL.1.3 Describe characters . . . in a story, using key details.	Describe Characters
RL.1.4 Identify words and phrases in . . . poems that . . . appeal to the senses.	Identify Sensory Words in Poems
RL.1.4 Identify words and phrases in stories . . . that suggest feelings . . .	Identify Feeling Words in Stories
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	Connect Words and Pictures in a Story
RI.1.1 . . . Answer questions about key details in a text.	Answer Questions About Key Details
RI.1.2 Identify the main topic and retell key details of a text.	Find the Main Topic
RI.1.3 Describe the connection between two . . . events . . . in a text.	Describe Connections Between Events
RI.1.3 Describe the connection between two . . . ideas or pieces of information in a text.	Describe Connections Between Ideas
RI.1.4 . . . [A]nswer questions to help determine or clarify the meaning of words and phrases in a text.	Find Word Meanings

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to Lessons (continued)

Grade 1 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RI.1.5 Know and use various text features (e.g., headings, tables of content, glossaries, . . .) to locate key facts or information in a text.	Use Text Features, Part 1
RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Gather Information from Words and Pictures
RI.1.7 Use the illustrations and details in a text to describe its key ideas.	Use Words and Pictures in a Text
RF.1.2a Distinguish long from short vowel sounds in spoken single#syllable words.	Compare Short and Long Vowel Sounds
RF.1.2b Orally produce single#syllable words by blending sounds (phonemes), including consonant blends.	Blend Words with Beginning Consonant Blends Blend Words with Digraphs, Trigraphs, Blends
RF.1.2b Orally produce single-syllable words by blending sounds (phonemes) . . .	Blend Words with Beginning Digraphs Blend Words with Final Digraphs Blend Words with Final Consonant Blends
RF.1.2c Isolate and pronounce . . . final sounds (phonemes) in spoken single-syllable words.	Say Final Digraph and Consonant Blends
RF.1.2c Isolate and pronounce . . . vowel . . . sounds (phonemes) in spoken single-syllable words.	Say Short and Long Vowel Sounds in Words
RF.1.2c Isolate and pronounce initial . . . sounds (phonemes) in spoken single-syllable words.	Say Beginning Digraphs and Consonant Blends
RF.1.2d Segment spoken single#syllable words into their complete sequence of individual sounds (phonemes).	Break Up Words with Beginning Digraphs

**This lesson is related to the aligned standard*

Grade 1 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Break Up Words with Beginning Consonant Blends Break Up Words with Final Digraphs Break Up Words with Final Consonant Blends Break Up Words with Digraphs, Trigraphs, Blends
RF.1.3a Know the spelling#sound correspondences for common consonant digraphs.	Digraphs sh, th, wh Digraphs ch, tch, ph Final Consonants ng, nk Silent Letters kn, mb, wr*
RF.1.3b Decode regularly spelled one# syllable words.	Long Vowels Digraphs sh, th, wh Digraphs ch, tch, ph Final Consonants ng, nk End Blends with s End Blends with l, m, n Word Patterns _ind, _ild Word Patterns _old, _ oll, _olt, _ost Long a: ai, ay

**This lesson is related to the aligned standard*

Grade 1 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Long o: oa, ow, oe Long e: ea, y, ey Soft Sound for c Soft Sound for g Long i: ie, igh, y Triple Blends and Digraphs Two Sounds for oo Bossy-r Vowel ar Bossy-r Vowels or, ore Bossy-r Vowels er, ir, ur Vowel Sound in out: ou, ow Vowel Sounds in new and few: ew, ue Vowel Sound in soup: ou, ui Vowel Sound in boy: oi, oy Vowel Sound in saw: au, aw Vowel Sound in water and talk: a, al Two More Sounds for ea

**This lesson is related to the aligned standard*

Grade 1 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RF.1.3c Know final #e and common vowel team conventions for representing long vowel sounds.	Long Vowels Long a: ai, ay Long o: oa, ow, oe Long e: ea, y, ey Long i: ie, igh, y Vowel Team Syllables
RF.1.3d Use knowledge that every syllable must have a vowel sound . . .	Closed Syllables Open Syllables Sneaky-e Syllables
RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	Vowel Team Syllables
RF.1.3e Decode two#syllable words following basic patterns by breaking the words into syllables.	Closed Syllables Open Syllables Sneaky-e Syllables Prefix un- Bossy-r Syllables Prefix re- Suffix - ly* Suffix -er*

**This lesson is related to the aligned standard*

Grade 1 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Suffix -ful* Suffix -y* Dividing Between Two Consonants Dividing Between Three Consonants Dividing Around One Consonant Syllables with le
RF.1.3f Read words with inflectional endings.	Endings -ed, -ing Doubling and Dropping with Endings -ed, -ing Changing y to i with Endings -es, -ed Endings -er, -est
RF.1.3g Recognize and read grade# appropriate irregularly spelled words.	High-Frequency Words: Lesson 14 High-Frequency Words: Lesson 15 High-Frequency Words: Lesson 16 High-Frequency Words: Lesson 17 High-Frequency Words: Lesson 18 High-Frequency Words: Lesson 19 High-Frequency Words: Lesson 20 High-Frequency Words: Lesson 21

**This lesson is related to the aligned standard*

Grade 1 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	High-Frequency Words: Lesson 22 High-Frequency Words: Lesson 23 High-Frequency Words: Lesson 24 High-Frequency Words: Lesson 25 High-Frequency Words: Lesson 26 High-Frequency Words: Lesson 27 High-Frequency Words: Lesson 28 High-Frequency Words: Lesson 29
L.1.4 Determine . . . the meaning of unknown . . . words . . . based on grade 1 reading and content, choosing flexibly from an array of strategies.	Working with Words: 1 Working with Words: 2 Working with Words: 3 Working with Words: 4 Working with Words: 5 Working with Words: 6 Working with Words: 7 Working with Words: 8 Working with Words: 9 Working with Words: 10

**This lesson is related to the aligned standard*

Grade 1 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Working with Words: 11 Working with Words: 12 Working with Words: 13 Working with Words: 14 Working with Words: 15 Working with Words: 16 Working with Words: 17 Working with Words: 18 Working with Words: 19 Working with Words: 20 Working with Words: 21 Working with Words: 22 Working with Words: 23 Working with Words: 24
L.1.5 . . . [De]monstrate understanding of word relationships . . .	Working with Words: 1 Working with Words: 2 Working with Words: 3 Working with Words: 4

**This lesson is related to the aligned standard*

Grade 1 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Working with Words: 5 Working with Words: 6 Working with Words: 7 Working with Words: 8 Working with Words: 9 Working with Words: 10 Working with Words: 11 Working with Words: 12 Working with Words: 13 Working with Words: 14 Working with Words: 15 Working with Words: 16 Working with Words: 17 Working with Words: 18 Working with Words: 19 Working with Words: 20 Working with Words: 21 Working with Words: 22

**This lesson is related to the aligned standard*

Grade 1 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Working with Words: 23 Working with Words: 24
L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	Working with Words: 2 Working with Words: 3 Working with Words: 11 Working with Words: 15

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to Lessons (continued)

Grade 2

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Close Reading: Ask and Answer Questions About Stories Ask and Answer Questions About Stories
RL.2.2 . . . Determine . . . [a story's] central message, lesson, or moral.	Close Reading: Determine the Central Message Determine the Central Message of a Story
RL.2.2 . . . [D]etermine the central message, lesson, or moral.	Determine the Central Message
RL.2.2 Recount stories, including fables and folktales from diverse cultures . . .	Close Reading: Recount Stories Recount Stories Recount Story Events
RL.2.3 Describe how characters in a story respond to major events and challenges.	Close Reading: Describe How Characters Act Describe How Characters Act Recount Story Events* Understand Characters
RL.2.4 Describe how words and phrases (e.g., . . . alliteration . . . repeated lines) supply . . . meaning in a story . . .	Describe Sound and Meaning in Stories
RL.2.4 Describe how words and phrases (e.g., regular beats . . . rhymes . . .) supply rhythm and meaning in a . . . poem or song.	Describe Rhythm and Meaning in Poems
RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a . . . poem . . .	Close Reading: Describe Rhythm and Meaning in Poems

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to Lessons (continued)

Grade 2 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RL.2.4 Describe how words and phrases . . . (e.g., . . . alliteration, rhymes, repeated lines) supply rhythm and meaning in a story . . .	Close Reading: Describe Sound and Meaning in Stories
RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Close Reading: Describe Parts of a Story Describe Parts of a Story Recount Story Events*
RL.2.6 Acknowledge differences in the points of view of characters	Close Reading: Identify Points of View
RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	Distinguish Points of View in a Story
RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Connect Words and Pictures
RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Close Reading: Compare and Contrast Stories
RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Close Reading: Ask and Answer Questions About Key Details Ask and Answer Questions About Key Details Ask Questions About Key Ideas
RI.2.2 Identify the main topic of a multi# paragraph text as well as the focus of specific paragraphs within the text.	Close Reading: Find the Main Topic Find the Main Topic

**This lesson is related to the aligned standard*

Grade 2 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Find Main Ideas and Details*
RI.2.3 Describe the connection between . . . scientific ideas or concepts . . . in a text.	Close Reading: Describe Connections Between Scientific Ideas
RI.2.3 Describe the connection between . . . steps in technical procedures in a text.	Close Reading: Describe Connections Between Steps Describe Connections Between Steps
RI.2.3 Describe the connection between a series of historical events . . . in a text.	Close Reading: Describe Connections Between Historical Events Describe Connections Between Historical Events
RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Describe Relationships in Scientific Texts
RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Close Reading: Determine Word Meanings Determine Word Meanings
RI.2.5 Know and use various text features (e.g., . . . glossaries, . . ., electronic menus, icons) to locate key facts or information in a text efficiently.	Close Reading: Use Text Features, Part 2
RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings . . .) to locate key facts or information in a text efficiently.	Close Reading: Use Text Features, Part 1 Use Text Features, Part 1
RI.2.5 Know and use various text features . . . to locate key facts or information in a text efficiently.	Close Reading: Text Features
RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Close Reading: Identify Author"s Purpose Identify Author"s Purpose

**This lesson is related to the aligned standard*

Grade 2 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Close Reading: Explain How Images Support Text Explain How Images Support Text Close Reading: Connect Words and Pictures in Informational Text
RI.2.8 Describe how reasons support specific points the author makes in a text.	Close Reading: Describe How Authors Use Reasons to Support Ideas
RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	Close Reading: Compare and Contrast Two Texts
RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.	Long and Short Vowels: a Long and Short Vowels: i Long and Short Vowels: o Long and Short Vowels: u Long and Short Vowels: e
RF.2.3b Know spelling#sound correspondences for additional common vowel teams.	Sounds for igh, eigh Bossy-r Vowels: oar, our, oor* Bossy-r Vowels: air, are, ear* Bossy-r Vowels: ear, eer* Vowel Sound in saw: a, au, augh, aw, o
RF.2.3c Decode regularly spelled two# syllable words with long vowels.	Dividing Between Two or Three Consonants Dividing Around One Consonant

**This lesson is related to the aligned standard*

Grade 2 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Vowel Variations in Initial Syllables VCe Syllables Vowel Team Syllables Vowel Variations in Final Syllables Bossy-r Syllables Final Syllable -ture More Vowel Team Syllables Syllables -tion, -sion, -ion*
RF.2.3d Decode words with common . . . suffixes.	Suffixes -less, -ness
RF.2.3d Decode words with common prefixes . . .	Prefix pre- Prefixes mis-, dis-
RF.2.3d Decode words with common prefixes and suffixes.	Suffixes -er, -or* Suffix -en
RF.2.3e Identify words with inconsistent but common spelling#sound correspondences.	Vowel Sounds for y Vowel Sound in good: oo, u, ou Sounds for ie Sounds for ey Sounds for ow

**This lesson is related to the aligned standard*

Grade 2 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Sounds for ou Sounds for ough Silent Letters
RF.2.3f Recognize and read grade# appropriate irregularly spelled words.	High-Frequency Words: Lesson 30 High-Frequency Words: Lesson 31 High-Frequency Words: Lesson 32 High-Frequency Words: Lesson 33 High-Frequency Words: Lesson 34 High-Frequency Words: Lesson 35 High-Frequency Words: Lesson 36 High-Frequency Words: Lesson 37 High-Frequency Words: Lesson 38
L.2.4 Determine . . . the meaning of unknown . . . words . . . based on grade 2 reading and content, choosing flexibly from an array of strategies.	Working with Words: 1 Working with Words: 2 Working with Words: 3 Working with Words: 4 Working with Words: 5 Working with Words: 6 Working with Words: 7

**This lesson is related to the aligned standard*

Grade 2 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Working with Words: 8 Working with Words: 9 Working with Words: 10 Working with Words: 11 Working with Words: 12 Working with Words: 13 Working with Words: 14 Working with Words: 15 Working with Words: 16 Working with Words: 17 Working with Words: 18 Working with Words: 19 Working with Words: 20 Working with Words: 21 Working with Words: 22 Working with Words: 23 Working with Words: 24

**This lesson is related to the aligned standard*

Grade 2 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
L.2.4a Use sentence#level context as a clue to the meaning of a word or phrase.	Understand Literal and Nonliteral Meanings*
L.2.5 Demonstrate understanding of word relationships . . .	Working with Words: 1 Working with Words: 2 Working with Words: 3 Working with Words: 4 Working with Words: 5 Working with Words: 6 Working with Words: 7 Working with Words: 8 Working with Words: 9 Working with Words: 10 Working with Words: 11 Working with Words: 12 Working with Words: 13 Working with Words: 14 Working with Words: 15 Working with Words: 16 Working with Words: 17

**This lesson is related to the aligned standard*

Grade 2 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Working with Words: 18 Working with Words: 19 Working with Words: 20 Working with Words: 21 Working with Words: 22 Working with Words: 23 Working with Words: 24

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to Lessons (continued)

Grade 3

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Close Reading: Asking Questions About Stories Ask Questions About Stories
RL.3.2 . . . determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Close Reading: Determining the Central Message
RL.3.2 . . . Determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Determine the Central Message of a Story Identifying the Theme of a Story
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures . . .	Close Reading: Recounting Stories Recount Story Events
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Close Reading: Describing Characters Recount Story Events* Understand Characters Making Inferences about Literature
RL.3.4 Determine the meaning of words and phrases as they are used in a text . . .	Determine Word Meanings Using Context Clues 1 Determine Word Meanings Using Context Clues 3 Determine Word Meanings Using Context Clues 4
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Close Reading: Words in Context Understand Literal and Nonliteral Meanings
RL.3.5 Refer to parts of . . . poems when writing or speaking about a text, using	Close Reading: What Are Poems Made Of?

**This lesson is related to the aligned standard*

Grade 3 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
terms such as . . . stanza; describe how each successive part builds on earlier sections.	Parts of Poems
RL.3.5 Refer to parts of . . .dramas . . . when writing or speaking about a text, using terms such as . . . scene . . . ; describe how each successive part builds on earlier sections.	Close Reading: What Are Plays Made Of? Parts of Plays
RL.3.5 Refer to parts of stories. . . . when writing or speaking about a text, using terms such as chapter . . . ; describe how each successive part builds on earlier sections.	Close Reading: What Are Stories Made Of?
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	Close Reading: Points of View About a Story Distinguish Points of View on a Topic Distinguish Points of View in a Story Point of View*
RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Connecting Words and Pictures in Stories
RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Close Reading: Comparing/Contrasting Stories Comparing and Contrasting Stories
RI.3.1 . . . Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Understanding Technical and Scientific Texts Evaluating Arguments in Informational Text

**This lesson is related to the aligned standard*

Grade 3 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Close Reading: Asking Questions About Key Ideas Ask Questions About Key Ideas
RI.3.2 . . . recount the key details and explain how they support the main idea.	Close Reading: Recounting Key Details
RI.3.2 . . . [R]ecount the key details and explain how they support the main idea.	Recount Key Details
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	Close Reading: Finding Main Ideas and Details Find Main Ideas and Details
RI.3.3 Describe the relationship between a series of . . . scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to . . . cause/effect.	Close Reading: Describing Cause and Effect
RI.3.3 Describe the relationship between a series of . . . steps in technical procedures in a text, using language that pertains to . . . sequence, . . .	Understand Technical Texts
RI.3.3 Describe the relationship between a series of historical events . . . in a text, using language that pertains to time [and] sequence . . .	Close Reading: Reading About Time and Sequence Understanding Historical Texts
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Describe Relationships in Scientific Texts Understanding Technical and Scientific Texts
RI.3.4 Determine the meaning of general academic . . . words and phrases in a text relevant to a grade 3 topic or subject area.	Determine Word Meanings Using Context Clues 2
RI.3.4 Determine the meaning of general academic and domain#specific words and	Close Reading: Unfamiliar Words

**This lesson is related to the aligned standard*

Grade 3 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
phrases in a text relevant to a grade 3 topic or subject area.	Word Meaning
RI.3.5 Use text features . . . (e.g., key words, sidebars, . . .) to locate information relevant to a given topic efficiently.	Close Reading: Text Features
RI.3.5 Use text features . . . (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Text Features
RI.3.6 Distinguish their own point of view from that of the author of a text.	Close Reading: Author"s Point of View Distinguish Points of View on a Topic Analyzing Accounts of the Same Topic*
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Close Reading: Connect Words and Pictures in Informational Text Information from Words and Pictures
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., . . . cause/effect, first/second/third in a sequence).	Close Reading: Making Connections Between Sentences and Paragraphs
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., . . . first/second/ third in a sequence).	Making Connections: Author"s Point of View
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison . . .).	Close Reading: Describing Comparisons Understand How Comparisons are Made
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	Close Reading: Comparing and Contrasting Two Texts Comparing and Contrasting Two Texts

**This lesson is related to the aligned standard*

Grade 3 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Analyzing Accounts of the Same Topic
RF.3.3a Identify . . . the most common prefixes . . .	Reading Multisyllabic Words with Prefixes in-, im- Reading Multisyllabic Words with Prefixes dis-, mis-, non-
RF.3.3a Identify . . . the most common . . . suffixes.	Reading Multisyllabic Words with Suffixes -less, -ful Reading Multisyllabic Words with Suffixes -ous, -able
RF.3.3b Decode words with common . . . suffixes.	Reading Multisyllabic Words with Suffixes -less, -ful
RF.3.3b Decode words with common Latin suffixes.	Reading Multisyllabic Words with Suffixes -ous, -able Reading Multisyllabic Words with Suffixes -ment, -ness Reading Multisyllabic Words with Suffixes -er, -or Reading Multisyllabic Words with Two Suffixes
RF.3.3c Decode multisyllable words.	Reading Multisyllabic Words with Prefixes in-, im- Reading Multisyllabic Words with Prefixes dis-, mis-, non- Reading Multisyllabic Words That Divide Between Consonants Reading Multisyllabic Words with Medial Vowels

**This lesson is related to the aligned standard*

Grade 3 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Reading Multisyllabic Words That Divide Between Two Vowels Reading Multisyllabic Words with a Prefix and a Suffix Reading Multisyllabic Words That Divide Between a Vowel and a Consonant
RF.3.3d Read grade#appropriate irregularly spelled words.	Sounds for ch Silent Letters Sounds for ear
L.3.4a Use sentence#level context as a clue to the meaning of a word or phrase.	Close Reading: Unfamiliar Words Understand Literal and Nonliteral Meanings* Determine Word Meanings Using Context Clues 1 Determine Word Meanings Using Context Clues 2 Determine Word Meanings Using Context Clues 3 Determine Word Meanings Using Context Clues 4
L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/ disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	Determine Word Meanings Using Known Words and Prefixes pre- and mis- Determine Word Meanings Using Known Words and Suffixes -ful and -less

**This lesson is related to the aligned standard*

Grade 3 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Determine Word Meanings Using Known Words and Suffixes -tion/-ion and -ous Determine the Meanings of Related Words in a Word Family: define and purpose Determine Word Meanings Using Known Words and Prefixes in-/im- and mid- Determine Word Meanings Using Known Words and Prefixes dis- and en-/em- Determine Word Meanings Using Known Words and Suffixes -ment and -able Determine the Meanings of Related Words in a Word Family: place and agree Determine Word Meanings Using Known Words and Suffixes -er/-or and -ness Determine the Meanings of Related Words in a Word Family: vary and consider
L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	Determine Word Meanings Using Roots bio and geo
L.3.4d Use glossaries . . . to determine or clarify the precise meaning of key words and phrases.	Determine Word Meanings Using Known Words and Prefixes pre- and mis- Determine Word Meanings Using Known Words and Suffixes -ful and -less Determine Word Meanings Using Known Words and Suffixes -tion/-ion and -ous

**This lesson is related to the aligned standard*

Grade 3 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Determine the Meanings of Related Words in a Word Family: define and purpose Determine Word Meanings Using Known Words and Prefixes in-/im- and mid- Determine Word Meanings Using Known Words and Prefixes dis- and en-/em- Determine Word Meanings Using Known Words and Suffixes -ment and -able Determine the Meanings of Related Words in a Word Family: place and agree Determine Word Meanings Using Known Words and Suffixes -er/-or and -ness Determine Word Meanings Using Roots bio and geo Determine the Meanings of Related Words in a Word Family: vary and consider
L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	Understand Literal and Nonliteral Meanings
L.3.6 Acquire and use accurately grade-appropriate . . . general academic . . . words and phrases . . .	Determine Word Meanings Using Context Clues 1 Determine Word Meanings Using Known Words and Prefixes pre- and mis- Determine Word Meanings Using Known Words and Suffixes -ful and -less

**This lesson is related to the aligned standard*

Grade 3 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Determine Word Meanings Using Known Words and Suffixes -tion/-ion and -ous Determine the Meanings of Related Words in a Word Family: define and purpose Determine Word Meanings Using Context Clues 2 Determine Word Meanings Using Context Clues 3 Determine Word Meanings Using Known Words and Prefixes in-/im- and mid- Determine Word Meanings Using Known Words and Prefixes dis- and en-/em- Determine Word Meanings Using Known Words and Suffixes -ment and -able Determine the Meanings of Related Words in a Word Family: place and agree Determine Word Meanings Using Context Clues 4 Determine Word Meanings Using Known Words and Suffixes -er/-or and -ness Determine Word Meanings Using Roots bio and geo Determine the Meanings of Related Words in a Word Family: vary and consider

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to Lessons (continued)

Grade 4

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RL.4.1 Refer to details and examples in a text when . . . drawing inferences from the text.	Close Reading: Supporting Inferences About Literary Texts Making Inferences about Literature
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly . . .	Close Reading: Describing Settings and Events in Stories
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Close Reading: Describing Characters in Plays
RL.4.2 . . . Summarize the text.	Close Reading: Summarizing Literary Texts Identifying Theme Summarizing a Story
RL.4.2 . . . [S]ummarize the text.	Summarizing Literary Text
RL.4.2 Determine a theme of a . . . poem from details in the text . . .	Close Reading: Determining the Theme of a Poem Theme of a Poem
RL.4.2 Determine a theme of a story . . . from details in the text . . .	Close Reading: Determining the Theme of a Story Identifying the Theme of a Story
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Explaining the Structure of a Poem*
RL.4.3 Describe in depth a . . . setting or event in a story . . . , drawing on specific details in the text . . .	Close Reading: Describing Settings and Events in Stories Describe Settings and Events

**This lesson is related to the aligned standard*

Grade 4 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RL.4.3 Describe in depth a character . . . in a . . . drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Close Reading: Describing Characters in Plays
RL.4.3 Describe in depth a character . . . in a story . . . , drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Characters Comparing and Contrasting Characters
RL.4.3 Describe in depth a character . . . in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Making Inferences about Literature
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Identifying Theme* Summarizing a Story*
RL.4.4 Determine the meaning of words and phrases . . . that allude to significant characters found in mythology (e.g., Herculean).	Understanding Allusions to Myths
RL.4.4 Determine the meaning of words and phrases as they are used in a text . . .	Determine Word Meanings Using Context Clues 2 Determine Word Meanings Using Context Clues 5
RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	Close Reading: Understanding Vocabulary in Literary Texts
RL.4.5 "Explain major differences between poems, . . . and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) . . . when writing or speaking about a text.	Comparing Poems and Prose

**This lesson is related to the aligned standard*

Grade 4 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RL.4.5 . . . Refer to the structural elements of . . . drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	Close Reading: Elements of Plays
RL.4.5 . . . Refer to the structural elements of poems (e.g., verse, rhythm, meter) . . . when writing or speaking about a text.	Close Reading: Elements of Poetry
RL.4.5 . . . [R]efer to the structural elements of . . . drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	Elements of Plays
RL.4.5 . . . [R]efer to the structural elements of poems (e.g., verse, rhythm, meter) . . . when writing or speaking about a text.	Elements of Poetry
RL.4.5 Explain major differences between poems, drama, and prose, . . . when writing or speaking about a text.	Close Reading: Comparing Poems, Plays, and Prose
RL.4.5 [R]efer to the structural elements of poems (e.g., verse, rhythm, meter) . . .	Explaining the Structure of a Poem
RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first# and third#person narrations.	Close Reading: Comparing Points of View Point of View Exploring Point of View in Literature*
RL.4.7 Make connections between the text of a . . . drama . . . and [an] oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	Close Reading: Connecting Presentations of a Text
RL.4.9 Compare and contrast the treatment of . . . patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	Comparing Patterns of Events in Stories

**This lesson is related to the aligned standard*

Grade 4 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	Close Reading: Comparing Topics and Themes in Stories Close Reading: Comparing Patterns of Events in Stories Identifying the Theme of a Story* Comparing Story Topics and Themes Analyzing Accounts of the Same Topic*
RI.4.1 Refer to details and examples in a text . . . when drawing inferences from the text.	Supporting Inferences About Informational Text Finding Main Ideas and Details in Informational Texts
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly . . .	Understanding Technical and Scientific Texts Evaluating Arguments in Informational Text
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Close Reading: Supporting Inferences About Informational Texts Inferences About Informational Texts Main Ideas and Details
RI.4.2 . . . summarize the text.	Close Reading: Summarizing Informational Texts
RI.4.2 . . . [S]ummarize the text.	Summarizing Informational Text
RI.4.2 Determine the main idea of a text and explain how it is supported by key details . . .	Close Reading: Finding Main Ideas and Details

**This lesson is related to the aligned standard*

Grade 4 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Finding Main Ideas and Details in Informational Texts Understanding Supporting Evidence
RI.4.3 Explain . . . procedures, ideas, or concepts in a . . . technical text, including what happened and why, based on specific information in the text.	Close Reading: Understanding Technical Texts
RI.4.3 Explain events . . . [or] ideas . . . in a historical . . . text, including what happened and why, based on specific information in the text.	Close Reading: Understanding Historical Texts
RI.4.3 Explain events, procedures, ideas, or concepts in a . . . scientific, or technical text, including what happened and why . . .	Understanding Scientific Texts
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, . . . text, including what happened and why, based on specific information in the text.	Understanding Historical Texts
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Close Reading: Understanding Scientific Texts Understanding Technical and Scientific Texts Explaining Relationships in Informational Texts*
RI.4.4 Determine the meaning of general academic . . . words and phrases in a text relevant to a grade 4 topic or subject area.	Determine Word Meanings Using Context Clues 1 Determine Word Meanings Using Context Clues 3 Determine Word Meanings Using Context Clues 4

**This lesson is related to the aligned standard*

Grade 4 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RI.4.4 Determine the meaning of general academic and domain#specific words or phrases in a text relevant to a grade 4 topic or subject area.	Close Reading: Unfamiliar Words Determine Word Meaning
RI.4.5 Describe the overall structure (e.g., . . . comparison, cause/effect . . .) of events, ideas, concepts, or information in a text or part of a text.	Close Reading: Text Structures: Cause-Effect and Compare-Contrast Text Structures, Part 1
RI.4.5 Describe the overall structure (e.g., chronology, . . . problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Close Reading: Text Structures: Chronology and Problem-Solution Text Structures, Part 2
RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Close Reading: Comparing Accounts of the Same Topic Analyzing Accounts of the Same Topic
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g, in charts, graphs, diagrams, time lines . . .) and explain how the information contributes to an understanding of the text in which it appears.	Interpreting Visual Information
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	Close Reading: Interpreting Visual Information
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	Close Reading: Explaining an Author"s Reasons and Evidence Evaluating Arguments in Informational Text

**This lesson is related to the aligned standard*

Grade 4 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Close Reading: Integrating Information from Two Sources Analyzing Accounts of the Same Topic* Integrating Information
L.4.4a Use context (e.g. . . . examples, or restatements in text) as a clue to the meaning of a word or phrase.	Determine Word Meanings Using Context Clues 3
L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	Close Reading: Unfamiliar Words
L.4.4a Use context . . . as a clue to the meaning of a word or phrase.	Determine Word Meanings Using Context Clues 1 Determine Word Meanings Using Context Clues 2 Determine Word Meanings Using Context Clues 4 Determine Word Meanings Using Context Clues 5
L.4.4b Use common, grade-appropriate Greek and Latin . . . roots as clues to the meaning of a word . . .	Determine Word Meanings Using Roots port and struct Determine Word Meanings Using Roots aud and spect
L.4.4b Use common, grade-appropriate Greek and Latin affixes . . . as clues to the meaning of a word . . .	Determine Word Meanings Using Prefixes over- and under- Determine Word Meanings Using Suffixes -ant and -ance/-ence

**This lesson is related to the aligned standard*

Grade 4 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Determine the Meanings of Related Words in a Word Family: identify and attach Determine Word Meanings Using Prefixes trans- and de- Determine Word Meanings Using Suffixes -ive and -age Determine the Meanings of Related Words in a Word Family: create and inform Determine Word Meanings Using Prefixes il-/ir- and fore- Determine the Meanings of Related Words in a Word Family: distinct and depend
L.4.4c Consult reference materials (e.g., . . . glossaries . . .) . . . to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Determine Word Meanings Using Prefixes over- and under- Determine Word Meanings Using Suffixes -ant and -ance/-ence Determine Word Meanings Using Roots port and struct Determine the Meanings of Related Words in a Word Family: identify and attach Determine Word Meanings Using Prefixes trans- and de- Determine Word Meanings Using Suffixes -ive and -age

**This lesson is related to the aligned standard*

Grade 4 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Determine Word Meanings Using Roots aud and spect Determine the Meanings of Related Words in a Word Family: create and inform Determine Word Meanings Using Prefixes il-/ir- and fore- Determine the Meanings of Related Words in a Word Family: distinct and depend
L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Determine Word Meanings Using Context Clues 1* Determine Word Meanings Using Context Clues 2* Determine Word Meanings Using Context Clues 4* Determine Word Meanings Using Context Clues 5*
L.4.6 Acquire and use accurately grade-appropriate general academic . . . words and phrases . . .	Determine Word Meanings Using Context Clues 1 Determine Word Meanings Using Prefixes over- and under- Determine Word Meanings Using Suffixes -ant and -ance/-ence Determine Word Meanings Using Roots port and struct Determine the Meanings of Related Words in a Word Family: identify and attach

**This lesson is related to the aligned standard*

Grade 4 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Determine Word Meanings Using Context Clues 2 Determine Word Meanings Using Context Clues 3 Determine Word Meanings Using Prefixes trans- and de- Determine Word Meanings Using Suffixes -ive and -age Determine Word Meanings Using Roots aud and spect Determine the Meanings of Related Words in a Word Family: create and inform Determine Word Meanings Using Context Clues 4 Determine Word Meanings Using Prefixes il-/ir- and fore- Determine Word Meanings Using Context Clues 5 Determine the Meanings of Related Words in a Word Family: distinct and depend

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to Lessons (continued)

Grade 5

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RL.5.1 Quote accurately from a text . . . when drawing inferences from the text.	Close Reading: Inferences About Literary Text Making Inferences About Characters in Literature
RL.5.1 Quote accurately from a text when explaining what the text says explicitly . . .	Close Reading: Comparing and Contrasting Settings and Events Summarizing Literature Understanding Plot in Literature Analyzing Character Development in Literature
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Close Reading: Comparing and Contrasting Characters in Drama Inferences About Literary Text
RL.5.2 . . . Summarize the text.	Close Reading: Summarizing Literary Texts Identifying Theme Summarizing a Story Summarizing Literature
RL.5.2 Determine a theme of a . . . poem from details in the text, including . . . how the speaker in a poem reflects upon a topic . . .	Close Reading: Finding the Theme of a Poem
RL.5.2 Determine a theme of a . . . poem from details in the text, including . . . how the speaker in a poem reflects upon a topic; summarize the text.	Theme of a Poem

**This lesson is related to the aligned standard*

Grade 5 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RL.5.2 Determine a theme of a story . . . from details in the text, including how characters in a story . . . respond to challenges . . .	Close Reading: Finding the Theme of a Story Theme of a Story
RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic . . .	Identifying Theme in Literature
RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Explaining the Structure of a Poem* Comparing and Contrasting Literary Texts*
RL.5.3 Compare and contrast two or more . . . settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	Comparing and Contrasting Settings and Events
RL.5.3 Compare and contrast two or more . . . settings,or events in a story . . . , drawing on specific details in the text . . .	Close Reading: Comparing and Contrasting Settings and Events
RL.5.3 Compare and contrast two or more characters . . . in a . . . drama, drawing on specific details in the text (e.g., how characters interact).	Close Reading: Comparing and Contrasting Characters in Drama
RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	Comparing and Contrasting Characters Making Inferences About Characters in Literature* Summarizing Literature* Understanding Plot in Literature*

**This lesson is related to the aligned standard*

Grade 5 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Analyzing Character Development in Literature* Comparing and Contrasting Literary Texts*
RL.5.4 Determine the meaning of words and phrases as they are used in a text . . .	Determine Word Meanings Using Context Clues 2 Determine Word Meanings Using Context Clues 3
RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Close Reading: Language and Meaning Figurative Language Understanding Figurative Language Examining Figurative Language in Literature
RL.5.5 Explain how a series of . . . scenes . . . fits together to provide the overall structure of a particular . . . drama . . .	Close Reading: Understanding Structure in Drama Structure in Drama
RL.5.5 Explain how a series of . . . stanzas fits together to provide the overall structure of a particular . . . poem.	Close Reading: Understanding Structure in Poetry Explaining the Structure of a Poem
RL.5.5 Explain how a series of chapters . . . fits together to provide the overall structure of a particular story . . .	Close Reading: Understanding Structure in Stories
RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Understanding Plot in Literature*

**This lesson is related to the aligned standard*

Grade 5 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	Exploring Point of View in Literature
RL.5.7 Analyze how visual . . . elements contribute to the meaning [or] tone . . . of a text (e.g., graphic novel, . . .).	Close Reading: Analyzing Visual Elements in Literary Texts
RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	Comparing and Contrasting Literature in Print to Multimedia Versions*
RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Close Reading: Compare and Contrast Stories in the Same Genre Comparing and Contrasting Stories in the Same Genre Making Inferences About Characters in Literature* Summarizing Literature* Understanding Plot in Literature* Analyzing Character Development in Literature* Comparing and Contrasting Literary Texts*
RI.5.1 Quote accurately from a text . . . when drawing inferences from the text.	Close Reading: Using Details to Support Inferences Supporting Inferences About Informational Text

**This lesson is related to the aligned standard*

Grade 5 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Finding Main Ideas and Details in Informational Texts Making Inferences from Informational Text
RI.5.1 Quote accurately from a text when explaining what the text says explicitly . . .	Close Reading: Finding Main Ideas and Details Summarizing Informational Text
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Close Reading: Summarizing Informational Texts Making Inferences Inferences about Informational Text Determining Central Idea of Informational Text
RI.5.2 . . . Summarize the text.	Summarizing Informational Text
RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; . . .	Close Reading: Finding Main Ideas and Details Finding Main Ideas and Details in Informational Texts Understanding Supporting Evidence
RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Close Reading: Summarizing Informational Texts Main Ideas and Details Summarizing Informational Texts Determining Central Idea of Informational Text*

**This lesson is related to the aligned standard*

Grade 5 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RI.5.3 Explain the relationships . . . between two or more individuals, events, ideas, or concepts in a historical . . . text based on specific information in the text.	Close Reading: Exploring Relationships in Historical Texts
RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a . . . scientific . . . text based on specific information in the text.	Understanding Scientific Texts, Part 1 Understanding Scientific Texts, Part 2
RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a . . . technical text based on specific information in the text.	Understanding Technical Texts
RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical . . . text based on specific information in the text.	Explaining Relationships in Informational Texts
RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Close Reading: Explaining Relationships in Scientific and Technical Texts
RI.5.4 Determine the meaning of general academic . . . words and phrases in a text relevant to a grade 5 topic or subject area.	Determine Word Meanings Using Context Clues 1 Determine Word Meanings Using Context Clues 4
RI.5.4 Determine the meaning of general academic and domain#specific words and phrases in a text relevant to a grade 5 topic or subject area.	Close Reading: Unfamiliar Words Unfamiliar Words
RI.5.5 Compare and contrast the overall structure (e.g., . . . comparison, cause/	Close Reading: Text Structures: Cause-Effect and Compare-Contrast

**This lesson is related to the aligned standard*

Grade 5 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
effect . . .) of events, ideas, concepts, or information in two or more texts.	Comparing Text Structures, Part 2
RI.5.5 Compare and contrast the overall structure (e.g., chronology . . . problem/ solution) of events, ideas, concepts, or information in two or more texts.	Close Reading: Text Structures: Chronology and Problem-Solution Comparing Text Structures, Part 1
RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	Comparing and Contrasting an Autobiography to a Biography Analyzing How Science Texts Are Organized*
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Close Reading: Analyzing Accounts of the Same Topic Analyzing Accounts of the Same Topic Determining Point of View and Purpose in Informational Text* Comparing and Contrasting an Autobiography to a Biography
RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Close Reading: Finding Information from Multiple Sources Using Information from Different Media Sources to Investigate a Topic
RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Close Reading: Understand Supporting Evidence Understanding Supporting Evidence Analyzing How a Key Individual, Event, or Idea Is Developed in Informational Text

**This lesson is related to the aligned standard*

Grade 5 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Evaluating Arguments in Informational Text*
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Close Reading: Using Multiple Sources Making Inferences from Informational Text* Determining Central Idea of Informational Text* Summarizing Informational Text* Comparing and Contrasting an Autobiography to a Biography* Using Information from Different Media Sources to Investigate a Topic*
L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	Close Reading: Unfamiliar Words Unfamiliar Words
L.5.4a Use context . . . as a clue to the meaning of a word or phrase.	Determine Word Meanings Using Context Clues 1 Determine Word Meanings Using Context Clues 2 Determine Word Meanings Using Context Clues 3 Determine Word Meanings Using Context Clues 4
L.5.4b Use common, grade#appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	Determining Word Meaning Using Greek and Latin Roots and Affixes

**This lesson is related to the aligned standard*

Grade 5 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
L.5.4b Use common, grade-appropriate Greek and Latin . . . roots as clues to the meaning of a word . . .	Determine Word Meanings Using Roots scrib/scrip and phon Determine Word Meanings Using Roots meter/metr and ped Determine Word Meanings Using Roots dict and mit/miss
L.5.4b Use common, grade-appropriate Greek and Latin affixes . . . as clues to the meaning of a word . . .	Determine Word Meanings Using Prefixes inter- and anti- Determine Word Meanings Using Suffixes -al and -ity Determine the Meanings of Related Words in a Word Family: respond and construct Determine Word Meanings Using Prefixes multi- and semi- Determine Word Meanings Using Suffixes -ian and -ious Determine the Meanings of Related Words in a Word Family: state and legal Determine the Meanings of Related Words in a Word Family: achieve and rely
L.5.4c Consult reference materials (e.g., . . . glossaries . . .) . . . to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Determine Word Meanings Using Prefixes inter- and anti- Determine Word Meanings Using Suffixes -al and -ity Determine Word Meanings Using Roots scrib/scrip and phon

**This lesson is related to the aligned standard*

Grade 5 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Determine the Meanings of Related Words in a Word Family: respond and construct Determine Word Meanings Using Prefixes multi- and semi- Determine Word Meanings Using Suffixes -ian and -ious Determine Word Meanings Using Roots meter/metr and ped Determine the Meanings of Related Words in a Word Family: state and legal Determine Word Meanings Using Roots dict and mit/miss Determine the Meanings of Related Words in a Word Family: achieve and rely
L.5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Using Print and Digital Reference Guides to Determine Word Meanings
L.5.5b . . . [E]xplain the meanings of common idioms . . .	Determine Word Meanings Using Context Clues 3
L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	Determine Word Meanings Using Context Clues 1* Determine Word Meanings Using Context Clues 2*

**This lesson is related to the aligned standard*

Grade 5 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
L.5.6 Acquire and use accurately grade-appropriate general academic . . . words and phrases . . .	Determine Word Meanings Using Context Clues 1 Determine Word Meanings Using Prefixes inter- and anti- Determine Word Meanings Using Suffixes -al and -ity Determine Word Meanings Using Roots scrib/scrip and phon Determine the Meanings of Related Words in a Word Family: respond and construct Determine Word Meanings Using Context Clues 2 Determine Word Meanings Using Context Clues 3 Determine Word Meanings Using Prefixes multi- and semi- Determine Word Meanings Using Suffixes -ian and -ious Determine Word Meanings Using Roots meter/metr and ped Determine the Meanings of Related Words in a Word Family: state and legal Determine Word Meanings Using Context Clues 4

**This lesson is related to the aligned standard*

Grade 5 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Determine Word Meanings Using Roots dict and mit/miss Determine the Meanings of Related Words in a Word Family: achieve and rely

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to Lessons (continued)

Grade 6

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RL.6.1 Cite textual evidence to support . . . inferences drawn from the text.	Making Inferences About Characters in Literature Making Inferences About Literature
RL.6.1 Cite textual evidence to support analysis of what the text says explicitly . . .	Summarizing Literature Understanding Plot in Literature Analyzing Character Development in Literature Analyzing Plot Development
RL.6.4 Determine the meaning of words . . . as they are used in a text . . .	Determining Word Meaning Using Context Clues
RL.6.4 Determine the meaning of words . . . as they are used in a text, including . . . connotative meanings . . .	Analyzing the Impact of Word Choice on Tone and Meaning in Literature
RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative . . . meanings . . .	Examining Figurative Language in Literature
RL.6.5 Analyze how a particular . . . stanza fits into the overall structure of a text and contributes to the development of the theme . . .	Analyzing the Structure and Elements of Poetry Analyzing Different Structures of Poetry
RL.6.5 Analyze how a particular sentence [or] scene . . . fits into the overall structure of a text and contributes to the development of the theme . . . or plot.	Analyzing the Structure of Drama
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 . . .	Analyzing the Development of Theme in Literature
RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall	Identifying Theme in Literature*

**This lesson is related to the aligned standard*

Grade 6 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
structure of a text and contributes to the development of the theme, setting, or plot.	Summarizing Literature* Analyzing Character Development in Literature* Analyzing How Characters, Setting, and Plot Interact in Literary Text*
RL.6.5 Analyze how a particular sentence, chapter, [or] scene . . . fits into the overall structure of a text and contributes to the development of the . . . plot.	Understanding Plot in Literature Analyzing Plot Development
RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	Exploring Point of View in Literature Analyzing Differing Points of View in Literature
RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	Comparing and Contrasting Literature in Print to Multimedia Versions Comparing and Contrasting Literature to Multimedia Productions
RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	Comparing and Contrasting Literary Texts Comparing and Contrasting an Autobiography to a Biography Comparing and Contrasting Fictional Stories and Historical Accounts
RI.6.1 Cite textual evidence to support . . . inferences drawn from the text.	Making Inferences from Informational Text Making Inferences About Informational Text
RI.6.1 Cite textual evidence to support analysis of what the text says explicitly . . .	Summarizing Informational Text

**This lesson is related to the aligned standard*

Grade 6 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Determining Central Idea of Informational Text Analyzing the Development of Central Ideas in Informational Text
RI.6.2 . . . Provide a summary of the text distinct from personal opinions or judgments.	Summarizing Informational Text
RI.6.2 Determine a central idea of a text and how it is conveyed through particular details . . .	Determining Central Idea of Informational Text
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.	Analyzing the Development of Central Ideas in Informational Text*
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).	Analyzing How a Key Individual, Event, or Idea Is Developed in Informational Text Analyzing Individuals, Ideas, or Events in Informational Texts
RI.6.4 Determine the meaning of words . . . as they are used in a text . . .	Determining Word Meaning Using Context Clues
RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	Analyzing How a Key Individual, Event, or Idea Is Developed in Informational Text* Analyzing How Components of Informational Text Fit Together Analyzing How Science Texts Are Organized Analyzing Individuals, Ideas, or Events in Informational Texts*

**This lesson is related to the aligned standard*

Grade 6 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Determining Point of View and Purpose in Informational Text Analyzing Point of View or Purpose in Informational Text
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.	Using Information from Different Media Sources to Investigate a Topic Comparing and Contrasting Information in Print to a Multimedia Presentation*
RI.6.8 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.	Evaluating Arguments in Informational Text Evaluating Arguments in Informational Text Analyzing Persuasive Techniques*
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).	Comparing and Contrasting an Autobiography to a Biography Analyzing How Different Authors Present the Same Information
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.	Determining Word Meaning Using Context Clues
L.6.4b Use common, grade#appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	Determining Word Meaning Using Greek and Latin Roots and Affixes
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.	Using Print and Digital Reference Guides to Determine Word Meanings

**This lesson is related to the aligned standard*

Grade 6 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
L.6.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning . . . in a dictionary).	Using Print and Digital Reference Guides to Determine Word Meanings
L.6.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context . . .).	Determining Word Meaning Using Context Clues
L.6.5a Interpret figures of speech (e.g., personification) in context.	Examining Figurative Language in Literature
L.6.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	Understanding the Relationship Between Words
L.6.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	Analyzing the Impact of Word Choice on Tone and Meaning in Literature
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.	Determining Word Meaning Using Context Clues Understanding the Relationship Between Words Analyzing the Impact of Word Choice on Tone and Meaning in Literature

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to Lessons (continued)

Grade 7

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RL.7.1 Cite several pieces of textual evidence to support . . . inferences drawn from the text.	Making Inferences About Literature
RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly . . .	Analyzing Plot Development Summarizing Literature
RL.7.5 Analyze how a . . . poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	Analyzing Different Structures of Poetry Comparing and Contrasting Poetic Structures
RL.7.5 Analyze how a drama's . . . form or structure (e.g., soliloquy . . .) contributes to its meaning.	Analyzing the Structure of Drama
RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Analyzing Differing Points of View in Literature
RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	Comparing and Contrasting Literature to Multimedia Productions Analyzing and Evaluating Multimedia Presentations of Literature
RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	Comparing and Contrasting Fictional Stories and Historical Accounts
RI.7.1 Cite several pieces of textual evidence to support . . . inferences drawn from the text.	Making Inferences About Informational Text
RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly . . .	Summarizing Informational Text

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to Lessons (continued)

Grade 7 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
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.	Analyzing the Development of Central Ideas in Informational Text
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).	Analyzing Individuals, Ideas, or Events in Informational Texts
RI.7.4 Determine the meaning of words . . . as they are used in a text . . .	Determining Word Meaning Using Context Clues
RI.7.4 Determine the meaning of words . . . as they are used in a text, including . . . connotative . . . meanings . . .	Understanding Connotative Meanings
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.	Examining Word Choice in Informational Text
RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	Analyzing Individuals, Ideas, or Events in Informational Texts* Analyzing How Components of Informational Text Fit Together Analyzing Procedural Documents Analyzing Paragraph Structure in Informational Texts
RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Analyzing Point of View or Purpose in Informational Text Analyzing Point of View and Purpose in Informational Text

**This lesson is related to the aligned standard*

Grade 7 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	Comparing and Contrasting Information in Print to a Multimedia Presentation Evaluating Different Mediums for Presenting Information*
RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	Evaluating Arguments in Informational Text Analyzing Persuasive Techniques* Evaluating Arguments in Informational Texts
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.	Analyzing How Different Authors Present the Same Information Analyzing Conflicting Information in Texts About the Same Topic
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.	Determining Word Meaning Using Context Clues
L.7.4b Use common, grade#appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	Using Greek and Latin Roots and Affixes
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.	Determining Word Meaning Using Context Clues
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).	Determining Word Meaning Using Context Clues

**This lesson is related to the aligned standard*

Grade 7 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
L.7.5a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	Examining Word Choice in Informational Text
L.7.5b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	Understanding the Relationship Between Words
L.7.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	Understanding Connotative Meanings Examining Word Choice in Informational Text
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.	Determining Word Meaning Using Context Clues Understanding Connotative Meanings Understanding the Relationship Between Words

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to Lessons (continued)

Grade 8

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RL.8.1 Cite the textual evidence that most strongly supports . . . inferences drawn from the text.	Making Inferences About Literature
RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly . . .	Analyzing Plot Development Summarizing Literature
RL.8.4 Determine the meaning of words . . . as they are used in a text . . .	Determining Word Meaning from Context Clues
RL.8.4 Determine the meaning of words . . . as they are used in a text, including . . . connotative meanings . . .	Understanding Connotative Meanings
RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative . . . meanings . . .	Figurative Language and Allusions
RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	Comparing and Contrasting Poetic Structures
RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	Analyzing Differing Points of View in Literature
RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	Analyzing and Evaluating Multimedia Presentations of Literature
RI.8.1 Cite the textual evidence that most strongly supports . . . inferences drawn from the text.	Making Inferences About Informational Text
RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly . . .	Analyzing the Development of Central Ideas in Informational Text

**This lesson is related to the aligned standard*

Grade 8 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Summarizing Informational Text
RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	Analyzing Individuals, Ideas, or Events in Informational Texts
RI.8.4 Determine the meaning of words . . . as they are used in a text . . .	Determining Word Meaning from Context Clues
RI.8.4 Determine the meaning of words . . . as they are used in a text, including . . . connotative . . . meanings . . .	Understanding Connotative Meanings
RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Analyzing Point of View and Purpose in Informational Text
RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	Evaluating Different Mediums for Presenting Information
RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Evaluating Arguments in Informational Texts Analyzing Persuasive Techniques*
RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Analyzing Conflicting Information in Texts About the Same Topic
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.	Determining Word Meaning from Context Clues Using Greek and Latin Roots and Affixes

**This lesson is related to the aligned standard*

Grade 8 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
L.8.4b Use common, grade#appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	Using Greek and Latin Roots and Affixes
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.	Determining Word Meaning from Context Clues
L.8.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context . . .).	Using Greek and Latin Roots and Affixes
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).	Determining Word Meaning from Context Clues
L.8.5a Interpret figures of speech (e.g. verbal irony, puns) in context.	Figurative Language and Allusions
L.8.5b Use the relationship between particular words to better understand each of the words.	Understanding Relationships Between Words
L.8.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	Understanding Connotative Meanings
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.	Determining Word Meaning from Context Clues Understanding Connotative Meanings Understanding Relationships Between Words

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to i-Ready Personalized Instruction

Grade K

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RL.K.1 With prompting and support, . . . answer questions about key details in a text.	Answer Questions About Stories
RL.K.2 With prompting and support, retell familiar stories, including key details.	Retell Stories
RL.K.3 "With prompting and support, identify . . . major events in a story. "	Identify Events
RL.K.3 "With prompting and support, identify . . . settings . . . in a story.	Identify Settings
RL.K.3 With prompting and support, identify characters . . . in a story.	Identify Characters
RL.K.4 . . . [A]nswer questions about unknown words in a text.	Answer Questions About Unknown Words in a Story
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).	Connect Words and Pictures in a Story
RI.K.1 With prompting and support, . . . answer questions about key details in a text.	Answer Questions About Key Details
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	Find the Main Topic
RI.K.4 With prompting and support . . . answer questions about unknown words in a text.	Answer Questions About Unknown Words in a Text
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).	Connect Words and Pictures in a Text
RF.K.1d Recognize . . . upper- and lowercase letters of the alphabet.	Recognize Letters Mm, Tt Recognize Letters Ss, Bb

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade K (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Recognize Letters Rr, Dd Recognize Letters Oo, Ff Recognize Letters Nn, Aa Recognize Letters Pp, Ii Recognize Letters Hh, Cc Recognize Letters Ll, Gg
RF.K.1d Recognize and name all upper# and lowercase letters of the alphabet.	Letter Learning: Mm, Tt Letter Learning: Ss, Bb Letter Learning: Rr, Dd Letter Learning: Pp, Cc Letter Learning: Aa, Nn Letter Learning: Ff, Hh Letter Learning: Gg, Ii Letter Learning: Ll, Oo Letter Learning: Kk, Vv Letter Learning: Jj, Ww Letter Learning: Uu, Yy Letter Learning: Xx, Zz

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade K (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Letter Learning: Ee, Qq Letter Learning: Mm and Tt Letter Learning: Ss, Rr, and Dd Letter Learning: Aa Letter Learning: Ff, Nn, and Pp Letter Learning: Ii Letter Learning: Gg and Hh Letter Learning: Ll, Cc, Bb Letter Learning: Oo Letter Learning: Kk and Vv Letter Learning: Jj and Ww Letter Learning: Uu Letter Learning: Yy and Xx Letter Learning: Qq and Zz Letter Learning: Ee
RF.K.2a Recognize . . . rhyming words.	Recognize Rhyme Part 1 Recognize Rhyme Part 2 Recognize Rhyme

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade K (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RF.K.2b . . . [B]lend . . . syllables in spoken words.	Blend Syllables in Compound Words Blend Syllables in Two-Syllable Words
RF.K.2b Count, pronounce, . . . and segment syllables in spoken words.	Break Up Words with Two or More Syllables Break Up Words with Continuous Sounds Break Up Words with Stop Sounds Break Up Words with Beginning Consonant Blends
RF.K.2b Count, pronounce, blend, . . . syllables in spoken words.	Blend Words with Two or More Syllables Blend Words with Continuous Sounds Blend Words with Stop Sounds Blend Words with Long Vowels Blend Words with Beginning Consonant Blends
RF.K.2c . . . [S]egment onsets and rimes of single-syllable spoken words.	Break Up Sound Parts in Words Break Up Words with Long Vowels
RF.K.2c Blend . . . onsets and rimes of single-syllable spoken words.	Blend Onset and Rime in Single-Syllable Words Blend Sound Parts in Words
RF.K.2d Isolate and pronounce the . . . final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	Find and Say Ending Sounds

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade K (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RF.K.2d Isolate and pronounce the . . . medial vowel . . . sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	Find and Say Middle Short Vowel Sounds Find and Say Long Vowel Sounds
RF.K.2d Isolate and pronounce the initial . . . vowel . . .sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	Find and Say Beginning Vowel Sounds
RF.K.2d Isolate and pronounce the initial, . . . sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)	Find and Say Beginning Sounds
RF.K.2e . . . [S]ubstitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Substitute Beginning Sounds to Make Words Substitute Final Sounds to Make Words Substitute Middle Vowel Sounds to Make Words
RF.K.2e Add . . . individual sounds (phonemes) in simple, one-syllable words to make new words.	Add Beginning Sounds to Make Words Add Final Sounds to Make 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.	Letter Learning: Mm, Tt Letter Learning: Ss, Bb Letter Learning: Rr, Dd Letter Learning: Pp, Cc Letter Learning: Aa, Nn

**This lesson is related to the aligned standard*

Grade K (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Letter Learning: Ff, Hh Letter Learning: Gg, Ii Letter Learning: Ll, Oo Letter Learning: Kk, Vv Letter Learning: Jj, Ww Letter Learning: Uu, Yy Letter Learning: Xx, Zz Letter Learning: Ee, Qq Beginning Blends with r, l Letter Learning: Mm and Tt Letter Learning: Ss, Rr, and Dd Letter Learning: Ff, Nn, and Pp Letter Learning: Gg and Hh Letter Learning: Ll, Cc, Bb Ending -s Letter Learning: Kk and Vv Letter Learning: Jj and Ww Ending Consonants ck

**This lesson is related to the aligned standard*

Grade K (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Letter Learning: Yy and Xx Letter Learning: Qq and Zz Doublets Beginning Blends with l Beginning Blends with r Beginning Blends with s, w
RF.K.3b Associate the . . . short sounds with common spellings (graphemes) for the five major vowels.	Letter Learning: Aa, Nn Read Words with Short a Letter Learning: Gg, Ii Read Words with Short i Letter Learning: Ll, Oo Read Words with Short o Letter Learning: Uu, Yy Read Words with Short u Letter Learning: Ee, Qq Read Words with Short e Read Words with Short Vowels Letter Learning: Aa

**This lesson is related to the aligned standard*

Grade K (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Short a Words Letter Learning: Ii Short i Words Letter Learning: Oo Short o Words Letter Learning: Uu Short u Words Letter Learning: Ee Short e Words
RF.K.3b Associate the long . . . sounds with common spellings (graphemes) for the five major vowels.	Long Vowel a Long Vowels i, o Long Vowels u, e Long Vowel Sounds Long a with Sneaky e Long i with Sneaky e Long o with Sneaky e Sounds for u with Sneaky e Long e with ee or Sneaky e

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade K (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RF.K.3c Read common high#frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	High-Frequency Words: Lesson 0 High-Frequency Words: Lesson 1 High-Frequency Words: Lesson 2 High-Frequency Words: Lesson 3 High-Frequency Words: Lesson 4 High-Frequency Words: Lesson 5 High-Frequency Words: Lesson 6 High-Frequency Words: Lesson 7 High-Frequency Words: Lesson 8 High-Frequency Words: Lesson 9 High-Frequency Words: Lesson 10 High-Frequency Words: Lesson 11 High-Frequency Words: Lesson 12 High-Frequency Words: Lesson 13
RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Read Words with Short a* Read Words with Short i* Read Words with Short o* Read Words with Short u*

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade K (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Read Words with Short e* Read Words with Short Vowels* Word Patterns _an, _ap, _at Word Patterns _im, _ip, _it Word Patterns _og, _op, _ot Word Patterns _en, _et, _ug
L.K.4 Determine . . . the meaning of unknown . . . words . . . based on kindergarten reading and content.	Working with Words: 1 Working with Words: 2 Working with Words: 3 Working with Words: 4 Working with Words: 5 Working with Words: 6 Working with Words: 7 Working with Words: 8 Working with Words: 9 Working with Words: 10 Working with Words: 11 Working with Words: 12

**This lesson is related to the aligned standard*

Grade K (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Working with Words: 13 Working with Words: 14 Working with Words: 15 Working with Words: 16 Working with Words: 17 Working with Words: 18 Working with Words: 19 Working with Words: 20 Working with Words: 21 Working with Words: 22 Working with Words: 23 Working with Words: 24
L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	Working with Words: 11 Working with Words: 15 Working with Words: 16 Working with Words: 17 Working with Words: 18 Working with Words: 22

**This lesson is related to the aligned standard*

Grade K (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Working with Words: 23
L.K.5 . . . [E]xplore word relationships . . .	Working with Words: 1 Working with Words: 2 Working with Words: 3 Working with Words: 4 Working with Words: 5 Working with Words: 6 Working with Words: 7 Working with Words: 8 Working with Words: 9 Working with Words: 10 Working with Words: 11 Working with Words: 12 Working with Words: 13 Working with Words: 14 Working with Words: 15 Working with Words: 16 Working with Words: 17

**This lesson is related to the aligned standard*

Grade K (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Working with Words: 18 Working with Words: 19 Working with Words: 20 Working with Words: 21 Working with Words: 22 Working with Words: 23
L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	Working with Words: 1 Working with Words: 2 Working with Words: 3 Working with Words: 4 Working with Words: 6 Working with Words: 7 Working with Words: 8 Working with Words: 10 Working with Words: 11 Working with Words: 12 Working with Words: 13 Working with Words: 14

**This lesson is related to the aligned standard*

Grade K (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Working with Words: 15 Working with Words: 16 Working with Words: 18 Working with Words: 19 Working with Words: 21 Working with Words: 22 Working with Words: 23 Working with Words: 24
L.K.5b Demonstrate understanding of frequently occurring verbs . . . by relating them to their opposites (antonyms).	Working with Words: 3 Working with Words: 7 Working with Words: 8 Working with Words: 16 Working with Words: 24
L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Working with Words: 4 Working with Words: 11 Working with Words: 15 Working with Words: 19

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade 1

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RL.1.1 . . . Answer questions about key details in a text.	Answer Questions About Stories
RL.1.2 . . . [D]emonstrate understanding of their central message or lesson.	Understand the Central Message
RL.1.2 Retell stories, including key details . . .	Retell Stories
RL.1.3 Describe . . . major events in a story, using key details.	Describe Events
RL.1.3 Describe . . . settings . . . in a story, using key details.	Describe Settings
RL.1.3 Describe characters . . . in a story, using key details.	Describe Characters
RL.1.4 Identify words and phrases in . . . poems that . . . appeal to the senses.	Identify Sensory Words in Poems
RL.1.4 Identify words and phrases in stories . . . that suggest feelings . . .	Identify Feeling Words in Stories
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	Connect Words and Pictures in a Story
RI.1.1 . . . Answer questions about key details in a text.	Answer Questions About Key Details
RI.1.2 Identify the main topic and retell key details of a text.	Find the Main Topic
RI.1.3 Describe the connection between two . . . events . . . in a text.	Describe Connections Between Events
RI.1.3 Describe the connection between two . . . ideas or pieces of information in a text.	Describe Connections Between Ideas
RI.1.4 . . . [A]nswer questions to help determine or clarify the meaning of words and phrases in a text.	Find Word Meanings

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade 1 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RI.1.5 Know and use various text features (e.g., headings, tables of content, glossaries, . . .) to locate key facts or information in a text.	Use Text Features, Part 1
RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	Gather Information from Words and Pictures
RI.1.7 Use the illustrations and details in a text to describe its key ideas.	Use Words and Pictures in a Text
RF.1.2a Distinguish long from short vowel sounds in spoken single#syllable words.	Compare Short and Long Vowel Sounds
RF.1.2b Orally produce single#syllable words by blending sounds (phonemes), including consonant blends.	Blend Words with Beginning Consonant Blends Blend Words with Digraphs, Trigraphs, Blends
RF.1.2b Orally produce single-syllable words by blending sounds (phonemes) . . .	Blend Words with Beginning Digraphs Blend Words with Final Digraphs Blend Words with Final Consonant Blends
RF.1.2c Isolate and pronounce . . . final sounds (phonemes) in spoken single-syllable words.	Say Final Digraph and Consonant Blends
RF.1.2c Isolate and pronounce . . . vowel . . . sounds (phonemes) in spoken single-syllable words.	Say Short and Long Vowel Sounds in Words
RF.1.2c Isolate and pronounce initial . . . sounds (phonemes) in spoken single-syllable words.	Say Beginning Digraphs and Consonant Blends
RF.1.2d Segment spoken single#syllable words into their complete sequence of individual sounds (phonemes).	Break Up Words with Beginning Digraphs

**This lesson is related to the aligned standard*

Grade 1 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Break Up Words with Beginning Consonant Blends Break Up Words with Final Digraphs Break Up Words with Final Consonant Blends Break Up Words with Digraphs, Trigraphs, Blends
RF.1.3a Know the spelling#sound correspondences for common consonant digraphs.	Digraph ck Digraphs ng, sh Digraphs wh, th Digraphs tch, ch Digraphs sh, th, wh Digraphs ch, tch, ph Final Consonants ng, nk Silent Letters kn, mb, wr*
RF.1.3b Decode regularly spelled one# syllable words.	Digraph ck Digraphs ng, sh Long Vowels a and i with Silent e Long Vowels o and u with Silent e Long e Spelled ee

**This lesson is related to the aligned standard*

Grade 1 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Digraphs wh, th Digraphs tch, ch End Blends with s Endings -s, -es* Endings -ed, -ing* Long a Spelled ai, ay Long o Spelled oa, ow Long e Spelled ea, y Long i Spelled y, igh Endings -ed, -ing: Changes to the Base Word* Endings -es, -ed: Changes to the Base Word* Read Words with the Spelling oo The Sound /är/ Spelled ar The Sound /ôr/ Spelled or, ore The Sound /ûr/ Spelled ir, er, ur The Soft Sound for c Spelled c and ce The Soft Sound for g Spelled g, ge, dge

**This lesson is related to the aligned standard*

Grade 1 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	The Sound /ou/ Spelled ou, ow The Sound /oi/ Spelled oi, oy The Sound /ô/ Spelled au, aw Long Vowels Digraphs sh, th, wh Digraphs ch, tch, ph Final Consonants ng, nk End Blends with l, m, n Word Patterns _ind, _ild Word Patterns _old, _ oll, _olt, _ost Long a: ai, ay Long o: oa, ow, oe Long e: ea, y, ey Soft Sound for c Soft Sound for g Long i: ie, igh, y Triple Blends and Digraphs Two Sounds for oo

**This lesson is related to the aligned standard*

Grade 1 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Bossy-r Vowel ar Bossy-r Vowels or, ore Bossy-r Vowels er, ir, ur Vowel Sound in out: ou, ow Vowel Sounds in new and few: ew, ue Vowel Sound in soup: ou, ui Vowel Sound in boy: oi, oy Vowel Sound in saw: au, aw Vowel Sound in water and talk: a, al Two More Sounds for ea
RF.1.3c Know . . . common vowel team conventions for representing long vowel sounds.	Long e Spelled ee Long a Spelled ai, ay Long o Spelled oa, ow Long e Spelled ea, y Long i Spelled y, igh Read Words with the Spelling oo
RF.1.3c Know final #e and common vowel team conventions for representing long vowel sounds.	Long Vowels Long a: ai, ay

**This lesson is related to the aligned standard*

Grade 1 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Long o: oa, ow, oe Long e: ea, y, ey Long i: ie, igh, y Vowel Team Syllables
RF.1.3c Know final -e . . . conventions for representing long vowel sounds.	Long Vowels a and i with Silent e Long Vowels o and u with Silent e
RF.1.3d Use knowledge that every syllable must have a vowel sound . . .	Closed Syllables Open Syllables Sneaky-e Syllables
RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	Read Two-Syllable Words with Closed Syllables* Read Two-Syllable Words with Open Syllables* Vowel Team Syllables
RF.1.3e Decode two#syllable words following basic patterns by breaking the words into syllables.	Read Two-Syllable Words with Closed Syllables Read Two-Syllable Words with Open Syllables Long e Spelled ea, y* Long i Spelled y, igh* Endings -ed, -ing: Changes to the Base Word*

**This lesson is related to the aligned standard*

Grade 1 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Endings -es, -ed: Changes to the Base Word* The Soft Sound for c Spelled c and ce* The Soft Sound for g Spelled g, ge, dge* The Sound /ou/ Spelled ou, ow* The Sound /oi/ Spelled oi, oy* The Sound /ô/ Spelled au, aw* Read Two-Syllable Words That Divide Between Two Consonants Read Two-Syllable Words with Final Syllable with le Closed Syllables Open Syllables Sneaky-e Syllables Prefix un- Bossy-r Syllables Prefix re- Suffix - ly* Suffix -er*

**This lesson is related to the aligned standard*

Grade 1 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Suffix -ful* Suffix -y* Dividing Between Two Consonants Dividing Between Three Consonants Dividing Around One Consonant Syllables with le
RF.1.3f Read words with inflectional endings.	Endings -s, -es Endings -ed, -ing Endings -ed, -ing: Changes to the Base Word Endings -es, -ed: Changes to the Base Word Endings -er, -est Ending -es Doubling and Dropping with Endings -ed, -ing Changing y to i with Endings -es, -ed
RF.1.3g Recognize and read grade# appropriate irregularly spelled words.	High-Frequency Words: Lesson 14 High-Frequency Words: Lesson 15 High-Frequency Words: Lesson 16 High-Frequency Words: Lesson 17

**This lesson is related to the aligned standard*

Grade 1 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	High-Frequency Words: Lesson 18 High-Frequency Words: Lesson 19 High-Frequency Words: Lesson 20 High-Frequency Words: Lesson 21 High-Frequency Words: Lesson 22 High-Frequency Words: Lesson 23 High-Frequency Words: Lesson 24 High-Frequency Words: Lesson 25 High-Frequency Words: Lesson 26 High-Frequency Words: Lesson 27 High-Frequency Words: Lesson 28 High-Frequency Words: Lesson 29
L.1.4 Determine . . . the meaning of unknown . . . words . . . based on grade 1 reading and content, choosing flexibly from an array of strategies.	Working with Words: 1 Working with Words: 2 Working with Words: 3 Working with Words: 4 Working with Words: 5 Working with Words: 6

**This lesson is related to the aligned standard*

Grade 1 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Working with Words: 7 Working with Words: 8 Working with Words: 9 Working with Words: 10 Working with Words: 11 Working with Words: 12 Working with Words: 13 Working with Words: 14 Working with Words: 15 Working with Words: 16 Working with Words: 17 Working with Words: 18 Working with Words: 19 Working with Words: 20 Working with Words: 21 Working with Words: 22 Working with Words: 23

**This lesson is related to the aligned standard*

Grade 1 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Working with Words: 24
L.1.5 . . . [De]monstrate understanding of word relationships . . .	Working with Words: 1 Working with Words: 2 Working with Words: 3 Working with Words: 4 Working with Words: 5 Working with Words: 6 Working with Words: 7 Working with Words: 8 Working with Words: 9 Working with Words: 10 Working with Words: 11 Working with Words: 12 Working with Words: 13 Working with Words: 14 Working with Words: 15 Working with Words: 16 Working with Words: 17

**This lesson is related to the aligned standard*

Grade 1 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Working with Words: 18 Working with Words: 19 Working with Words: 20 Working with Words: 21 Working with Words: 22 Working with Words: 23 Working with Words: 24
L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	Working with Words: 2 Working with Words: 3 Working with Words: 11 Working with Words: 15

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade 2

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Close Reading: Ask and Answer Questions About Stories Ask and Answer Questions About Stories
RL.2.2 . . . Determine . . . [a story's] central message, lesson, or moral.	Close Reading: Determine the Central Message
RL.2.2 . . . [D]etermine . . . [a story's] central message, lesson, or moral.	Determine the Central Message
RL.2.2 Recount stories, including fables and folktales from diverse cultures . . .	Close Reading: Recount Stories Recount Stories
RL.2.3 Describe how characters in a story respond to major events and challenges.	Close Reading: Describe How Characters Act Describe How Characters Act
RL.2.4 Describe how words and phrases (e.g., . . . alliteration . . . repeated lines) supply . . . meaning in a story . . .	Describe Sound and Meaning in Stories
RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a . . . poem . . .	Close Reading: Describe Rhythm and Meaning in Poems
RL.2.4 Describe how words and phrases . . . (e.g., . . . alliteration, rhymes, repeated lines) supply rhythm and meaning in a story . . .	Close Reading: Describe Sound and Meaning in Stories
RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Close Reading: Describe Parts of a Story Describe Parts of a Story
RL.2.6 Acknowledge differences in the points of view of characters	Close Reading: Identify Points of View

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade 2 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	Connect Words and Pictures
RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	Close Reading: Compare and Contrast Stories
RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Close Reading: Ask and Answer Questions About Key Details Ask and Answer Questions About Key Details
RI.2.2 Identify the main topic of a multi# paragraph text as well as the focus of specific paragraphs within the text.	Find the Main Topic
RI.2.3 Describe the connection between . . . scientific ideas or concepts . . . in a text.	Close Reading: Describe Connections Between Scientific Ideas
RI.2.3 Describe the connection between . . . steps in technical procedures in a text.	Close Reading: Describe Connections Between Steps Describe Connections Between Steps
RI.2.3 Describe the connection between a series of historical events . . . in a text.	Close Reading: Describe Connections Between Historical Events Describe Connections Between Historical Events
RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	Close Reading: Determine Word Meanings Determine Word Meanings
RI.2.5 Know and use various text features (e.g., . . . glossaries, . . ., electronic menus, icons) to locate key facts or information in a text efficiently.	Close Reading: Use Text Features, Part 2

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade 2 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings . . .) to locate key facts or information in a text efficiently.	Close Reading: Use Text Features, Part 1 Use Text Features, Part 1
RI.2.5 Know and use various text features . . . to locate key facts or information in a text efficiently.	Close Reading: Text Features
RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Close Reading: Identify Author's Purpose Identify Author's Purpose
RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Close Reading: Explain How Images Support Text Explain How Images Support Text Close Reading: Connect Words and Pictures in Informational Text
RI.2.8 Describe how reasons support specific points the author makes in a text.	Close Reading: Describe How Authors Use Reasons to Support Ideas
RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	Close Reading: Compare and Contrast Two Texts
RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.	Long and Short Vowels: a Long and Short Vowels: i Long and Short Vowels: o Long and Short Vowels: u Long and Short Vowels: e
RF.2.3b Know spelling#sound correspondences for additional common vowel teams.	The Sound /âr/ Spelled air, are Sounds for igh, eigh

**This lesson is related to the aligned standard*

Grade 2 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Bossy-r Vowels: oar, our, oor* Bossy-r Vowels: air, are, ear* Bossy-r Vowels: ear, eer* Vowel Sound in saw: a, au, augh, aw, o
RF.2.3c Decode regularly spelled two# syllable words with long vowels.	Read Words with the Spelling y Read Two-Syllable Words with VCe Syllables Dividing Between Two or Three Consonants Dividing Around One Consonant Vowel Variations in Initial Syllables VCe Syllables Vowel Team Syllables Vowel Variations in Final Syllables Bossy-r Syllables Final Syllable -ture More Vowel Team Syllables Syllables -tion, -sion, -ion*
RF.2.3c Decode regularly spelled two-syllable words . . .	Read Two-Syllable Words with Vowel Team Syllables

**This lesson is related to the aligned standard*

Grade 2 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Read Two-Syllable Words with Vowel Variations in the Initial Syllable Read Two-Syllable Words with r-Controlled Syllables The Sound /âr/ Spelled air, are Read Two-Syllable Words with Vowel Variations in the Final Syllable
RF.2.3d Decode words with common . . . suffixes.	Read Words with the Suffix -ly Read Words with the Suffix -ful Read Words with the Suffixes -er, -or Read Words with the Suffix -y Read Words with the Suffixes -less, -ness Read Words with the Suffix -en Suffixes -less, -ness
RF.2.3d Decode words with common prefixes . . .	Read Words with the Prefix re- Read Words with the Prefixes un-, pre- Read Words with the Prefixes mis-, dis- Prefix pre- Prefixes mis-, dis-
RF.2.3d Decode words with common prefixes and suffixes.	Suffixes -er, -or*

**This lesson is related to the aligned standard*

Grade 2 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Suffix -en
RF.2.3e Identify words with inconsistent but common spelling#sound correspondences.	Read Words with the Spelling y Read Words with the Spelling ow Read Words with the Spelling ou Vowel Sounds for y Vowel Sound in good: oo, u, ou Sounds for ie Sounds for ey Sounds for ow Sounds for ou Sounds for ough Silent Letters
RF.2.3f Recognize and read grade# appropriate irregularly spelled words.	High-Frequency Words: Lesson 30 High-Frequency Words: Lesson 31 High-Frequency Words: Lesson 32 High-Frequency Words: Lesson 33 High-Frequency Words: Lesson 34 High-Frequency Words: Lesson 35 High-Frequency Words: Lesson 36

**This lesson is related to the aligned standard*

Grade 2 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	High-Frequency Words: Lesson 37 High-Frequency Words: Lesson 38
L.2.4 Determine . . . the meaning of unknown . . . words . . . based on grade 2 reading and content, choosing flexibly from an array of strategies.	Working with Words: 1 Working with Words: 2 Working with Words: 3 Working with Words: 4 Working with Words: 5 Working with Words: 6 Working with Words: 7 Working with Words: 8 Working with Words: 9 Working with Words: 10 Working with Words: 11 Working with Words: 12 Working with Words: 13 Working with Words: 14 Working with Words: 15 Working with Words: 16

**This lesson is related to the aligned standard*

Grade 2 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Working with Words: 17 Working with Words: 18 Working with Words: 19 Working with Words: 20 Working with Words: 21 Working with Words: 22 Working with Words: 23 Working with Words: 24
L.2.5 Demonstrate understanding of word relationships . . .	Working with Words: 1 Working with Words: 2 Working with Words: 3 Working with Words: 4 Working with Words: 5 Working with Words: 6 Working with Words: 7 Working with Words: 8 Working with Words: 9 Working with Words: 10

**This lesson is related to the aligned standard*

Grade 2 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Working with Words: 11 Working with Words: 12 Working with Words: 13 Working with Words: 14 Working with Words: 15 Working with Words: 16 Working with Words: 17 Working with Words: 18 Working with Words: 19 Working with Words: 20 Working with Words: 21 Working with Words: 22 Working with Words: 23 Working with Words: 24

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade 3

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Close Reading: Asking Questions About Stories Ask Questions About Stories
RL.3.2 . . . determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Close Reading: Determining the Central Message
RL.3.2 . . . [D]etermine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Determine the Central Message of a Folktale
RL.3.2 Recount stories . . .	Recounting a Story
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures . . .	Close Reading: Recounting Stories
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Close Reading: Describing Characters Understanding Characters
RL.3.4 Determine the meaning of words and phrases as they are used in a text . . .	Determine Word Meanings Using Context Clues 1 Determine Word Meanings Using Context Clues 3 Determine Word Meanings Using Context Clues 4
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Close Reading: Words in Context Understanding Literal and Non-Literal Language
RL.3.5 Refer to parts of . . . poems when writing or speaking about a text, using terms such as . . . stanza; describe how each successive part builds on earlier sections.	Close Reading: What Are Poems Made Of? Parts of Poems

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade 3 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RL.3.5 Refer to parts of . . .dramas . . . when writing or speaking about a text, using terms such as . . . scene . . . ; describe how each successive part builds on earlier sections.	Close Reading: What Are Plays Made Of? Parts of Plays
RL.3.5 Refer to parts of stories. . . . when writing or speaking about a text, using terms such as chapter . . . ; describe how each successive part builds on earlier sections.	Close Reading: What Are Stories Made Of?
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	Close Reading: Points of View About a Story Distinguishing Point of View in a Story
RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Connecting Words and Pictures in Stories
RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Close Reading: Comparing/Contrasting Stories Comparing and Contrasting Stories
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Close Reading: Asking Questions About Key Ideas Ask Questions about Key Ideas in an Informational Text
RI.3.2 . . . recount the key details and explain how they support the main idea.	Close Reading: Recounting Key Details
RI.3.2 . . . [R]ecount the key details and explain how they support the main idea.	Recount Key Details

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade 3 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	Close Reading: Finding Main Ideas and Details Find Main Ideas and Details in an Informational Text
RI.3.3 Describe the relationship between a series of . . . scientific ideas . . . in a text, using language that pertains to time, sequence, and cause/effect.	Understanding Scientific Texts
RI.3.3 Describe the relationship between a series of . . . scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to . . . cause/effect.	Close Reading: Describing Cause and Effect
RI.3.3 Describe the relationship between a series of . . . steps in technical procedures in a text, using language that pertains to . . . sequence, . . .	Understand Technical Texts
RI.3.3 Describe the relationship between a series of historical events . . . in a text, using language that pertains to time [and] sequence . . .	Close Reading: Reading About Time and Sequence Understanding Historical Texts
RI.3.4 Determine the meaning of general academic . . . words and phrases in a text relevant to a grade 3 topic or subject area.	Determine Word Meanings Using Context Clues 2
RI.3.4 Determine the meaning of general academic and domain#specific words and phrases in a text relevant to a grade 3 topic or subject area.	Close Reading: Unfamiliar Words Word Meaning
RI.3.5 Use text features . . . (e.g., key words, sidebars, . . .) to locate information relevant to a given topic efficiently.	Close Reading: Text Features
RI.3.5 Use text features . . . (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Text Features

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade 3 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RI.3.6 Distinguish their own point of view from that of the author of a text.	Close Reading: Author's Point of View Distinguishing Points of View on a Topic
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Close Reading: Connect Words and Pictures in Informational Text Information from Words and Pictures
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., . . . cause/effect, first/second/third in a sequence).	Close Reading: Making Connections Between Sentences and Paragraphs
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., . . . first/second/ third in a sequence).	How Sentences and Paragraphs Connect
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison . . .).	Close Reading: Describing Comparisons Understand How Comparisons are Made
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	Close Reading: Comparing and Contrasting Two Texts Comparing and Contrasting Two Texts
RF.3.3a Identify . . . the most common prefixes . . .	Reading Multisyllabic Words with Prefixes in-, im- Reading Multisyllabic Words with Prefixes dis-, mis-, non-
RF.3.3a Identify . . . the most common . . . suffixes.	Reading Multisyllabic Words with Suffixes -less, -ful Reading Multisyllabic Words with Suffixes -ous, -able

**This lesson is related to the aligned standard*

Grade 3 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RF.3.3b Decode words with common . . . suffixes.	Reading Multisyllabic Words with Suffixes -less, -ful
RF.3.3b Decode words with common Latin suffixes.	Reading Multisyllabic Words with Suffixes -ous, -able Reading Multisyllabic Words with Suffixes -ment, -ness Reading Multisyllabic Words with Suffixes -er, -or Reading Multisyllabic Words with Two Suffixes
RF.3.3c Decode multisyllable words.	Reading Multisyllabic Words with Prefixes in-, im- Reading Multisyllabic Words with Prefixes dis-, mis-, non- Reading Multisyllabic Words That Divide Between Consonants Reading Multisyllabic Words with Medial Vowels Reading Multisyllabic Words That Divide Between Two Vowels Reading Multisyllabic Words with a Prefix and a Suffix Reading Multisyllabic Words That Divide Between a Vowel and a Consonant
RF.3.3d Read grade#appropriate irregularly spelled words.	Sounds for ch

**This lesson is related to the aligned standard*

Grade 3 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Silent Letters Sounds for ear
L.3.4a Use sentence#level context as a clue to the meaning of a word or phrase.	Close Reading: Unfamiliar Words Determine Word Meanings Using Context Clues 1 Determine Word Meanings Using Context Clues 2 Determine Word Meanings Using Context Clues 3 Determine Word Meanings Using Context Clues 4
L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/ disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	Determine Word Meanings Using Known Words and Prefixes pre- and mis- Determine Word Meanings Using Known Words and Suffixes -ful and -less Determine Word Meanings Using Known Words and Suffixes -tion/-ion and -ous Determine the Meanings of Related Words in a Word Family: define and purpose Determine Word Meanings Using Known Words and Prefixes in-/im- and mid- Determine Word Meanings Using Known Words and Prefixes dis- and en-/em-

Grade 3 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Determine Word Meanings Using Known Words and Suffixes -ment and -able Determine the Meanings of Related Words in a Word Family: place and agree Determine Word Meanings Using Known Words and Suffixes -er/-or and -ness Determine the Meanings of Related Words in a Word Family: vary and consider
L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	Determine Word Meanings Using Roots bio and geo
L.3.4d Use glossaries . . . to determine or clarify the precise meaning of key words and phrases.	Determine Word Meanings Using Known Words and Prefixes pre- and mis- Determine Word Meanings Using Known Words and Suffixes -ful and -less Determine Word Meanings Using Known Words and Suffixes -tion/-ion and -ous Determine the Meanings of Related Words in a Word Family: define and purpose Determine Word Meanings Using Known Words and Prefixes in-/im- and mid- Determine Word Meanings Using Known Words and Prefixes dis- and en-/em- Determine Word Meanings Using Known Words and Suffixes -ment and -able

**This lesson is related to the aligned standard*

Grade 3 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Determine the Meanings of Related Words in a Word Family: place and agree Determine Word Meanings Using Known Words and Suffixes -er/-or and -ness Determine Word Meanings Using Roots bio and geo Determine the Meanings of Related Words in a Word Family: vary and consider
L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	Understanding Literal and Non-Literal Language*
L.3.6 Acquire and use accurately grade# appropriate conversational, general academic, and domain#specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	Understanding Scientific Texts*
L.3.6 Acquire and use accurately grade-appropriate . . . general academic . . . words and phrases . . .	Determine Word Meanings Using Context Clues 1 Determine Word Meanings Using Known Words and Prefixes pre- and mis- Determine Word Meanings Using Known Words and Suffixes -ful and -less Determine Word Meanings Using Known Words and Suffixes -tion/-ion and -ous Determine the Meanings of Related Words in a Word Family: define and purpose

**This lesson is related to the aligned standard*

Grade 3 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Determine Word Meanings Using Context Clues 2 Determine Word Meanings Using Context Clues 3 Determine Word Meanings Using Known Words and Prefixes in-/im- and mid- Determine Word Meanings Using Known Words and Prefixes dis- and en-/em- Determine Word Meanings Using Known Words and Suffixes -ment and -able Determine the Meanings of Related Words in a Word Family: place and agree Determine Word Meanings Using Context Clues 4 Determine Word Meanings Using Known Words and Suffixes -er/-or and -ness Determine Word Meanings Using Roots bio and geo Determine the Meanings of Related Words in a Word Family: vary and consider

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade 4

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RL.4.1 Refer to details and examples in a text when . . . drawing inferences from the text.	Close Reading: Supporting Inferences About Literary Texts
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly . . .	Close Reading: Describing Settings and Events in Stories
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Close Reading: Describing Characters in Plays Building Sentence Comprehension: Replaced Words and Ideas in Literature Building Sentence Comprehension: Connecting and Completing Ideas in Literature Building Sentence Comprehension: Analyzing Sentence Parts in Literary Texts
RL.4.2 . . . Summarize the text.	Close Reading: Summarizing Literary Texts
RL.4.2 . . . [S]ummarize the text.	Summarizing Literary Text
RL.4.2 Determine a theme of a . . . poem from details in the text . . .	Close Reading: Determining the Theme of a Poem Theme of a Poem
RL.4.2 Determine a theme of a story . . . from details in the text . . .	Close Reading: Determining the Theme of a Story
RL.4.2 Determine a theme of a story . . . from details in the text; . . .	Finding the Theme of a Story
RL.4.3 Describe in depth a . . . setting or event in a story . . . , drawing on specific details in the text . . .	Close Reading: Describing Settings and Events in Stories Describing Settings and Events
RL.4.3 Describe in depth a character . . . in a . . . drama, drawing on specific details in	Close Reading: Describing Characters in Plays

**This lesson is related to the aligned standard*

Grade 4 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
the text (e.g., a character's thoughts, words, or actions).	
RL.4.3 Describe in depth a character . . . in a story . . . , drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	Describing Characters
RL.4.4 Determine the meaning of words and phrases as they are used in a text . . .	Determine Word Meanings Using Context Clues 2 Determine Word Meanings Using Context Clues 5
RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	Close Reading: Understanding Vocabulary in Literary Texts Understanding Allusions to Myths
RL.4.5 "Explain major differences between poems, . . . and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) . . . when writing or speaking about a text.	Comparing Poems and Prose
RL.4.5 . . . Refer to the structural elements of . . . drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	Close Reading: Elements of Plays
RL.4.5 . . . Refer to the structural elements of poems (e.g., verse, rhythm, meter) . . . when writing or speaking about a text.	Close Reading: Elements of Poetry
RL.4.5 . . . [R]efer to the structural elements of . . . drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	Elements of Plays

Grade 4 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RL.4.5 . . . [R]efer to the structural elements of poems (e.g., verse, rhythm, meter) . . . when writing or speaking about a text.	Elements of Poetry
RL.4.5 Explain major differences between poems, drama, and prose, . . . when writing or speaking about a text.	Close Reading: Comparing Poems, Plays, and Prose
RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first# and third#person narrations.	Close Reading: Comparing Points of View Compare and Contrast Point of View
RL.4.7 Make connections between the text of a . . . drama and [an] . . . oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	Close Reading: Connecting Presentations of a Text
RL.4.9 Compare and contrast the treatment of . . . patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	Comparing Patterns of Events
RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	Close Reading: Comparing Topics and Themes in Stories Comparing Story Topics and Themes
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Close Reading: Supporting Inferences About Informational Texts Inferences About Informational Texts Building Sentence Comprehension: Replaced Words and Ideas in Informational Texts

**This lesson is related to the aligned standard*

Grade 4 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Building Sentence Comprehension: Connecting and Completing Ideas in Informational Texts Building Sentence Comprehension: Analyzing Sentence Parts in Informational Texts
RI.4.2 . . . summarize the text.	Close Reading: Summarizing Informational Texts
RI.4.2 . . . [S]ummarize the text.	Summarizing Informational Text
RI.4.2 Determine the main idea of a text and explain how it is supported by key details . . .	Close Reading: Finding Main Ideas and Details
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; . . .	Main Ideas and Details
RI.4.3 Explain . . . procedures, ideas, or concepts in a . . . technical text, including what happened and why, based on specific information in the text.	Close Reading: Understanding Technical Texts
RI.4.3 Explain events . . . [or] ideas . . . in a historical . . . text, including what happened and why, based on specific information in the text.	Close Reading: Understanding Historical Texts
RI.4.3 Explain events, procedures, ideas, or concepts in a . . . scientific, or technical text, including what happened and why . . .	Understanding Scientific Texts
RI.4.3 Explain events, procedures, ideas, or concepts in a . . . technical text, including what happened and why, based on specific information in the text.	Understanding Technical Texts
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, . . . text, including	Understanding Historical Texts

Grade 4 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
what happened and why, based on specific information in the text.	
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Close Reading: Understanding Scientific Texts
RI.4.4 Determine the meaning of general academic . . . words and phrases in a text relevant to a grade 4 topic or subject area.	Determine Word Meanings Using Context Clues 1 Determine Word Meanings Using Context Clues 3 Determine Word Meanings Using Context Clues 4
RI.4.4 Determine the meaning of general academic and domain#specific words or phrases in a text relevant to a grade 4 topic or subject area.	Close Reading: Unfamiliar Words Determine Word Meaning
RI.4.5 Describe the overall structure (e.g., . . . comparison, cause/effect . . .) of events, ideas, concepts, or information in a text or part of a text.	Close Reading: Text Structures: Cause-Effect and Compare-Contrast Text Structures, Part 1
RI.4.5 Describe the overall structure (e.g., chronology, . . . problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Close Reading: Text Structures: Chronology and Problem-Solution Text Structures, Part 2
RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	Close Reading: Comparing Accounts of the Same Topic Analyzing Accounts of the Same Topic
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g, in charts, graphs, diagrams, time lines . . .) and explain how the information contributes	Interpreting Visual Information

**This lesson is related to the aligned standard*

Grade 4 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
to an understanding of the text in which it appears.	
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	Close Reading: Interpreting Visual Information
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	Close Reading: Explaining an Author's Reasons and Evidence Evaluating Arguments in an Informational Text
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Close Reading: Integrating Information from Two Sources Integrating Information
L.4.3 Use knowledge of language and its conventions when . . . reading . . .	Building Sentence Comprehension: Replaced Words and Ideas in Informational Texts Building Sentence Comprehension: Replaced Words and Ideas in Literature Building Sentence Comprehension: Connecting and Completing Ideas in Literature Building Sentence Comprehension: Connecting and Completing Ideas in Informational Texts Building Sentence Comprehension: Analyzing Sentence Parts in Literary Texts

**This lesson is related to the aligned standard*

Grade 4 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Building Sentence Comprehension: Analyzing Sentence Parts in Informational Texts
L.4.4a Use context (e.g. . . . examples, or restatements in text) as a clue to the meaning of a word or phrase.	Determine Word Meanings Using Context Clues 3
L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	Close Reading: Unfamiliar Words
L.4.4a Use context . . . as a clue to the meaning of a word or phrase.	Determine Word Meanings Using Context Clues 1 Determine Word Meanings Using Context Clues 2 Understanding Allusions to Myths Determine Word Meanings Using Context Clues 4 Determine Word Meanings Using Context Clues 5
L.4.4b Use common, grade-appropriate Greek and Latin . . . roots as clues to the meaning of a word . . .	Determine Word Meanings Using Roots port and struct Determine Word Meanings Using Roots aud and spect
L.4.4b Use common, grade-appropriate Greek and Latin affixes . . . as clues to the meaning of a word . . .	Determine Word Meanings Using Prefixes over- and under- Determine the Meanings of Related Words in a Word Family: identify and attach Determine Word Meanings Using Prefixes trans- and de-

**This lesson is related to the aligned standard*

Grade 4 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Determine Word Meanings Using Suffixes -ive and -age Determine the Meanings of Related Words in a Word Family: create and inform Determine Word Meanings Using Prefixes il-/ir- and fore- Determine the Meanings of Related Words in a Word Family: distinct and depend
L.4.4c Consult reference materials (e.g., . . . glossaries . . .) . . . to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Determine Word Meanings Using Prefixes over- and under- Determine Word Meanings Using Roots port and struct Determine the Meanings of Related Words in a Word Family: identify and attach Determine Word Meanings Using Prefixes trans- and de- Determine Word Meanings Using Suffixes -ive and -age Determine Word Meanings Using Roots aud and spect Determine the Meanings of Related Words in a Word Family: create and inform Determine Word Meanings Using Prefixes il-/ir- and fore-

**This lesson is related to the aligned standard*

Grade 4 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Determine the Meanings of Related Words in a Word Family: distinct and depend
L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	Determine Word Meanings Using Context Clues 1* Determine Word Meanings Using Context Clues 2* Determine Word Meanings Using Context Clues 4* Determine Word Meanings Using Context Clues 5*
L.4.6 Acquire and use accurately grade-appropriate general academic . . . words and phrases . . .	Determine Word Meanings Using Context Clues 1 Determine Word Meanings Using Prefixes over- and under- Determine Word Meanings Using Roots port and struct Determine the Meanings of Related Words in a Word Family: identify and attach Determine Word Meanings Using Context Clues 2 Determine Word Meanings Using Context Clues 3 Determine Word Meanings Using Prefixes trans- and de- Determine Word Meanings Using Suffixes -ive and -age

**This lesson is related to the aligned standard*

Grade 4 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Determine Word Meanings Using Roots aud and spect Determine the Meanings of Related Words in a Word Family: create and inform Determine Word Meanings Using Context Clues 4 Determine Word Meanings Using Prefixes il-/ir- and fore- Determine Word Meanings Using Context Clues 5 Determine the Meanings of Related Words in a Word Family: distinct and depend

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade 5

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RL.5.1 Quote accurately from a text . . . when drawing inferences from the text.	Close Reading: Inferences About Literary Text
RL.5.1 Quote accurately from a text when explaining what the text says explicitly . . .	Close Reading: Comparing and Contrasting Settings and Events
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Close Reading: Comparing and Contrasting Characters in Drama Using Details to Support Inferences in a Literary Text Inferences About Literary Text Building Sentence Comprehension: Replaced Words and Ideas in Literary Texts Building Sentence Comprehension: Connecting and Completing Ideas in Literature Building Sentence Comprehension: Analyzing Sentence Parts in Literature
RL.5.2 . . . Summarize the text.	Close Reading: Summarizing Literary Texts
RL.5.2 . . . [S]ummarize a text.	Summarizing a Story
RL.5.2 Determine a theme of a . . . poem from details in the text, including . . . how the speaker in a poem reflects upon a topic . . .	Close Reading: Finding the Theme of a Poem
RL.5.2 Determine a theme of a . . . poem from details in the text, including . . . how the speaker in a poem reflects upon a topic; summarize the text.	Theme of a Poem
RL.5.2 Determine a theme of a story . . . from details in the text, including how	Close Reading: Finding the Theme of a Story

**This lesson is related to the aligned standard*

Grade 5 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
characters in a story . . . respond to challenges . . .	Theme of a Story
RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic . . .	Identifying Theme in Literature
RL.5.3 Compare and contrast two or more . . . settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	Comparing and Contrasting Settings and Events
RL.5.3 Compare and contrast two or more . . . settings,or events in a story . . . , drawing on specific details in the text . . .	Close Reading: Comparing and Contrasting Settings and Events
RL.5.3 Compare and contrast two or more characters . . . in a . . . drama, drawing on specific details in the text (e.g., how characters interact).	Close Reading: Comparing and Contrasting Characters in Drama
RL.5.3 Compare and contrast two or more characters . . . in a story . . . , drawing on specific details in the text (e.g., how characters interact).	Comparing and Contrasting Characters
RL.5.4 Determine the meaning of words and phrases as they are used in a text . . .	Determine Word Meanings Using Context Clues 2 Determine Word Meanings Using Context Clues 3
RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Close Reading: Language and Meaning Figurative Language Determine the Meaning of Figurative Language

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade 5 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Examining Figurative Language in Literature
RL.5.5 Explain how a series of . . . scenes . . . fits together to provide the overall structure of a particular . . . drama . . .	Close Reading: Understanding Structure in Drama Structure in Drama
RL.5.5 Explain how a series of . . . scenes . . . [fit] together to provide the overall structure of a particular . . . drama . . .	Analyzing Play Structure
RL.5.5 Explain how a series of . . . stanzas fits together to provide the overall structure of a particular . . . poem.	Close Reading: Understanding Structure in Poetry
RL.5.5 Explain how a series of chapters . . . fits together to provide the overall structure of a particular story . . .	Close Reading: Understanding Structure in Stories
RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	Understanding Point of View in Literature Exploring Point of View in Literature
RL.5.7 Analyze how visual . . . elements contribute to the meaning [or] tone . . . of a text (e.g., graphic novel, . . .).	Close Reading: Analyzing Visual Elements in Literary Texts
RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	Comparing and Contrasting Literature in Print to Multimedia Versions*
RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Close Reading: Compare and Contrast Stories in the Same Genre Comparing and Contrasting Stories in the Same Genre
RI.5.1 Quote accurately from a text . . . when drawing inferences from the text.	Close Reading: Using Details to Support Inferences

**This lesson is related to the aligned standard*

Grade 5 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RI.5.1 Quote accurately from a text when explaining what the text says explicitly . . .	Close Reading: Finding Main Ideas and Details Using Details to Explain Ideas in an Informational Text
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Close Reading: Summarizing Informational Texts Inferences about Informational Text Building Sentence Comprehension: Identifying Replaced Words and Ideas in Informational Texts Building Sentence Comprehension: Connecting and Completing Ideas in Informational Texts Building Sentence Comprehension: Analyzing Sentence Parts in Informational Texts Determining Central Idea of Informational Text
RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; . . .	Close Reading: Finding Main Ideas and Details
RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Close Reading: Summarizing Informational Texts Main Ideas and Details Summarizing Informational Texts

Grade 5 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Determining Central Idea of Informational Text*
RI.5.3 Explain the relationships . . . between two or more individuals, events, ideas, or concepts in a historical . . . text based on specific information in the text.	Close Reading: Exploring Relationships in Historical Texts
RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a . . . scientific . . . text based on specific information in the text.	Understanding Scientific Texts, Part 1 Understanding Scientific Texts, Part 2
RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a . . . technical text based on specific information in the text.	Understanding Technical Texts
RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical . . . text based on specific information in the text.	Understanding Historical Texts
RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Close Reading: Explaining Relationships in Scientific and Technical Texts
RI.5.4 Determine the meaning of general academic . . . words and phrases in a text relevant to a grade 5 topic or subject area.	Determine Word Meanings Using Context Clues 1 Determine Word Meanings Using Context Clues 4
RI.5.4 Determine the meaning of general academic and domain#specific words and phrases in a text relevant to a grade 5 topic or subject area.	Unfamiliar Words

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade 5 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RI.5.5 Compare and contrast the overall structure (e.g., . . . comparison, cause/ effect . . .) of events, ideas, concepts, or information in two or more texts.	Close Reading: Text Structures: Cause-Effect and Compare-Contrast Comparing Text Structures, Part 2
RI.5.5 Compare and contrast the overall structure (e.g., chronology . . . problem/ solution) of events, ideas, concepts, or information in two or more texts.	Close Reading: Text Structures: Chronology and Problem-Solution Comparing Text Structures, Part 1
RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	Comparing and Contrasting an Autobiography to a Biography Analyzing How Science Texts Are Organized*
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Close Reading: Analyzing Accounts of the Same Topic Analyzing Accounts of the Same Topic Determining Point of View and Purpose in Informational Text* Comparing and Contrasting an Autobiography to a Biography
RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Close Reading: Finding Information from Multiple Sources Using Information from Different Media Sources to Investigate a Topic
RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Close Reading: Understand Supporting Evidence Understanding Supporting Evidence Evaluating Arguments in Informational Text*

**This lesson is related to the aligned standard*

Grade 5 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Integrating Information Determining Central Idea of Informational Text* Comparing and Contrasting an Autobiography to a Biography* Using Information from Different Media Sources to Investigate a Topic*
L.5.3 Use knowledge of language and its conventions when . . . reading . . .	Building Sentence Comprehension: Replaced Words and Ideas in Literary Texts Building Sentence Comprehension: Identifying Replaced Words and Ideas in Informational Texts Building Sentence Comprehension: Connecting and Completing Ideas in Literature Building Sentence Comprehension: Connecting and Completing Ideas in Informational Texts Building Sentence Comprehension: Analyzing Sentence Parts in Informational Texts Building Sentence Comprehension: Analyzing Sentence Parts in Literature
L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	Unfamiliar Words
L.5.4a Use context . . . as a clue to the meaning of a word or phrase.	Determine Word Meanings Using Context Clues 1

**This lesson is related to the aligned standard*

Grade 5 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Determine Word Meanings Using Context Clues 2 Determine Word Meanings Using Context Clues 3 Determine Word Meanings Using Context Clues 4
L.5.4b Use common, grade#appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	Determining Word Meaning Using Greek and Latin Roots and Affixes
L.5.4b Use common, grade-appropriate Greek and Latin . . . roots as clues to the meaning of a word . . .	Determine Word Meanings Using Roots scrib/scrip and phon Determine Word Meanings Using Roots meter/metr and ped Determine Word Meanings Using Roots dict and mit/miss
L.5.4b Use common, grade-appropriate Greek and Latin affixes . . . as clues to the meaning of a word . . .	Determine Word Meanings Using Prefixes inter- and anti- Determine Word Meanings Using Suffixes -al and -ity Determine the Meanings of Related Words in a Word Family: respond and construct Determine Word Meanings Using Prefixes multi- and semi- Determine Word Meanings Using Suffixes -ian and -ious

**This lesson is related to the aligned standard*

Grade 5 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Determine the Meanings of Related Words in a Word Family: state and legal Determine the Meanings of Related Words in a Word Family: achieve and rely
L.5.4c Consult reference materials (e.g., . . . glossaries . . .) . . . to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	Determine Word Meanings Using Prefixes inter- and anti- Determine Word Meanings Using Suffixes -al and -ity Determine Word Meanings Using Roots scrib/scrip and phon Determine the Meanings of Related Words in a Word Family: respond and construct Determine Word Meanings Using Prefixes multi- and semi- Determine Word Meanings Using Suffixes -ian and -ious Determine Word Meanings Using Roots meter/metr and ped Determine the Meanings of Related Words in a Word Family: state and legal Determine Word Meanings Using Roots dict and mit/miss Determine the Meanings of Related Words in a Word Family: achieve and rely
L.5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both	Using Print and Digital Reference Guides to Determine Word Meanings

**This lesson is related to the aligned standard*

Grade 5 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	
L.5.5a Interpret figurative language, including similes and metaphors, in context.	Determine the Meaning of Figurative Language
L.5.5b . . . [E]xplain the meanings of common idioms . . .	Determine Word Meanings Using Context Clues 3
L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	Determine Word Meanings Using Context Clues 1* Determine Word Meanings Using Context Clues 2*
L.5.6 Acquire and use accurately grade-appropriate general academic . . . words and phrases . . .	Determine Word Meanings Using Context Clues 1 Determine Word Meanings Using Prefixes inter- and anti- Determine Word Meanings Using Suffixes -al and -ity Determine Word Meanings Using Roots scrib/scrip and phon Determine the Meanings of Related Words in a Word Family: respond and construct Determine Word Meanings Using Context Clues 2 Determine Word Meanings Using Context Clues 3 Determine Word Meanings Using Prefixes multi- and semi-

**This lesson is related to the aligned standard*

Grade 5 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Determine Word Meanings Using Suffixes -ian and -ious Determine Word Meanings Using Roots meter/metr and ped Determine the Meanings of Related Words in a Word Family: state and legal Determine Word Meanings Using Context Clues 4 Determine Word Meanings Using Roots dict and mit/miss Determine the Meanings of Related Words in a Word Family: achieve and rely

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade 6

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RL.6.1 Cite textual evidence to support . . . inferences drawn from the text.	Supporting Inferences: Literary Text
RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Building Sentence Comprehension: Identifying Replaced Words and Ideas in Literary Texts Building Sentence Comprehension: Connecting and Completing Ideas in Literary Texts Building Sentence Comprehension: Analyzing Sentence Parts in Literary Texts Building Sentence Comprehension: Understanding Literary Texts About Solving Problems Together Building Sentence Comprehension: Understanding Literary Texts About Family Building Sentence Comprehension: Understanding Literary Texts About a Character's Setting Building Sentence Comprehension: Understanding Literary Texts About Grandparents Building Sentence Comprehension: Understanding Literary Texts About Identity
RL.6.2 . . . [P]rovide a summary of the text . . .	Summarizing: Literary Text
RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; . . .	Identifying the Theme Identifying Theme in Literature

**This lesson is related to the aligned standard*

Grade 6 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RL.6.3 Describe how . . . the characters respond or change as the plot moves toward a resolution.	Analyzing Character Development
RL.6.3 Describe how the plot of a literary text unfolds in a series of episodes . . .	Analyzing Plot Development
RL.6.4 . . . [A]nalyze the impact of a specific word choice on meaning and tone.	Analyzing Word Choice
RL.6.4 Determine the meaning of words . . . as they are used in a text . . .	Determining Word Meaning Using Context Clues
RL.6.4 Determine the meaning of words . . . as they are used in a text, including . . . connotative meanings . . .	Analyzing the Impact of Word Choice on Tone and Meaning in Literature
RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative . . . meanings . . .	Examining Figurative Language in Literature
RL.6.5 Analyze how a particular . . . stanza fits into the overall structure of a text and contributes to the development of the theme . . .	Analyzing Poetry Structure Analyzing the Structure and Elements of Poetry Analyzing Different Structures of Poetry
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.	Identifying Theme in Literature*
RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	Exploring Narrative Point of View Exploring Point of View in Literature Analyzing Differing Points of View in Literature
RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio,	Comparing and Contrasting Literature in Print to Multimedia Versions

**This lesson is related to the aligned standard*

Grade 6 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	Comparing and Contrasting Literature to Multimedia Productions
RL.6.9 Compare and contrast texts in different forms . . . (e.g., stories and poems . . .) in terms of their approaches to similar themes and topics.	Comparing Stories and Poems
RL.6.9 Compare and contrast texts in different forms or genres (e.g., . . . historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	Comparing and Contrasting Story Genres
RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	Comparing and Contrasting an Autobiography to a Biography
RI.6.1 Cite textual evidence to support . . . inferences drawn from the text.	Supporting Inferences: Informational Text
RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Building Sentence Comprehension: Identifying Replaced Words and Ideas in Informational Texts Building Sentence Comprehension: Connecting and Completing Ideas in Informational Texts Building Sentence Comprehension: Analyzing Sentence Parts in Informational Texts Building Sentence Comprehension: Understanding Informational Texts About Youths Solving Problems

**This lesson is related to the aligned standard*

Grade 6 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Building Sentence Comprehension: Understanding Informational Texts About Technology and the Body Building Sentence Comprehension: Understanding Informational Texts About How Your Mind Works Building Sentence Comprehension: Understanding Informational Texts About Getting Involved Determining Central Idea of Informational Text
RI.6.2 . . . [P]rovide a summary of the text distinct from personal opinions or judgments.	Summarizing: Informational Text
RI.6.2 Determine a central idea of a text and how it is conveyed through particular details . . .	Determining Central Idea of Informational Text
RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; . . .	Identifying the Central Idea
RI.6.3 Analyze in detail how a key . . . event . . . is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Analyzing Development of Events
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).	Analyzing Development of Individuals Analyzing Individuals, Ideas, or Events in Informational Texts
RI.6.4 Determine the meaning of words . . . as they are used in a text . . .	Determining Word Meaning Using Context Clues

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade 6 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RI.6.4 Determine the meaning of words and phrases as they are used in a text, including . . . connotative . . . meanings.	Identifying Word Meaning
RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	Analyzing Problem and Solution Text Structure Analyzing Compare and Contrast Text Structure Analyzing Cause and Effect Text Structure Analyzing Chronological Text Structure Analyzing How Components of Informational Text Fit Together Analyzing How Science Texts Are Organized Analyzing Individuals, Ideas, or Events in Informational Texts*
RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	Determining Author's Point of View Determining Point of View and Purpose in Informational Text
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.	Using Information from Different Media Sources to Investigate a Topic Comparing and Contrasting Information in Print to a Multimedia Presentation*
RI.6.8 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.	Evaluating Arguments Evaluating Arguments in Informational Text

**This lesson is related to the aligned standard*

Grade 6 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Evaluating Arguments in Informational Text Analyzing Persuasive Techniques*
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).	Comparing an Autobiography to a Biography Comparing and Contrasting an Autobiography to a Biography Analyzing How Different Authors Present the Same Information
L.6.3 Use knowledge of language and its conventions when . . . reading . . .	Building Sentence Comprehension: Identifying Replaced Words and Ideas in Literary Texts Building Sentence Comprehension: Identifying Replaced Words and Ideas in Informational Texts Building Sentence Comprehension: Connecting and Completing Ideas in Literary Texts Building Sentence Comprehension: Connecting and Completing Ideas in Informational Texts Building Sentence Comprehension: Analyzing Sentence Parts in Literary Texts Building Sentence Comprehension: Analyzing Sentence Parts in Informational Texts

**This lesson is related to the aligned standard*

Grade 6 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Building Sentence Comprehension: Understanding Literary Texts About Solving Problems Together Building Sentence Comprehension: Understanding Literary Texts About Family Building Sentence Comprehension: Understanding Informational Texts About Youths Solving Problems Building Sentence Comprehension: Understanding Literary Texts About a Character's Setting Building Sentence Comprehension: Understanding Informational Texts About Technology and the Body Building Sentence Comprehension: Understanding Literary Texts About Grandparents Building Sentence Comprehension: Understanding Informational Texts About How Your Mind Works Building Sentence Comprehension: Understanding Informational Texts About Getting Involved Building Sentence Comprehension: Understanding Literary Texts About Identity
L.6.4a Use context (e.g., the overall meaning of a sentence or paragraph; a	Determining Word Meaning Using Context Clues

Grade 6 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
word's position or function in a sentence) as a clue to the meaning of a word or phrase.	
L.6.4b Use common, grade#appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	Determining Word Meaning Using Greek and Latin Roots and Affixes
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.	Using Print and Digital Reference Guides to Determine Word Meanings
L.6.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning . . . in a dictionary).	Using Print and Digital Reference Guides to Determine Word Meanings
L.6.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context . . .).	Determining Word Meaning Using Context Clues
L.6.5a Interpret figures of speech (e.g., personification) in context.	Examining Figurative Language in Literature
L.6.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	Understanding the Relationship Between Words
L.6.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).	Analyzing the Impact of Word Choice on Tone and Meaning in Literature
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.	Determining Word Meaning Using Context Clues Understanding the Relationship Between Words

**This lesson is related to the aligned standard*

Grade 6 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Analyzing the Impact of Word Choice on Tone and Meaning in Literature

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade 7

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
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.	Building Sentence Comprehension: Identifying Replaced Words and Ideas in Literary Texts Citing Evidence: Literary Text Building Sentence Comprehension: Connecting and Completing Ideas in Literary Texts Building Sentence Comprehension: Analyzing Sentence Parts in Literary Text Building Sentence Comprehension: Understanding Literary Texts About Creative Solutions Building Sentence Comprehension: Understanding Literary Texts About Helping Family Building Sentence Comprehension: Understanding Literary Texts About Facing Challenges Building Sentence Comprehension: Understanding Literary Texts About Making Mistakes
RL.7.2 . . . [P]rovide an accurate summary of the text based upon . . . analysis.	Summarizing: Literary Text
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 . . .	Analyzing Development of a Theme

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade 7 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RL.7.3 Analyze how particular elements of a literary text interact (e.g., how setting shapes the characters or plot).	Analyzing How Story Elements Interact
RL.7.4 Determine the meaning of words and phrases as they are used in a text . . .	Determining Word Meaning Using Context Clues
RL.7.4 Determine the meaning of words and phrases as they are used in a text, including . . . connotative meanings; . . .	Understanding Connotative Meanings
RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; . . .	Determining Word Meaning: Literary Text
RL.7.4 [A]nalyze the impact of specific word choice (e.g., alliteration) on meaning and tone.	Analyzing Different Structures of Poetry
RL.7.5 Analyze how a . . . poem's form or structure (e.g., . . . sonnet) contributes to its meaning.	Analyzing Poetic Elements and Structure
RL.7.5 Analyze how a . . . poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	Analyzing Different Structures of Poetry Comparing and Contrasting Poetic Structures
RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.	Analyzing Narrative Point of View Analyzing Differing Points of View in Literature
RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).	Comparing and Contrasting Literature to Multimedia Productions
RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and	Historical Fiction Versus Nonfiction

**This lesson is related to the aligned standard*

Grade 7 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
a historical account of the same period as a means of understanding how authors of fiction use or alter history.	
RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly . . .	Analyzing the Development of Central Ideas in Informational Text
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.	Building Sentence Comprehension: Identifying Replaced Words and Ideas in Informational Texts Citing Evidence: Informational Text Building Sentence Comprehension: Connecting and Completing Ideas in Informational Texts Building Sentence Comprehension: Analyzing Sentence Parts in Informational Texts Building Sentence Comprehension: Understanding Informational Texts About Preparing for Space Building Sentence Comprehension: Understanding Informational Texts About the Olympics Building Sentence Comprehension: Understanding Informational Texts About Dealing with Conflict
RI.7.2 . . . [P]rovide an accurate summary of the text based upon . . . analysis.	Summarizing Social Studies Texts
RI.7.2 Determine a central idea of a text and analyze in detail its development over the course of the text . . .	Analyzing Development of Central Ideas

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade 7 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
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).	Analyzing Interactions in Informational Text Analyzing Individuals, Ideas, or Events in Informational Texts
RI.7.4 Determine the meaning of words . . . as they are used in a text . . .	Determining Word Meaning Using Context Clues
RI.7.4 Determine the meaning of words . . . as they are used in a text, including . . . connotative . . . meanings . . .	Understanding Connotative Meanings
RI.7.4 Determine the meaning of words and phrases as they are used in a text, including . . . connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.	Determining Word Meaning: Informational Text
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.	Examining Word Choice in Informational Text
RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	Analyzing Informational Text Structure Analyzing Individuals, Ideas, or Events in Informational Texts* Analyzing How Components of Informational Text Fit Together Analyzing Procedural Documents Analyzing Paragraph Structure in Informational Texts
RI.7.6 Determine an author's point of view . . . in a text and analyze how the	Analyzing Author's Point of View

**This lesson is related to the aligned standard*

Grade 7 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
author distinguishes his or her position from that of others.	
RI.7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	Analyzing Point of View and Purpose in Informational Text
RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	Comparing and Contrasting Information in Print to a Multimedia Presentation
RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	Evaluating Arguments Evaluating Arguments in Informational Text Analyzing Persuasive Techniques*
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.	Comparing Texts on the Same Topic Analyzing How Different Authors Present the Same Information
L.7.3 Use knowledge of language and its conventions when . . . reading . . .	Building Sentence Comprehension: Identifying Replaced Words and Ideas in Literary Texts Building Sentence Comprehension: Identifying Replaced Words and Ideas in Informational Texts Building Sentence Comprehension: Connecting and Completing Ideas in Literary Texts

**This lesson is related to the aligned standard*

Grade 7 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Building Sentence Comprehension: Connecting and Completing Ideas in Informational Texts Building Sentence Comprehension: Analyzing Sentence Parts in Literary Text Building Sentence Comprehension: Analyzing Sentence Parts in Informational Texts Building Sentence Comprehension: Understanding Literary Texts About Creative Solutions Building Sentence Comprehension: Understanding Literary Texts About Helping Family Building Sentence Comprehension: Understanding Literary Texts About Facing Challenges Building Sentence Comprehension: Understanding Informational Texts About Preparing for Space Building Sentence Comprehension: Understanding Literary Texts About Making Mistakes Building Sentence Comprehension: Understanding Informational Texts About the Olympics

**This lesson is related to the aligned standard*

Grade 7 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Building Sentence Comprehension: Understanding Informational Texts About Dealing with Conflict
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.	Determining Word Meaning Using Context Clues
L.7.4b Use common, grade#appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).	Using Greek and Latin Roots and Affixes
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.	Determining Word Meaning Using Context Clues
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).	Determining Word Meaning Using Context Clues
L.7.5a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.	Examining Word Choice in Informational Text
L.7.5b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.	Understanding the Relationship Between Words
L.7.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).	Understanding Connotative Meanings Examining Word Choice in Informational Text
L.7.6 Acquire and use accurately grade# appropriate general academic and domain-	Determining Word Meaning Using Context Clues

Grade 7 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Understanding Connotative Meanings Understanding the Relationship Between Words

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade 8

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
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.	Building Sentence Comprehension: Identifying Replaced Words and Ideas in Literary Texts Citing Evidence: Literary Text Building Sentence Comprehension: Connecting and Completing Ideas in Literary Texts Building Sentence Comprehension: Understanding Literary Texts About Family Building Sentence Comprehension: Analyzing Sentence Parts in Literary Texts Building Sentence Comprehension: Understanding Literary Texts About Confidence Building Sentence Comprehension: Understanding Literary Texts About Family Histories Building Sentence Comprehension: Understanding Literary Texts Based on Traditional Myths
RL.8.2 . . . [P]rovide an accurate summary of the text based upon . . . analysis.	Summarizing: Literary Text
RL.8.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text . . .	Analyzing Development of a Theme, Part 1 Analyzing the Development of Theme in Literature
RL.8.3 Analyze how . . . incidents in a literary text propel the action, reveal aspects of a character, or provoke a decision.	Analyzing Plot and Characters

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade 8 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RL.8.3 Analyze how particular lines of dialogue . . . in a literary text propel the action, reveal aspects of a character, or provoke a decision.	Analyzing the Impact of Dialogue
RL.8.3 Analyze how particular lines of dialogue or incidents in a literary text . . . reveal aspects of a character . . .	Analyzing Development of a Theme, Part 2
RL.8.4 Determine the meaning of words . . . as they are used in a text . . .	Determining Word Meaning from Context Clues
RL.8.4 Determine the meaning of words . . . as they are used in a text, including . . . connotative meanings . . .	Understanding Connotative Meanings
RL.8.4 Determine the meaning of words and phrases as they are used in a text, including . . . connotative meanings; analyze the impact of specific word choices on meaning and tone . . .	Analyzing Word Choice: Connotations
RL.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative . . . meanings . . .	Figurative Language and Allusions
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 . . .	Analyzing Word Choice: Figurative Language
RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	Comparing and Contrasting Poetic Structures
RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.	Analyzing Narrative Point of View Analyzing Differing Points of View in Literature

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade 8 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RL.8.9 Analyze how . . . traditional stories . . . influence themes, patterns of events, or character types in a modern work, including how the material is rendered new.	Analyzing Traditional Elements in Modern Fiction
RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly . . .	Analyzing the Development of Central Ideas in Informational Text
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.	Building Sentence Comprehension: Identifying Replaced Words and Ideas in Informational Texts Citing Evidence: Informational Text Building Sentence Comprehension: Connecting and Completing Ideas in Informational Texts Building Sentence Comprehension: Analyzing Sentence Parts in Informational Texts Building Sentence Comprehension: Understanding Informational Texts About Gaming Building Sentence Comprehension: Understanding Informational Texts About Personality
RI.8.2 . . . [P]rovide an accurate summary of the text based upon . . . analysis.	Summarizing: Informational Text
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 . . .	Analyzing Development of Central Ideas Analyzing the Development of Central Ideas in Informational Text

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Ready Standards for English Language Arts to i-Ready Personalized Instruction (continued)

Grade 8 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	Analyzing Connections Between Individuals, Events, and Ideas
RI.8.4 Determine the meaning of words . . . as they are used in a text . . .	Determining Word Meaning from Context Clues
RI.8.4 Determine the meaning of words . . . as they are used in a text, including . . . connotative . . . meanings . . .	Understanding Connotative Meanings
RI.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 . . .	Analyzing Word Choice: Informational Text
RI.8.5 Analyze the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.	Analyzing Paragraph Structure
RI.8.6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Analyzing Author's Point of View Analyzing Point of View and Purpose in Informational Text
RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Evaluating Arguments Analyzing Persuasive Techniques*
RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Analyzing Conflicting Information

**This lesson is related to the aligned standard*

Grade 8 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
L.8.3 Use knowledge of language and its conventions when . . . reading . . .	Building Sentence Comprehension: Identifying Replaced Words and Ideas in Literary Texts Building Sentence Comprehension: Identifying Replaced Words and Ideas in Informational Texts Building Sentence Comprehension: Connecting and Completing Ideas in Literary Texts Building Sentence Comprehension: Connecting and Completing Ideas in Informational Texts Building Sentence Comprehension: Understanding Literary Texts About Family Building Sentence Comprehension: Analyzing Sentence Parts in Literary Texts Building Sentence Comprehension: Analyzing Sentence Parts in Informational Texts Building Sentence Comprehension: Understanding Literary Texts About Confidence Building Sentence Comprehension: Understanding Informational Texts About Gaming Building Sentence Comprehension: Understanding Literary Texts About Family Histories

**This lesson is related to the aligned standard*

Grade 8 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
	Building Sentence Comprehension: Understanding Literary Texts Based on Traditional Myths Building Sentence Comprehension: Understanding Informational Texts About Personality
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.	Determining Word Meaning from Context Clues Using Greek and Latin Roots and Affixes
L.8.4b Use common, grade#appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).	Using Greek and Latin Roots and Affixes
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.	Determining Word Meaning from Context Clues
L.8.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context . . .).	Using Greek and Latin Roots and Affixes
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).	Determining Word Meaning from Context Clues
L.8.5a Interpret figures of speech (e.g. verbal irony, puns) in context.	Figurative Language and Allusions
L.8.5b Use the relationship between particular words to better understand each of the words.	Understanding Relationships Between Words

**This lesson is related to the aligned standard*

Grade 8 (continued)

Mississippi College- and Career-Ready Standards for English Language Arts	Aligned Lessons
L.8.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).	Understanding Connotative Meanings
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.	Determining Word Meaning from Context Clues Understanding Connotative Meanings Understanding Relationships Between Words

Correlation of Mississippi College- and Career-Readiness Standards for Mathematics to i-Ready Diagnostic Mathematics Skills

Grade K

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
K.CC.1 Count to 100 by . . . tens.	Count by 10s to 100.
K.CC.1 Count to 100 by ones . . .	Count by 1s to 100.
K.CC.1 Count to 100 by ones and by tens.	Count forward by 1s from any number less than 100.*
K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Count forward by 1s from any number less than 100.
K.CC.3 . . . Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	Count up to 20 objects arranged in a line, rectangular array, a circle, or a scattered configuration.
K.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	Count up to 20 objects arranged in a line, rectangular array, a circle, or a scattered configuration.
K.CC.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	Count up to 20 objects arranged in a line, rectangular array, a circle, or a scattered configuration.
K.CC.4c Understand that each successive number name refers to a quantity that is one larger.	Identify the number that is one more than a given number to ten.*
K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; . . .	Count up to 20 objects arranged in a line, rectangular array, a circle, or a scattered configuration.
K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	Make a set of up to 10 objects.*

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Readiness Standards for Mathematics to Skills (continued)

Grade K (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	Compare two sets with up to 10 objects. Count up to 20 objects arranged in a line, rectangular array, a circle, or a scattered configuration.*
K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way . . .	Find different number pairs with the same sum for sums to 10.
K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).	Relate addition and subtraction to part-part-whole concepts.*
K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	Relate addition and subtraction to part-part-whole concepts.*
K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing. . .	Find combinations of 10 and identify missing addends.
K.OA.5 Fluently add and subtract within 5.	Add and subtract within 5. Solve addition problems by counting on with numbers to 10.* Use number sentences to solve take away problems with numbers to 10.* Identify the number that is one more than a given number to ten.*

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Readiness Standards for Mathematics to Skills (continued)

Grade K (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
	Identify the number that is one less than a given number to ten.* Use a number line to count up or back to add or subtract 1 or 2 from numbers to 20.* Count back to subtract 1, 2, or 3 from numbers up to 10.* Add within 20.* Subtract within 20.*
K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	Identify measurable attributes of objects using informal language (how long, wide, thick, deep, short or tall they are, or how much they weigh or hold). Compare the length of two objects (longer, taller, shorter, thicker).*
K.MD.2 Directly compare two objects with a measurable attribute in common [length], to see which object has "more of"/"less of" the attribute, and describe the difference.	Compare the length of two objects (longer, taller, shorter, thicker).
K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.	Identify measurable attributes of objects using informal language (how long, wide, thick, deep, short or tall they are, or how much they weigh or hold).*
K.MD.3 Classify objects into given categories . . .	Sort objects according to one or more attributes.
K.G.1 Describe objects in the environment using names of shapes . . .	Identify basic two-dimensional shapes (square, circle, rectangle, triangle). Identify basic three-dimensional shapes (cube, cone, cylinder, sphere).

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Readiness Standards for Mathematics to Skills (continued)

Grade K (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	Identify spatial relationships (out, above, below) and follow directions to move objects into relative positions (over, under, top, bottom, behind, between).*
K.G.2 Correctly name shapes regardless of their orientations or overall size.	Identify basic two-dimensional shapes (square, circle, rectangle, triangle). Identify basic three-dimensional shapes (cube, cone, cylinder, sphere).
K.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	Identify shapes as two-dimensional ("flat") or three-dimensional ("solid"). Identify basic two-dimensional shapes (square, circle, rectangle, triangle).* Identify basic three-dimensional shapes (cube, cone, cylinder, sphere).*
K.G.4 Analyze and compare two- . . . dimensional shapes . . . using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) . . .	Describe parts of two-dimensional shapes using informal language such as the number of sides and corners.
K.G.4 Analyze and compare two- . . . dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	Compare and contrast attributes of two-dimensional shapes (circle, square, rectangle, triangle, diamond).
K.G.6 Compose simple shapes to form larger shapes.	Combine and separate two-dimensional shapes to create other two-dimensional shapes and predict the results.

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Readiness Standards for Mathematics to Skills (continued)

Grade 1

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
1.OA.1 Use . . . subtraction within 20 to solve word problems involving situations of . . . comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Solve subtraction problems for comparison situations.
1.OA.1 Use . . . subtraction within 20 to solve word problems involving situations of . . . taking from . . . [or] taking apart . . . with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Solve subtraction problems for separation or take away situations.
1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Build number sentences to represent real-world subtraction problems involving take from, take apart, or comparison situations. Solve addition problems for combining, joining, or comparison situations. Use number sentences to solve joining problems with numbers to 10.* Solve addition problems by counting on with numbers to 10.* Use number sentences to solve take away problems with numbers to 10.* Identify and find sums for doubles addition facts.* Solve subtraction problems for separation or take away situations and check the solution using addition.*

**This skill is related to the aligned standard*

Grade 1 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
	Count back to subtract 1, 2, or 3 from numbers up to 10.* Add within 20.* Subtract within 20.*
1.OA.2 Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Solve word problems involving the addition of three whole numbers whose sum is less than or equal to 20 using drawings, objects, or equations. Add within 20.* Add 3 one-digit numbers.*
1.OA.3 Apply properties of operations as strategies to add and subtract	Demonstrate an understanding of the commutative and associative properties without using the terms associative and commutative. Build number sentences to represent real-world addition problems, recognizing that the order of addends does not affect the sum.* Determine the unknown number in an addition or subtraction equation.*
1.OA.4 Understand subtraction as an unknown-addend problem.	Find combinations of 10 and identify missing addends.* Relate addition and subtraction to part-part-whole concepts.*
1.OA.5 Relate counting to . . . subtraction (e.g., by counting on 2 to add 2).	Solve basic subtraction facts by counting back to subtract 1, 2, or 3.

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Readiness Standards for Mathematics to Skills (continued)

Grade 1 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
	Solve basic subtraction facts by counting on. Solve subtraction problems by counting on. Count back to subtract 1, 2, or 3 from numbers up to 10.
1.OA.5 Relate counting to addition . . . (e.g., by counting on 2 to add 2).	Solve addition problems by counting on with numbers to 10. Solve addition problems by counting on.
1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	Use a number line to count up or back to add or subtract 1 or 2 from numbers to 20.
1.OA.6 . . . Subtract within 20 . . .	Subtract within 20.
1.OA.6 . . . Use strategies such as . . . using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 - 8 = 4) . . .	Know addition/subtraction fact families.
1.OA.6 Add . . . within 20 . . .	Add within 20.
1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 - 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	Solve addition problems by counting on with numbers to 10.* Use number sentences to solve take away problems with numbers to 10.* Identify and find sums for doubles addition facts.* Solve basic subtraction facts by counting back to subtract 1, 2, or 3.* Solve basic subtraction facts by counting on.*

**This skill is related to the aligned standard*

Grade 1 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
	Solve subtraction problems for separation or take away situations and check the solution using addition.* Write, solve, and use addition to check subtraction number sentences for part-part-whole situations.* Solve subtraction problems for comparison situations.* Use a number line to count up or back to add or subtract 1 or 2 from numbers to 20.* Count back to subtract 1, 2, or 3 from numbers up to 10.* Build number sentences to represent real-world subtraction problems involving take from, take apart, or comparison situations. * Solve addition problems for combining, joining, or comparison situations.*
1.OA.7 Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.	Demonstrate an understanding of the equal sign and determine if equations involving addition and subtraction are true or false.
1.OA.8 Determine the unknown whole number in an addition . . . equation relating to three whole numbers.	Find combinations of 10 and identify missing addends.
1.OA.8 Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.	Determine the unknown number in an addition or subtraction equation.
1.NBT.1 Count to 120, starting at any number less than 120. In this range, read	Count, read, write, and represent numbers from 1 to 120.

**This skill is related to the aligned standard*

Grade 1 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
and write numerals and represent a number of objects with a written numeral.	Recognize numerals to 10.* Count forward by 1s from any number less than 100.* Recognize numerals up to 100.* Read and write whole numbers through hundreds using number words, standard form, and expanded form.*
1.NBT.2a 10 can be thought of as a bundle of ten ones — called a "ten."	Group up to 100 objects in sets of 10.* Use base-ten models to represent a two-digit number and identify the corresponding numeral.*
1.NBT.2b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	Use base-ten models to represent a two-digit number and identify the corresponding numeral.*
1.NBT.2c The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	Group up to 100 objects in sets of 10.* Use base-ten models to represent a two-digit number and identify the corresponding numeral.*
1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	Compare and order two-digit numbers.
1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a	Add two-digit numbers with regrouping. Solve addition problems by counting on with numbers to 10.* Know addition/subtraction fact families.*

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Readiness Standards for Mathematics to Skills (continued)

Grade 1 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	Use a number line to count up or back to add or subtract 1 or 2 from numbers to 20.* Add within 20.* Add two-digit numbers without regrouping.*
1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number. . . using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction . . .	Add a two-digit number and a one-digit number.
1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	Subtract multiples of 10 from two-digit numbers, including multiples of 10.
1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction;	Subtract multiples of 10 from two-digit numbers, including multiples of 10.
1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	Compare the length of two objects (longer, taller, shorter, thicker).* Solve problems involving comparing lengths of objects.*
1.MD.3a Tell and write time in hours and half-hours using analog and digital clocks.	Tell time to the hour and half hour on an analog clock and select appropriate units to measure time (hours, days, minutes).*

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Readiness Standards for Mathematics to Skills (continued)

Grade 1 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
1.MD.4 Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	Organize, represent, and interpret several categories of data in a picture or bar graph with up to 3 categories. Create or interpret a picture graph with a single-unit scale to represent data that include multiple categories.* Construct a bar graph with a single-unit scale to represent data that includes multiple categories, and solve simple joining, separating, and comparing problems based on the data displayed.*
1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) . . .	Identify defining attributes of two-dimensional shapes.
1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) . . . to create a composite shape . . .	Combine and separate two-dimensional shapes to create other two-dimensional shapes and predict the results.
1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	Partition circles and rectangles into halves and fourths, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Identify fractions (1/2, 1/4, 3/4) as parts of a whole using pictures.*

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Readiness Standards for Mathematics to Skills (continued)

Grade 2

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
2.OA.1 Use . . . subtraction within 100 to solve one- . . . step word problems involving situations of . . . comparing . . .	Solve subtraction problems for comparison situations.
2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	Solve subtraction problems for separation or take away situations.* Solve subtraction problems for separation or take away situations and check the solution using addition.* Solve subtraction problems by counting back 1, 2, or 3.* Add two-digit numbers with regrouping using models.* Add two-digit numbers with regrouping.* Subtract a one-digit number from a two-digit number.* Build number sentences to represent real-world subtraction problems involving take from, take apart, or comparison situations. * Solve addition problems for combining, joining, or comparison situations.*
2.OA.2 Fluently . . . subtract within 20 using mental strategies. . .	Subtract within 20.
2.OA.2 Fluently add . . . within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	Add within 20.

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Readiness Standards for Mathematics to Skills (continued)

Grade 2 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	Solve subtraction problems for separation or take away situations and check the solution using addition.* Write, solve, and use addition to check subtraction number sentences for part-part-whole situations.* Solve subtraction problems for comparison situations.*
2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	Demonstrate an understanding that a group of objects is an even number of objects if it can be divided into complete pairs and is odd if it cannot; express even numbers as doubles facts. Identify odd and even numbers up to 100.* Count and group by 2s, 5s, and 10s to 100.*
2.NBT.1a 100 can be thought of as a bundle of ten tens — called a "hundred."	Identify the value of the digits in three-digit numbers. Model three-digit numbers.*
2.NBT.1b The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).	Model three-digit numbers. Identify the value of the digits in three-digit numbers.
2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	Read and write whole numbers through hundreds using number words, standard form, and expanded form. Recognize numerals up to 100.* Count, read, write, and represent numbers from 1 to 120.*

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Readiness Standards for Mathematics to Skills (continued)

Grade 2 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
	Model three-digit numbers.*
2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons.	Compare and order three-digit numbers.
2.NBT.5 Fluently . . . subtract within 100 [multiples of 10 from two-digit numbers] using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Subtract multiples of 10 from two-digit numbers, including multiples of 10.
2.NBT.5 Fluently . . . subtract within 100 [one-digit number from two-digit number] using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Subtract a one-digit number from a two-digit number.
2.NBT.5 Fluently . . . subtract within 100 [two-digit numbers with regrouping] using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Subtract two-digit numbers with regrouping.
2.NBT.5 Fluently . . . subtract within 100 [two-digit numbers without regrouping] using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Subtract two-digit numbers without regrouping.
2.NBT.5 Fluently add . . . within 100 [two-digit number and one-digit number] using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Add a two-digit number and a one-digit number.

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Readiness Standards for Mathematics to Skills (continued)

Grade 2 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
2.NBT.5 Fluently add . . . within 100 [two-digit numbers with regrouping] using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Add two-digit numbers with regrouping.
2.NBT.5 Fluently add . . . within 100 [two-digit numbers without regrouping] using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Add two-digit numbers without regrouping.
2.NBT.5 Fluently add ... within 100 [two-digit numbers with regrouping] using strategies based on place value [models], properties of operations, and/ or the relationship between addition and subtraction.	Add two-digit numbers with regrouping using models.
2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Solve subtraction problems for separation or take away situations and check the solution using addition.* Write, solve, and use addition to check subtraction number sentences for part-part-whole situations.*
2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.	Add three or four two-digit numbers with regrouping. Add within 20.* Add two-digit numbers without regrouping.* Add two-digit numbers with regrouping using models.* Add two-digit numbers with regrouping.*

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Readiness Standards for Mathematics to Skills (continued)

Grade 2 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	Add two-digit numbers with regrouping.* Subtract two-digit numbers with regrouping.* Add three-digit numbers with regrouping.* Subtract three-digit numbers with regrouping.*
2.NBT.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.	Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900. Subtract multiples of 10 from two-digit numbers, including multiples of 10.*
2.NBT.9 Explain why addition and subtraction strategies work, using place value and the properties of operations.	Explain why addition and subtraction strategies work using place value and the properties of operations. Add two-digit numbers without regrouping.* Subtract multiples of 10 from two-digit numbers, including multiples of 10.* Add a two-digit number and a one-digit number.* Add two-digit numbers with regrouping using models.* Add two-digit numbers with regrouping.*

**This skill is related to the aligned standard*

Grade 2 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
	Subtract a one-digit number from a two-digit number.* Subtract two-digit numbers with regrouping.* Subtract two-digit numbers without regrouping.* Add three-digit numbers with regrouping.* Subtract three-digit numbers with regrouping.*
2.MD.1 Measure the length of an object by . . . using appropriate tools such as rulers . . .	Use a ruler to measure length in inches. Use a ruler to measure length in centimeters.
2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	Solve problems involving comparing lengths of objects.
2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	Add and subtract within 100 to solve word problems involving lengths that are given in the same units, including using equations with a symbol for the unknown number. Solve problems involving comparing lengths of objects.*
2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	Tell time to the nearest five minutes.
2.MD.8a Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ . . . symbols appropriately.	Solve problems involving counting dollar bills and coins, and use the dollar symbol.

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Readiness Standards for Mathematics to Skills (continued)

Grade 2 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
2.MD.8a Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols appropriately.	Solve problems with dollar bills and coins and use dollar and cent symbols.
2.MD.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	Show measurements of objects in a line plot with a scale in whole-number units.
2.MD.10 Draw a picture graph . . . (with single-unit scale) to represent a data set with up to four categories . . .	Create or interpret a picture graph with a single-unit scale to represent data that include multiple categories.
2.MD.10 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.	Construct a bar graph with a single-unit scale to represent data that includes multiple categories, and solve simple joining, separating, and comparing problems based on the data displayed. Organize, represent, and interpret several categories of data in a picture or bar graph with up to 3 categories.*
2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	Identify squares, rectangles, parallelograms, rhombuses, and trapezoids, and recognize them as examples of quadrilaterals.*
2.G.2 . . . count to find the total number of them [square units in a rectangle partitioned into same-size squares].	Find the total number of square units in a rectangle divided into same-size squares.
2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths.	Partition circles and rectangles into two, three, or four equal shares and describe the shares or whole using words (*halves, thirds, fourths, two halves, three thirds, four fourths*.)

**This skill is related to the aligned standard*

Grade 2 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
Recognize that equal shares of identical wholes need not have the same shape.	Identify fractions that name part of a whole (denominators of 2, 3, 4, 5, 6, 8, 10, 12).*

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Readiness Standards for Mathematics to Skills (continued)

Grade 3

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
3.OA.1 Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each.	Write multiplication sentences to represent equal groups and repeated addition.* Write a multiplication sentence to represent objects in a rectangular array, recognizing that the order of factors does not affect the product.*
3.OA.2 Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.	Solve problems involving partitioning in equal groups, including identifying the remainder.* Solve problems involving sharing equal groups, including identifying the remainder.*
3.OA.3 Use . . . division within 100 to solve word problems in situations involving equal groups . . .	Solve problems involving partitioning in equal groups, including identifying the remainder. Solve problems involving sharing equal groups, including identifying the remainder.
3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	Multiply or divide whole numbers to solve real-world problems involving multiplicative comparisons.*
3.OA.5 Apply properties of operations as strategies to multiply and divide.	Know multiplication facts through 9 times 9. Know multiplication/division fact families.*
3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.	Find and explain arithmetic patterns such as every multiple of 5 will end in either a 0 or a 5.*

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Readiness Standards for Mathematics to Skills (continued)

Grade 3 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.	Round whole numbers to the nearest ten and hundred.
3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.	Multiply 10 or a multiple of 10 by a one-digit number. Multiply a whole number by a power of 10 or a multiple of 10. Multiply two-digit numbers by one-digit numbers.*
3.NF.1 Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.	Identify fractions (1/2, 1/4, 3/4) as parts of a whole using pictures. Identify fractions that name part of a whole (denominators of 2, 3, 4, 5, 6, 8, 10, 12).
3.NF.2a Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.	Identify fractions shown on a number line.*
3.NF.2a Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. …	Represent unit fractions (1/*b*) on number lines by defining the interval from 0 to 1 as the whole and partitioning it into *b* equal parts.
3.NF.2b Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	Identify fractions shown on a number line.

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Readiness Standards for Mathematics to Skills (continued)

Grade 3 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
3.NF.3b . . . Explain why the fractions are equivalent, e.g., by using a visual fraction model.	Use models to find equivalent fractions.
3.NF.3b . . . Generate simple equivalent fractions, (e.g., 1/2 = 2/4, 4/6 = 2/3). . .	Write equivalent fractions, including fractions in simplest form.
3.NF.3c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.	Express whole numbers as fractions and identify fractions that are equivalent to whole numbers.
3.NF.3d Compare two fractions with the same numerator or the same denominator .... Record the results of comparisons with the symbols >, =, <, and justify the conclusions, e.g., by using a visual fraction model.	Compare two fractions with the same numerator or the same denominator using a visual fraction model.
3.NF.3d Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	Compare two fractions with different numerators and different denominators using a visual fraction model.* Compare two fractions with unlike denominators.*
3.MD.1 . . . Measure time intervals in minutes . . .	Find elapsed time in minutes. Solve real-world problems involving elapsed time.
3.MD.1 Tell . . . time to the nearest minute . . .	Tell time to the minute.
3.MD.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	Add hours or minutes to determine elapsed time.*

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Readiness Standards for Mathematics to Skills (continued)

Grade 3 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
3.MD.2 . . . Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	Use the four operations and drawings to solve one-step word problems involving masses or volumes expressed in like units.
3.MD.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve onestep word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	Use a balance scale to measure and compare weights in ounces and pounds.*
3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs.	Construct and interpret scaled bar graphs and scaled picture graphs.
3.MD.4 ... Show the data by making a line plot, where the horizontal scale is marked off in appropriate units - whole numbers, halves, or quarters.	Given lengths measured to wholes, halves, and fourths inches, display the data in a line plot.
3.MD.5a A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.	Cover a plane figure with unit squares, and count squares to measure area.*
3.MD.5b A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.	Cover a plane figure with unit squares, and count squares to measure area.
3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	Cover a plane figure with unit squares, and count squares to measure area.

**This skill is related to the aligned standard*

Grade 3 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
3.MD.7a Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	Cover a plane figure with unit squares, and count squares to measure area.* Use formulas to find the area of rectangles and squares.*
3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, circles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.	Identify squares, rectangles, parallelograms, rhombuses, and trapezoids, and recognize them as examples of quadrilaterals.
3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.	Describe areas of equal parts of a shape using unit fractions.

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Readiness Standards for Mathematics to Skills (continued)

Grade 4

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	Interpret a multiplication equation as a comparison, and represent verbal statements of multiplicative comparisons as multiplication equations. Write multiplication sentences to represent equal groups and repeated addition.* Multiply or divide whole numbers to solve real-world problems involving multiplicative comparisons.*
4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	Multiply or divide whole numbers to solve real-world problems involving multiplicative comparisons. Solve problems involving partitioning in equal groups, including identifying the remainder.* Solve problems involving sharing equal groups, including identifying the remainder.* Divide up to four-digit numbers by one-digit numbers, and explain the calculation using equations, rectangular arrays, and/or area models.*
4.OA.4 . . . Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. . .	Identify multiples of whole numbers with products to 100.
4.OA.4 . . . Determine whether a given whole number in the range 1-100 is prime or composite.	Determine whether a whole number from 1 to 100 is prime or composite.
4.OA.4 Find all factor pairs for a whole number in the range 1-100 . . .	Identify factor pairs of whole numbers up to 100.

**This skill is related to the aligned standard*

Grade 4 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
4.OA.5 Generate a number . . . pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.	Describe, extend, analyze, and make generalizations about numeric patterns.
4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.	Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.
4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals . . . and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	Read and write whole numbers through hundred thousands in expanded form and standard form and identify the value of the digits.
4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	Read and write whole numbers through hundred millions in expanded form and standard form and identify the value of the digits.* Compare and order numbers through hundred thousands.*
4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.	Round whole numbers to the nearest ten, hundred, thousand, ten thousand, and hundred thousand. Round whole numbers to the nearest ten and hundred.*
4.NBT.5 . . . multiply two two-digit numbers . . .	Multiply two-digit numbers by two-digit numbers.
4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and	Multiply two-digit numbers by one-digit numbers.* Multiply three-digit numbers by one-digit numbers.*

**This skill is related to the aligned standard*

Grade 4 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
explain the calculation by using equations, rectangular arrays, and/or area models.	
4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, …. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Divide up to four-digit numbers by one-digit numbers, and explain the calculation using equations, rectangular arrays, and/or area models.
4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and onedigit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Identify the remainder in a problem involving division of a two-digit number by a one-digit number.*
4.NF.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators . . .	Compare two fractions with unlike denominators.
4.NF.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. .... Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	Compare two fractions with different numerators and different denominators using a visual fraction model.
4.NF.2 Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of	Compare two fractions with the same numerator or the same denominator using a visual fraction model.*

**This skill is related to the aligned standard*

Grade 4 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	
4.NF.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	Add and subtract fractions with like denominators. Add and subtract fractions and mixed numbers with unlike denominators.
4.NF.3c Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	Add and subtract mixed numbers with like denominators. Add and subtract fractions with like denominators.*
4.NF.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators ….	Solve word problems by adding and subtracting fractions with like denominators that refer to the same whole.
4.NF.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	Add and subtract fractions with like denominators.*
4.NF.4b Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number.	Multiply a whole number by a fraction.
4.NF.4c Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.	Multiply a whole number by a fraction.*
4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique	Express a fraction with denominator 10 as an equivalent fraction with denominator

**This skill is related to the aligned standard*

Grade 4 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
to add two fractions with respective denominators 10 and 100.	100 and add two fractions with respective denominators 10 and 100. Write equivalent fractions, including fractions in simplest form.* Add and subtract fractions and mixed numbers with unlike denominators.*
4.NF.6 Use decimal notation for fractions with denominators 10 or 100.	Express fractions with denominators of 10 or 100 as decimals.
4.NF.7 Compare two decimals to hundredths by reasoning about their size . . .	Compare two decimals to hundredths, including amounts of money.
4.NF.7 Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.	Compare and order decimals through hundredths.*
4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm, mm; kg, g, mg; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.	Convert and compare customary units of length (inches, feet, yards, miles).* Convert and compare metric units of length (millimeters, centimeters, meters, kilometers).* Convert customary units of weight and metric units of mass.* Convert customary and metric units of capacity.* Convert and compare customary units of weight and metric units of mass involving whole-number measures.*

**This skill is related to the aligned standard*

Grade 4 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
	Convert and compare customary and metric units of capacity involving whole-number measures.* Solve multi-step, real-world problems involving conversion among measurement units within a system.*
4.MD.3 Apply the area . . . formulas for rectangles in real world and mathematical problems.	Use formulas to find the area of rectangles and squares.
4.MD.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems.	Use side lengths to solve problems involving perimeter.*
4.MD.4 Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots.	Construct and interpret a line plot using data in fractional units. Construct and interpret line plots.*
4.MD.5a An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles.	Measure angles using a virtual protractor.
4.MD.5b An angle that turns through n one-degree angles is said to have an angle measure of n degrees.	Measure angles using a virtual protractor.
4.MD.6 Measure angles in whole-number degrees using a protractor . . .	Measure angles using a virtual protractor.
4.MD.7 Recognize angle measure as additive. When an angle is decomposed into nonoverlapping parts, the angle measure of	Use addition and subtraction to find unknown angle measures shown in a diagram.

**This skill is related to the aligned standard*

Grade 4 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	
4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	Identify points, lines, line segments, rays, and planes in two-dimensional figures.* Identify acute, obtuse, right, and straight angles and perpendicular and parallel lines.*
4.G.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size . . .	Classify two-dimensional figures based on their parallel and perpendicular lines or angle measures.
4.G.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	Identify squares, rectangles, parallelograms, rhombuses, and trapezoids, and recognize them as examples of quadrilaterals.* Sort and classify triangles according to their side lengths and angle measures.*
4.G.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	Identify one or more lines of symmetry in two-dimensional figures and predict and identify reflections of two-dimensional figures.

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Readiness Standards for Mathematics to Skills (continued)

Grade 5

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols	Write and evaluate expressions with grouping symbols.
5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.	Write and interpret numerical expressions that represent calculations. Write and evaluate numerical expressions with whole-number exponents.*
5.OA.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.	Generate two numerical patterns using two given rules, identify relationships between corresponding terms, and form and graph ordered pairs using corresponding terms.
5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left (e.g., "In the number 3.33, the underlined digit represents 3/10, which is 10 times the amount represented by the digit to its right (3/100) and is 1/10 the amount represented by the digit to its left (3)).	Demonstrate an understanding of place value in base-ten by showing how the places increase by powers of 10 from right to left.
5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.	Multiply and divide multi-digit decimals by positive powers of 10 and demonstrate an understanding of the patterns involved in multiplying and dividing by powers of 10.*
5.NBT.3a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g.,	Read and write decimals to thousandths in standard form, word form, and expanded form.

**This skill is related to the aligned standard*

Grade 5 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).	
5.NBT.3b Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	Compare two decimals through thousandths. Compare two decimals to hundredths, including amounts of money.*
5.NBT.4 Use place value understanding to round decimals to any place.	Round decimals to any place.
5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm.	Multiply multi-digit numbers by two-digit numbers.
5.NBT.5 Fluently multiply multi-digit whole numbers [three-digit numbers] using the standard algorithm.	Multiply three-digit numbers by one-digit numbers.
5.NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division . . .	Divide multi-digit whole numbers.
5.NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Divide four-digit numbers by two-digit numbers using models. Divide up to four-digit numbers by one-digit numbers, and explain the calculation using equations, rectangular arrays, and/or area models.*
5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to	Add and subtract fractions and mixed numbers with unlike denominators.

**This skill is related to the aligned standard*

Grade 5 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
produce an equivalent sum or difference of fractions with like denominators.	
5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.	Solve word problems involving the addition and subtraction of fractions with like and unlike denominators using fraction models or equations, and use benchmark fractions to assess the reasonableness of the solution. Add and subtract fractions with like denominators.* Add and subtract fractions and mixed numbers with unlike denominators.*
5.NF.3 Interpret a fraction as division of the numerator by the denominator (a/b = a ÷ b) . . .	Understand a fraction as the division of the numerator by the denominator.
5.NF.4a Interpret the product (a/b) × q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a × q ÷ b.	Multiply a whole number by a fraction.*
5.NF.4b Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	Multiply fractions. Multiply a fraction by a whole number.*
5.NF.4b …. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
5.NF.5a Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.	Compare the size of the product of fractions to the size of one factor as it relates to the size of the other factor. Multiply a whole number by a fraction.*

**This skill is related to the aligned standard*

Grade 5 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
	Multiply fractions. Multiply a fraction by a whole number.*
5.NF.5b Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence a/b = (n × a)/(n × b) to the effect of multiplying a/b by 1.	Multiply a whole number by a fraction.* Multiply fractions. Multiply a fraction by a whole number.*
5.NF.5b Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number .... [and] why multiplying a given number by a fraction less than 1 results in a product smaller than the given number	Explain why multiplying a given number by a fraction greater than 1 results in a product greater than the given number and why multiplying a given number by a fraction less than 1 results in a product smaller than the given number.
5.NF.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	Solve real-world problems involving multiplication of fractions and mixed numbers. Multiply a whole number by a fraction.* Multiply fractions. Multiply a fraction by a whole number.*
5.NF.7a Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.	Divide a unit fraction by a whole number or a whole number by a unit fraction. Divide fractions.*
5.NF.7b Interpret division of a whole number by a unit fraction, and compute such quotients.	Divide a unit fraction by a whole number or a whole number by a unit fraction. Divide fractions.*

**This skill is related to the aligned standard*

Grade 5 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
5.NF.7c Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions ….	Solve real-world problems by dividing unit fractions by non-zero whole numbers and by dividing whole numbers by unit fractions.
5.NF.7c Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.	Divide fractions.*
5.MD.2 Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots.	Construct and interpret a line plot using data in fractional units. Construct and interpret line plots.*
5.MD.3a A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.	Use unit cubes to find the volume of right rectangular prisms.*
5.MD.3b A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.	Use unit cubes to find the volume of right rectangular prisms.*
5.MD.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	Use unit cubes to find the volume of right rectangular prisms.
5.MD.5a Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes . . .	Use unit cubes to find the volume of right rectangular prisms.
5.MD.5a Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by	Use formulas to find the volume of cubes and rectangular prisms.*

**This skill is related to the aligned standard*

Grade 5 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.	
5.MD.5b Apply the formulas V = l × w × h and V = b × h for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.	Use a formula to find the volume of right rectangular prisms with fractional edge lengths. Use formulas to find the volume of cubes and rectangular prisms.
5.MD.5c Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.	Find the volume of composite figures to solve mathematical and real-world problems. Use formulas to find the volume of cubes and rectangular prisms.*
5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	Locate and plot ordered pairs on a coordinate grid and find the distance between two points with the same *x*- or *y*-coordinate. Locate and plot points in all four quadrants of the coordinate plane and use the points to find horizontal and vertical distances.*
5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	Use the first quadrant of the coordinate plane to represent and solve real-world and mathematical problems.

**This skill is related to the aligned standard*

Grade 5 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.	Use properties to classify two-dimensional figures into categories or subcategories.*
5.G.4 Classify two-dimensional figures in a hierarchy based on properties.	Use properties to classify two-dimensional figures into categories or subcategories.

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Readiness Standards for Mathematics to Skills (continued)

Grade 6

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
6.RP.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.	Write a ratio to describe the relationship between two quantities using the forms *a:b* and *a/b*.
6.RP.2 Understand the concept of a unit rate a/b associated with a ratio a:b with b # 0, and use rate language in the context of a ratio relationship.	Solve problems involving unit rate.
6.RP.3a Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables . . .	Find equivalent ratios and complete equivalent ratio tables.
6.RP.3b Solve unit rate problems including those involving unit pricing and constant speed.	Solve problems involving unit rate.
6.RP.3c . . . Solve problems involving finding the whole, given a part and the percent.	Solve problems involving finding the whole, given a part and the percent.
6.RP.3c Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity) . . .	Solve problems involving percent of a number.
6.RP.3d Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	Use ratio reasoning to convert measurement units. Convert and compare customary units of weight and metric units of mass involving whole-number measures.* Convert and compare customary and metric units of capacity involving whole-number measures.* Solve multi-step, real-world problems involving conversion among measurement units within a system.*

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Readiness Standards for Mathematics to Skills (continued)

Grade 6 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
6.NS.1 . . . Compute quotients of fractions . . .	Divide fractions.
6.NS.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.	Divide a unit fraction by a whole number or a whole number by a unit fraction.*
6.NS.2 Fluently divide multi-digit numbers using the standard algorithm.	Divide multi-digit whole numbers. Divide four-digit numbers by two-digit numbers using models.*
6.NS.3 Fluently . . . divide multi-digit decimals using the standard algorithm . . .	Divide multi-digit decimals.
6.NS.3 Fluently . . . multiply . . . multi-digit decimals using the standard algorithm . . .	Multiply multi-digit decimals.
6.NS.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	Add and subtract decimals through hundredths.* Multiply decimal numbers through hundredths.*
6.NS.4 . . . Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor.	Use the distributive property to write a sum of two numbers as a product of the greatest common factor of the two numbers and a sum of two different numbers.
6.NS.4 Find . . . the least common multiple of two whole numbers less than or equal to 12 . . .	Find the least common multiple of two whole numbers through 12.
6.NS.4 Find the greatest common factor of two whole numbers less than or equal to 100 . . .	Find the greatest common factor of two whole numbers through 100.
6.NS.5 Understand that positive and negative numbers are used together to describe quantities having opposite	Represent and compare positive and negative rational numbers as points on the number line.*

**This skill is related to the aligned standard*

Grade 6 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	
6.NS.6a Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., -(-3) = 3, and that 0 is its own opposite.	Understand that opposite signs indicate locations on opposite sides of the number line and that the opposite of the opposite of a number is the number itself. Represent and compare positive and negative rational numbers as points on the number line.*
6.NS.6b Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.	Locate and plot points on a coordinate plane in all four quadrants.
6.NS.6c . . Find and position pairs of integers and other rational numbers on a coordinate plane.	Locate and plot points on a coordinate plane in all four quadrants.
6.NS.6c Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	Represent and compare positive and negative rational numbers as points on the number line.* Locate and plot points in all four quadrants of the coordinate plane and use the points to find horizontal and vertical distances.*
6.NS.7a Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.	Use inequality statements to describe the relative position of two numbers on a number line.

**This skill is related to the aligned standard*

Grade 6 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
	Represent and compare positive and negative rational numbers as points on the number line.*
6.NS.7b Write, interpret, and explain statements of order for rational numbers in real-world contexts.	Order rational numbers in real-world contexts. Represent and compare positive and negative rational numbers as points on the number line.*
6.NS.7c Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.	Understand absolute value and interpret it in the context of a real-world situation.
6.NS.7d Distinguish comparisons of absolute value from statements about order.	Distinguish comparisons of absolute value from statements about order. Understand absolute value and interpret it in the context of a real-world situation.*
6.NS.8 Solve . . . mathematical problems by graphing points in all four quadrants of the coordinate plane. . .	Locate and plot points on a coordinate plane in all four quadrants.
6.EE.1 Write and evaluate numerical expressions involving whole-number exponents.	Write and evaluate numerical expressions with whole-number exponents.
6.EE.2a Write expressions that record operations with numbers and with letters standing for numbers.	Write a variable expression to represent a real-world or mathematical problem. Read, write, and identify variable expressions or parts of expressions, using mathematical terms (sum, term, product, factor, quotient, coefficient).*
6.EE.2b Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view	Read, write, and identify variable expressions or parts of expressions, using

**This skill is related to the aligned standard*

Grade 6 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
one or more parts of an expression as a single entity.	mathematical terms (sum, term, product, factor, quotient, coefficient).
6.EE.2c . . .Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).	Use Order of Operations rules, including applications with formulas.
6.EE.2c Evaluate expressions at specific values of their variables . . .	Evaluate expressions for given values of the variables.
6.EE.3 Apply the properties of operations to generate equivalent expressions.	Use properties of operations to write and identify equivalent expressions. Use properties to write equivalent linear expressions.
6.EE.4 Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).	Use properties of operations to write and identify equivalent expressions.
6.EE.5 . . . Use substitution to determine whether a given number in a specified set makes an . . . inequality true.	Use substitution to determine whether a solution to an inequality is true.
6.EE.5 . . . Use substitution to determine whether a given number in a specified set makes an equation . . . true.	Use substitution to determine whether a solution to an equation is true.
6.EE.5 Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$, where p, q, and x are all nonnegative rational numbers.* Solve and graph the solutions of equations of the form $px + q = r$ or $p(x + q) = r$ where p, q, and r are rational numbers.*
6.EE.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand	Write a variable expression to represent a real-world or mathematical problem.

**This skill is related to the aligned standard*

Grade 6 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	Read, write, and identify variable expressions or parts of expressions, using mathematical terms (sum, term, product, factor, quotient, coefficient).*
6.EE.7 Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all nonnegative rational numbers.	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$, where p, q, and x are all nonnegative rational numbers.
6.EE.8 . . . Represent solutions of such inequalities on number line diagrams.	Represent inequalities in the form $x > c$ or $x < c$ on number lines.
6.EE.8 Write an inequality of the form x > c or x < c to represent a constraint or condition in a real-world or mathematical problem. . .	Write an inequality of the form $x > c$ or $x < c$ to represent a real-world or mathematical problem.
6.EE.9 . . . Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.	Show the relationship between an independent and dependent variable with graphs, tables, and equations.
6.EE.9 . . . Write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable . . .	Write an equation in two variables for a real-world problem in which a dependent and independent variable change in relationship to one another.
6.G.1 Find the area of . . . polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	Solve problems involving composing and decomposing polygons into rectangles and triangles to find area.
6.G.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	Use formulas to solve problems involving finding the area of two-dimensional figures composed of triangles, quadrilaterals, and polygons.*

**This skill is related to the aligned standard*

Grade 6 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
6.G.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths . . .	Use unit cubes to find the volume of right rectangular prisms with fractional edge lengths.
6.G.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = lwh and V = bh to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	Use a formula to find the volume of right rectangular prisms with fractional edge lengths.* Use unit cubes to find the volume of right rectangular prisms.*
6.G.3 . . . Use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.	Find the length of a side of a polygon using two points with the same first coordinate or the same second coordinate.
6.G.3 Draw polygons in the coordinate plane given coordinates for the vertices . . . Apply these techniques in the context of solving real-world and mathematical problems.	Use given coordinates as vertices to draw polygons in the coordinate plane.
6.G.4 . . . Use . . . nets to find the surface area of . . . figures . . .	Find the surface area of three-dimensional figures using nets.
6.G.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	Identify two-dimensional nets that form three-dimensional figures.* Given a net formed by rectangles and triangles, identify the three-dimensional figure that can be formed.*

**This skill is related to the aligned standard*

Grade 6 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
	Apply knowledge of nets of three-dimensional figures to solve real-world and mathematical problems involving spatial representation and surface area.*
6.SP.2 Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	Find, use, and interpret mean, median, mode, range, and maximum and minimum. Use mean, median, mode, range, and maximum and minimum to describe and compare data sets.
6.SP.3 Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	Find, use, and interpret mean, median, mode, range, and maximum and minimum. Use mean, median, mode, range, and maximum and minimum to describe and compare data sets.
6.SP.4 Display numerical data in plots on a number line, including . . . box plots.	Display numerical data in box plots.
6.SP.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	Display numerical data in dot plots, draw inferences, and describe patterns in the data.* Display numerical data in histograms and draw inferences from the data.*

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Readiness Standards for Mathematics to Skills (continued)

Grade 7

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
7.RP.1 Compute unit rates associated with ratios of fractions . . .	Compute unit rates associated with ratios of fractions.
7.RP.2a Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.	Identify a proportional relationship and its constant of proportionality.
7.RP.2b Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	Identify a proportional relationship and its constant of proportionality.
7.RP.2c Represent proportional relationships by equations.	Use an equation to represent a proportional relationship and interpret the meaning of a point on the graph of the equation. Compare two different proportional relationships expressed in different forms, such as tables, graphs, or equations.*
7.RP.2d Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate.	Use an equation to represent a proportional relationship and interpret the meaning of a point on the graph of the equation. Interpret the slope of a graph of a proportional relationship as the unit rate.*
7.RP.3 Use proportional relationships to solve multistep ratio and percent problems.	Use proportions to solve real-world and mathematical problems. Solve multi-step ratio and percent problems.
7.NS.1b Understand p + q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of	Add positive and negative rational numbers.*

**This skill is related to the aligned standard*

Grade 7 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
rational numbers by describing real-world contexts.	
7.NS.1c Understand subtraction of rational numbers as adding the additive inverse, p - q = p + (-q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts	Subtract positive and negative rational numbers.*
7.NS.1d Apply properties of operations as strategies to add and subtract rational numbers.	Add positive and negative rational numbers. Subtract positive and negative rational numbers.
7.NS.2a Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (-1)(-1) = 1 and the rules for multiplying signed numbers. [multiply positive and negative rational numbers] . . .	Multiply positive and negative rational numbers.
7.NS.2b Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then -(p/q) = (-p)/q = p/(-q). Interpret quotients of rational numbers by describing real-world contexts.	Divide positive and negative rational numbers.*
7.NS.2c Apply properties of operations as strategies to multiply and divide rational numbers.	Multiply positive and negative rational numbers. Divide positive and negative rational numbers.
7.NS.2d Convert a rational number to a decimal using long division; know that	Use division to convert a rational number to a decimal and understand that the decimal

**This skill is related to the aligned standard*

Grade 7 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
the decimal form of a rational number terminates in 0s or eventually repeats.	form of a rational number either repeats or terminates in 0.
7.NS.3 Solve . . . mathematical problems involving the four operations with rational numbers.	Solve mathematical problems involving the four operations with both positive and negative rational numbers, including complex fractions.
7.NS.3 Solve real-world and mathematical problems involving the four operations with rational numbers.	Divide multi-digit decimals.* Divide fractions.* Add positive and negative rational numbers.* Subtract positive and negative rational numbers.* Multiply positive and negative rational numbers.* Divide positive and negative rational numbers.* Perform multi-step computations using all operations with both positive and negative rational numbers.*
7.EE.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	Use properties to write equivalent linear expressions. Use properties of operations to write and identify equivalent expressions.* Write equivalent expressions in different forms to show relationships.*
7.EE.2 Understand that rewriting an expression in different forms in a problem	Write equivalent expressions in different forms to show relationships.

**This skill is related to the aligned standard*

Grade 7 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
context can shed light on the problem and how the quantities in it are related.	Use properties of operations to write and identify equivalent expressions.* Use properties to write equivalent linear expressions.*
7.EE.3 Solve multi-step . . . mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals) . . .	Perform multi-step computations using all operations with both positive and negative rational numbers.
7.EE.3 Solve multi-step real-life . . . problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals) . . .	Solve multi-step problems involving all forms of rational numbers.
7.EE.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.	Express fractions as percents and percents as fractions.* Express decimals as percents and percents as decimals.*
7.EE.4a Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.	Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$, where p, q, and x are all nonnegative rational numbers.* Solve and graph the solutions of equations of the form $px + q = r$ or $p(x + q) = r$ where p, q, and r are rational numbers.* Use variables to write equations for real-world problems and solve by reasoning about the quantities.*

**This skill is related to the aligned standard*

Grade 7 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
7.EE.4b Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality . . .	Solve and graph the solutions of inequalities of the form $px + q > r$ or $px + q < r$, where p, q, and r are rational numbers.
7.EE.4b Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.	Use variables to write inequalities for real-world and mathematical problems and solve by reasoning about the quantities.*
7.G.1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	Use scale drawings to solve problems, including finding actual lengths and areas and creating different scales.
7.G.2 Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.	Given the measures of three sides or three angles, determine what type of triangle, if any, can be formed.*
7.G.4 Know the formulas for the area and circumference of a circle and use them to solve problems . . .	Use formulas to find the area and circumference of circles.
7.G.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	Use understanding of supplementary, complementary, vertical, and adjacent angles to find the measures of unknown angles in a figure.
7.G.6 Solve real-world and mathematical problems involving . . . surface area of . . . three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.	Use formulas to find the surface area of three-dimensional figures composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

**This skill is related to the aligned standard*

Grade 7 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
7.G.6 Solve real-world and mathematical problems involving . . . volume . . . of . . . three-dimensional objects composed of . . . cubes . . . and right prisms.	Use formulas to find the volume of three-dimensional objects composed of cubes and right prisms.
7.G.6 Solve real-world and mathematical problems involving area . . . of two- . . . dimensional objects composed of triangles, quadrilaterals, [and] polygons . . .	Use formulas to solve problems involving finding the area of two-dimensional figures composed of triangles, quadrilaterals, and polygons.
7.SP.1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.	Understand that random sampling tends to produce representative samples and identify samples that are representative of a population.
7.SP.2 Use data from a random sample to draw inferences about a population with an unknown characteristic of interest . . .	Make inferences about a population given information drawn from a random sample of that population.
7.SP.3 Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.	Compare inferences made from numerical data for two populations using measures of center and variability.
7.SP.4 Use measures of center and measures of variability (i.e. inter-quartile range) for numerical data from random samples to draw informal comparative inferences about two populations.	Compare inferences made from numerical data for two populations using measures of center and variability.
7.SP.5 Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates	Express the likelihood of the occurrence of an event as a number between 0 and 1.

**This skill is related to the aligned standard*

Grade 7 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.	
7.SP.6 Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.	Develop a probability model (which may not be uniform) from observed frequencies and use it to determine probabilities of events.
7.SP.7a Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.	Develop and use a probability model with equal outcomes to determine probabilities of events.
7.SP.7b Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.	Develop a probability model (which may not be uniform) from observed frequencies and use it to determine probabilities of events.
7.SP.8a Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.
7.SP.8b Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.*
7.SP.8b Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. …	Represent sample spaces for compound events using organized lists, tables, and tree diagrams.
7.SP.8c . . . Use a simulation to generate frequencies for compound events.	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Readiness Standards for Mathematics to Skills (continued)

Grade 8

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
8.NS.1 Know that numbers that are not rational are called irrational . . .	Understand and identify irrational numbers.
8.NS.2 Use rational approximations of irrational numbers to compare the size of irrational numbers . . .	Use rational numbers to approximate and compare irrational numbers.
8.EE.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions.	Use properties of integer exponents to simplify and evaluate expressions.
8.EE.2 Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that #2 is irrational.	Solve equations with squares and cubes ($x2 = p$ and $x3 = p$) and find square and cube roots of perfect squares and cubes.
8.EE.3 Use numbers expressed in the form of a single digit times an integer power of 10 . . . to express how many times as much one is than the other.	Compare numbers expressed as a single digit times an integer power of 10.
8.EE.4 Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. . . .	Compute with numbers expressed in scientific notation, including expressions with decimals.
8.EE.5 . . . Compare two different proportional relationships represented in different ways.	Compare two different proportional relationships expressed in different forms, such as tables, graphs, or equations.
8.EE.5 . . . Interpret . . . the unit rate as the slope of the graph. . .	Interpret the slope of a graph of a proportional relationship as the unit rate.
8.EE.6 Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.	Explain why the slope of a non-vertical line in the coordinate plane is the same between any two points on the line and use this understanding to derive the slope-intercept form of an equation $y = mx + b$.

**This skill is related to the aligned standard*

Grade 8 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
	Find the slope and *y*-intercept of a line and relate these to an equation in the form $y = mx + b$.*
8.EE.7a Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers).	Solve linear equations in one variable with one solution, infinitely many solutions, or no solutions.
8.EE.8a Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.	Find solutions to systems of linear equations by graphing the equations. Solve systems of equations algebraically. * Solve real-world problems using systems of equations.*
8.EE.8b Solve systems of two linear equations in two variables algebraically . . .	Solve systems of equations algebraically.
8.EE.8b Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection.	Solve real-world problems using systems of equations.*
8.EE.8c Solve . . . mathematical problems leading to two linear equations in two variables.	Solve systems of equations algebraically.
8.EE.8c Solve real-world . . . problems leading to two linear equations in two variables.	Solve real-world problems using systems of equations.
8.F.1 Understand that a function is a rule that assigns to each input exactly one output. . .	Understand and identify functions as one-to-one and many-to-one relationships.

**This skill is related to the aligned standard*

Grade 8 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
8.F.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).	Compare properties of two functions with different representations (in equations, graphs, tables, words).
8.F.3 Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.	Use and understand the equation $y = mx + b$; identify a function as linear or not linear.
8.F.4 . . . Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. . .	Find the rate of change and initial value of a function from a description or from a set of x and y values shown in a table or graph.
8.F.4 . . . Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.	Interpret the rate of change and initial value of a linear function modeled in a graph or a table of values.
8.F.4 Construct a function to model a linear relationship between two quantities. . .	Model a linear relationship with a function.
8.F.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	Describe a function shown in a graph; sketch a graph for a description of a function.
8.G.1a Verify experimentally the properties of rotations, reflections, and translations Lines are taken to lines, and line segments to line segments of the same length.	Describe the results of rotations, reflections, and translations as they relate to line segments and angles of two-dimensional figures.
8.G.1b Verify experimentally the properties of rotations, reflections, and translations Angles are taken to angles of the same measure.	Describe the results of rotations, reflections, and translations as they relate to line segments and angles of two-dimensional figures.

**This skill is related to the aligned standard*

Grade 8 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
8.G.1c Verify experimentally the properties of rotations, reflections, and translations Parallel lines are taken to parallel lines.	Describe the results of rotations, reflections, and translations as they relate to line segments and angles of two-dimensional figures.
8.G.2 Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.	Describe a sequence of rotations, reflections, and translations that are used to create a pair of congruent figures.
8.G.3 Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	Describe the results of rotations, reflections, and translations as they relate to line segments and angles of two-dimensional figures.
8.G.4 Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.	Describe a sequence of rotations, reflections, translations, and dilations that are used to create a pair of similar figures.
8.G.5 Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.	Find unknown measures of interior and exterior angles of triangles, and use this information to identify similar triangles.*
8.G.5 …. establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, …	Explain facts about the angle sum and exterior angles of triangles and angles formed by parallel lines cut by a transversal.
8.G.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two . . . dimensions.	Use the Pythagorean theorem to solve problems involving right triangles.

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Readiness Standards for Mathematics to Skills (continued)

Grade 8 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
8.G.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	Apply the Pythagorean theorem to calculate the distance between two points on a coordinate grid.
8.G.9 Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	Use formulas to find the volume of cones, cylinders, and spheres.
8.SP.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	Construct and describe patterns in scatter plots, such as clustering, outliers, positive or negative association, and linear or non-linear association.
8.SP.2 Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.	Identify a line of fit to model and analyze a relationship between two quantitative variables.
8.SP.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.	Solve problems by interpreting the slope and intercept in equations of linear models for data with two quantitative variables.
8.SP.4 . . . Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects . . .	Construct and interpret a two-way table showing data collected about the same subject for two different categories.

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Readiness Standards for Mathematics to Skills (continued)

Grades 8 - 9

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
N-Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	Solve multi-step real-world and mathematical problems by utilizing units. • Understand problems and guide the solution of multi-step problems by utilizing units. • Choose units in formulas and scales in graphs and data displays. • Interpret units in formulas and scales and origin in graphs and data displays.
N-Q.2 Define appropriate quantities for the purpose of descriptive modeling.	Determine and apply appropriate quantities to solve problems. • Determine the quantities to be used to model real world situations and use them to solve problems. • Determine the appropriate level of accuracy in reporting quantities.
N-Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	Determine and apply appropriate quantities to solve problems. • Determine the quantities to be used to model real world situations and use them to solve problems. • Determine the appropriate level of accuracy in reporting quantities.
A-SSE.2 Use the structure of an [quadratic and exponential] expression to identify ways to rewrite it.	Interpret algebraic expressions, including quadratic and exponential expressions with rational exponents. • Interpret parts of quadratic and exponential functions, such as terms, factors, and coefficients. • Interpret complicated quadratic and exponential expressions by viewing one or more of their parts as a single entity. • Simplify and rewrite algebraic expressions by interpreting their structure.
A-APR.1 . . . add, subtract, and multiply polynomials [of degree 3 or greater].	Add, subtract, and multiply polynomials of degree 3 or greater.

**This skill is related to the aligned standard*

Grades 8 - 9 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
A-APR.1 . . . add, subtract, and multiply polynomials.	Add, subtract, and multiply polynomials.
A-CED.1 Create [linear and simple exponential] equations and inequalities in one variable and use them to solve problems.	Represent linear and simple exponential relationships as algebraic equations and inequalities to solve mathematical and real-world problems. • Create linear and simple exponential equations and inequalities in one variable and use them to solve problems. • Create linear and simple exponential equations in two or more variables to represent relationships between quantities; graph linear and simple exponential equations on coordinate axes with labels and scales. • Represent constraints by linear equations or inequalities, and by systems of linear equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.
A-CED.1 Create [simple rational, exponential, and root] equations and inequalities in one variable and use them to solve problems.	Represent all kinds of relationships, including simple root functions, as algebraic equations to solve mathematical and real-world problems. • Create equations and inequalities in one variable that may include simple rational, exponential, and root functions and use them to solve problems • Create equations in two or more variables that model complex situations and graph them on the coordinate plane. • Solve systems of equations and inequalities that model complex situations, and interpret the results. • Solve literal functions that model complex situations for a specific

**This skill is related to the aligned standard*

Grades 8 - 9 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
	variable, including formulas involving simple roots.
A-CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context.	Solve systems of linear equations using graphing and linear combination. * • Show that linear combination results in one solution, infinitely many solutions or no solution that is shared by both lines. • Solve systems of linear equations algebraically and graphically. Represent all kinds of relationships, including simple root functions, as algebraic equations to solve mathematical and real-world problems. * • Create equations and inequalities in one variable that may include simple rational, exponential, and root functions and use them to solve problems • Create equations in two or more variables that model complex situations and graph them on the coordinate plane. • Solve systems of equations and inequalities that model complex situations, and interpret the results. • Solve literal functions that model complex situations for a specific variable, including formulas involving simple roots.
A-CED.3 Represent constraints by [linear] equations or inequalities, and by systems of [linear] equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context.	Represent linear and simple exponential relationships as algebraic equations and inequalities to solve mathematical and real-world problems. • Create linear and simple exponential equations and inequalities in one variable and use them to solve problems. • Create linear and simple exponential equations in two or more variables to represent relationships between

Grades 8 - 9 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
	quantities; graph linear and simple exponential equations on coordinate axes with labels and scales. • Represent constraints by linear equations or inequalities, and by systems of linear equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.
F-IF.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x).	Demonstrate an understanding of functions, apply functional notation, and evaluate functions. • Understand the definition of a function in terms of its domain and range; Understand that f(x) denotes the graph of the ordered pairs of the output (the y-coordinates) corresponding to the input (the x-coordinates). • Use function notation to interpret linear and exponential functions and parts of these functions in real-world contexts. Evaluate linear and exponential functions given inputs from their domains. • Recognize that geometric and arithmetic sequences are functions that are defined by determining the next number in the sequence (i.e., recursively).
F-IF.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.	Demonstrate an understanding of functions, apply functional notation, and evaluate functions. • Understand the definition of a function in terms of its domain and range; Understand that f(x) denotes the graph of the ordered pairs of the output (the y-coordinates) corresponding to the input (the x-coordinates). • Use function notation to interpret linear and exponential functions and

Grades 8 - 9 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
	parts of these functions in real-world contexts. Evaluate linear and exponential functions given inputs from their domains. • Recognize that geometric and arithmetic sequences are functions that are defined by determining the next number in the sequence (i.e., recursively).
F-IF.4 For a [linear and exponential] function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.	Interpret linear and exponential functions in real-world and mathematical situations. • For a linear or exponential function, interpret key features of graphs and tables in terms of the intercepts and the intervals on which the function is increasing or decreasing. • Sketch graphs of functions given the intercepts, the intervals on which the function is increasing or decreasing, and the end behavior. • Determine an appropriate domain of a function and describe its effect on the graph. • Determine the average rate of change of a linear or exponential function over a specified interval using an equation or table, or estimate the rate of change using a graph.
F-IF.4 For a [quadratic] function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.	Interpret quadratic functions in real-world and mathematical situations. • For quadratic functions, interpret models represented as graphs and tables in terms of the intercepts, maxima, minima, and intervals where the function is increasing and decreasing. • Sketch graphs of functions given the intercepts, intervals on which the function is increasing or decreasing,

Grades 8 - 9 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
	symmetry, end behavior, and a maximum or a minimum of the graph. • Determine an appropriate domain of a function for its graph, using only functions that could be modeled by quadratic functions or exponential functions with rational exponents. • Determine the average rate of change over a specified interval of a quadratic or exponential function with rational exponents using an equation or table. • Estimate the average rate of change over a specified interval of a quadratic or exponential function with rational exponents using a graph.
F-IF.4 For a [rational, square root, and cube root] function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship.	Interpret a variety of functions, including rational and root functions, in real-world and mathematical situations. • For rational, square root, and cube root functions, interpret models represented as graphs and tables in terms of intercepts; intervals on which the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; and end behavior. • Sketch graphs of rational, square root, and cube root functions using the intercepts; intervals on which the function is increasing or decreasing; intervals on which the function is positive or negative; symmetry; end behavior; and any maximums or minimums of the graphs. • Determine an appropriate domain of a function and relate it to its graph. Use only functions that could be modeled

**This skill is related to the aligned standard*

Grades 8 - 9 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
	by rational, square root, and cube root functions. • Determine and interpret the average rate of change of a rational, square root, or cube root function presented in an equation or table over a specified interval. • Estimate the rate of change of a rational, square root, or cube root function from a graph over a specified interval.
F-IF.6 Calculate and interpret the average rate of change of a [linear or exponential] function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.	Analyze, compare, and contrast linear and exponential models in real-world and mathematical situations. • Show that linear functions have a constant rate of change regardless of intervals, and that for exponential functions, the rate of change over one interval is a factor or multiple of the rate of change over another interval. • Identify situations in which one quantity changes at a constant rate over one interval, but at a different rate of change over another interval. • Identify situations that have a constant percent growth or decay rate. • Demonstrate using different representations of functions that exponential graphs grow more quickly than linear, quadratic, or polynomial functions. Interpret linear and exponential functions in real-world and mathematical situations. • For a linear or exponential function, interpret key features of graphs and tables in terms of the intercepts and the intervals on which the function is increasing or decreasing.

Grades 8 - 9 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
	• Sketch graphs of functions given the intercepts, the intervals on which the function is increasing or decreasing, and the end behavior. • Determine an appropriate domain of a function and describe its effect on the graph. • Determine the average rate of change of a linear or exponential function over a specified interval using an equation or table, or estimate the rate of change using a graph.
F-IF.6 Calculate and interpret the average rate of change of a [quadratic or exponential] function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.	Interpret quadratic functions in real-world and mathematical situations. • For quadratic functions, interpret models represented as graphs and tables in terms of the intercepts, maxima, minima, and intervals where the function is increasing and decreasing. • Sketch graphs of functions given the intercepts, intervals on which the function is increasing or decreasing, symmetry, end behavior, and a maximum or a minimum of the graph. • Determine an appropriate domain of a function for its graph, using only functions that could be modeled by quadratic functions or exponential functions with rational exponents. • Determine the average rate of change over a specified interval of a quadratic or exponential function with rational exponents using an equation or table. • Estimate the average rate of change over a specified interval of a quadratic or exponential function with rational exponents using a graph.

**This skill is related to the aligned standard*

Grades 8 - 9 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
F-IF.6 Calculate and interpret the average rate of change of a [rational, square root or cube root] function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.	Interpret a variety of functions, including rational and root functions, in real-world and mathematical situations. • For rational, square root, and cube root functions, interpret models represented as graphs and tables in terms of intercepts; intervals on which the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; and end behavior. • Sketch graphs of rational, square root, and cube root functions using the intercepts; intervals on which the function is increasing or decreasing; intervals on which the function is positive or negative; symmetry; end behavior; and any maximums or minimums of the graphs. • Determine an appropriate domain of a function and relate it to its graph. Use only functions that could be modeled by rational, square root, and cube root functions. • Determine and interpret the average rate of change of a rational, square root, or cube root function presented in an equation or table over a specified interval. • Estimate the rate of change of a rational, square root, or cube root function from a graph over a specified interval.
F-IF.8a Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.	Analyze, perform operations, and solve quadratic expressions and equations. • Factor quadratic expressions • Determine the maximum or minimum of a quadratic function by completing the square.

**This skill is related to the aligned standard*

Grades 8 - 9 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
	Interpret quadratic functions in real-world and mathematical situations. * • For quadratic functions, interpret models represented as graphs and tables in terms of the intercepts, maxima, minima, and intervals where the function is increasing and decreasing. • Sketch graphs of functions given the intercepts, intervals on which the function is increasing or decreasing, symmetry, end behavior, and a maximum or a minimum of the graph. • Determine an appropriate domain of a function for its graph, using only functions that could be modeled by quadratic functions or exponential functions with rational exponents. • Determine the average rate of change over a specified interval of a quadratic or exponential function with rational exponents using an equation or table. • Estimate the average rate of change over a specified interval of a quadratic or exponential function with rational exponents using a graph.
F-IF.9 Compare properties of two [linear or exponential] functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).	Analyze, compare, and contrast representations of linear and exponential functions • Graph linear functions and specify intercepts. • Graph exponential functions, specify intercepts and explain end behavior. • Compare and contrast two linear and/or simple exponential functions each represented in a different way.

**This skill is related to the aligned standard*

Grades 8 - 9 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
	Compare and analyze the growth of exponential functions using tables or graphs to other functions. • Compare to linear functions • Compare to other exponential functions • Compare to quadratic functions • Compare to simple polynomial functions of degree 3 or higher
F-IF.9 Compare properties of two [rational or radical] functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).	Analyze representations of rational and radical functions. • Translate between algebraic representations of functions to highlight the properties of the functions • Compare and contrast two functions that are represented in different ways
F-BF.3 Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology.	Analyze transformations of exponential, simple radical, and rational functions • Determine the impact on a graph by replacing F(x) by F(x+k), F(x)+k,k(f(x)) or F(x) by F(kx), and determine what values of k will result in a new graph • Use technology to represent and explain the impact of these changes on the graphs • Determine whether a function is even or odd based on its algebraic or graphical representation Analyze translations of linear functions and exponential functions. * • Determine the impact on the graph of F(x) when F(x) is replaced by F(kx), kF(x), F(x+k) or F(x)+k, and determine what values of k will result in a new graph.

**This skill is related to the aligned standard*

Grades 8 - 9 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
	• Use technology to represent and explain the impact of these changes on the graphs. • Determine whether a function is even or odd based on its algebraic or graphical representation.
S-ID.3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).	Model, describe, and interpret representations of data in one variable. • Create box plots and histograms. • Compare the measures of central tendency and the distribution of two or more sets of data. • Explain the statistical differences in the context of the data sets; state why there is a difference in shape, center, or spread.
S-ID.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.	Analyze, describe and summarize categorical data represented in two-way frequency tables. • Analyze and interpret joint, marginal, and conditional relative frequencies in context. • Determine possible trends or associations in the data.
S-ID.6c Fit a linear function for a scatter plot that suggests a linear association.	Analyze data on a scatter plot and determine a good model. • Determine if a linear model is a good fit from a scatterplot of the data. • Determine a linear function that best fits data in a scatterplot that suggests a linear model, and use the functions to estimate future trends. • Determine from a plot of the residuals of a scatterplot whether a linear model is a good fit for the data.

**This skill is related to the aligned standard*

Grades 8 - 9 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
S-ID.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.	Analyze and interpret linear models in the context of measurement and data. • Analyze and interpret the slope and intercepts of a linear model. • Use technology to determine the correlation coefficient of a linear fit and use the correlation coefficient to describe how well the model fits the data. • Identify associations of data that are based on correlation versus causation and explain the difference.
S-ID.8 Compute (using technology) and interpret the correlation coefficient of a linear fit.	Analyze and interpret linear models in the context of measurement and data. • Analyze and interpret the slope and intercepts of a linear model. • Use technology to determine the correlation coefficient of a linear fit and use the correlation coefficient to describe how well the model fits the data. • Identify associations of data that are based on correlation versus causation and explain the difference.
S-ID.9 Distinguish between correlation and causation.	Analyze and interpret linear models in the context of measurement and data. • Analyze and interpret the slope and intercepts of a linear model. • Use technology to determine the correlation coefficient of a linear fit and use the correlation coefficient to describe how well the model fits the data. • Identify associations of data that are based on correlation versus causation and explain the difference.

**This skill is related to the aligned standard*

Grades 8 - 9 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
A-SSE.1a Interpret parts of a [linear and simple exponential] expression, such as terms, factors and coefficients.	Interpret algebraic expressions including linear and simple exponential expressions • Interpret parts of a linear and simple exponential expression, such as terms, factors, and coefficients. • Interpret complicated linear and simple exponential expressions by viewing one or more of their parts as a single entity.
A-SSE.1a Interpret parts of an expression, such as terms, factors, and coefficients.	Interpret algebraic expressions, including quadratic and exponential expressions with rational exponents. • Interpret parts of quadratic and exponential functions, such as terms, factors, and coefficients. • Interpret complicated quadratic and exponential expressions by viewing one or more of their parts as a single entity. • Simplify and rewrite algebraic expressions by interpreting their structure.
A-SSE.1b Interpret complicated [linear and simple exponential] expressions by viewing one or more of their parts as a single entity.	Interpret algebraic expressions including linear and simple exponential expressions • Interpret parts of a linear and simple exponential expression, such as terms, factors, and coefficients. • Interpret complicated linear and simple exponential expressions by viewing one or more of their parts as a single entity.
A-SSE.1b Interpret complicated [quadratic and exponential] expressions by viewing one or more of their parts as a single entity.	Interpret algebraic expressions, including quadratic and exponential expressions with rational exponents. • Interpret parts of quadratic and exponential functions, such as terms, factors, and coefficients. • Interpret complicated quadratic and exponential expressions by viewing one or more of their parts as a single entity.

**This skill is related to the aligned standard*

Grades 8 - 9 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
	• Simplify and rewrite algebraic expressions by interpreting their structure.
A-SSE.3c Use the properties of exponents to transform expressions for exponential functions.	Analyze translations of linear functions and exponential functions. * • Determine the impact on the graph of F(x) when F(x) is replaced by F(kx), kF(x), F(x+k) or F(x)+k, and determine what values of k will result in a new graph. • Use technology to represent and explain the impact of these changes on the graphs. • Determine whether a function is even or odd based on its algebraic or graphical representation.
A-CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.	Solve literal formulas for a specific variable.
A-CED.4 Rearrange formulas [including simple roots] to highlight a quantity of interest, using the same reasoning as in solving equations.	Represent all kinds of relationships, including simple root functions, as algebraic equations to solve mathematical and real-world problems. • Create equations and inequalities in one variable that may include simple rational, exponential, and root functions and use them to solve problems • Create equations in two or more variables that model complex situations and graph them on the coordinate plane. • Solve systems of equations and inequalities that model complex situations, and interpret the results. • Solve literal functions that model complex situations for a specific variable, including formulas involving simple roots.

**This skill is related to the aligned standard*

Grades 8 - 9 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
A-REI.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	Solve linear and literal equations and inequalities for one variable.
A-REI.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.	Solve systems of linear equations using graphing and linear combination. • Show that linear combination results in one solution, infinitely many solutions or no solution that is shared by both lines. • Solve systems of linear equations algebraically and graphically.
A-REI.10 Understand that the graph of an [linear and simple exponential] equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	Represent and solve linear and simple exponential equations graphically. • Demonstrate an understanding that the graph of an equation in two variables is the set of all the ordered pairs in the coordinate plane that are solutions to the equation. • Recognize that when the graphs of two functions intersect, the x-value of the point of intersection produces the same y-value in both functions such that f(x)=g(x); estimate these intersections by graphing, creating tables of x- and y- values, or finding successive approximations. • Graph half-planes to represent linear inequalities in two variables; graph the solution set to a system of linear inequalities in two variables as the intersection of half-planes.
A-REI.10 Understand that the graph of an [polynomial, rational, radical, absolute value and exponential] equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	Graphically solve problems using polynomial, rational, radical, absolute value, and exponential equations or inequalities.

**This skill is related to the aligned standard*

Grades 8 - 9 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
A-REI.12 Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.	Represent and solve linear and simple exponential equations graphically. • Demonstrate an understanding that the graph of an equation in two variables is the set of all the ordered pairs in the coordinate plane that are solutions to the equation. • Recognize that when the graphs of two functions intersect, the x-value of the point of intersection produces the same y-value in both functions such that f(x)=g(x); estimate these intersections by graphing, creating tables of x- and y- values, or finding successive approximations. • Graph half-planes to represent linear inequalities in two variables; graph the solution set to a system of linear inequalities in two variables as the intersection of half-planes.
F-IF.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers.	Demonstrate an understanding of functions, apply functional notation, and evaluate functions. • Understand the definition of a function in terms of its domain and range; Understand that f(x) denotes the graph of the ordered pairs of the output (the y-coordinates) corresponding to the input (the x-coordinates). • Use function notation to interpret linear and exponential functions and parts of these functions in real-world contexts. Evaluate linear and exponential functions given inputs from their domains. • Recognize that geometric and arithmetic sequences are functions that are defined

Grades 8 - 9 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
	by determining the next number in the sequence (i.e., recursively).
F-BF.1a Determine an explicit expression, a recursive process, or steps for calculation from a context.	Construct new representations of functions from algebraic, graphic, numerical, or verbal representations of linear and exponential functions. • Determine an algebraic expression or steps for calculation of a linear or exponential function that model real world situations. • Create new functions by using arithmetic operations on functions. • Write algebraic expression or steps for calculation to determine terms in arithmetic and geometric sequences and convert from one representation to the other.
F-BF.2 Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.	Construct new representations of functions from algebraic, graphic, numerical, or verbal representations of linear and exponential functions. • Determine an algebraic expression or steps for calculation of a linear or exponential function that model real world situations. • Create new functions by using arithmetic operations on functions. • Write algebraic expression or steps for calculation to determine terms in arithmetic and geometric sequences and convert from one representation to the other.
F-LE.1a Prove that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals.	Analyze, compare, and contrast linear and exponential models in real-world and mathematical situations. • Show that linear functions have a constant rate of change regardless

**This skill is related to the aligned standard*

Grades 8 - 9 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
	of intervals, and that for exponential functions, the rate of change over one interval is a factor or multiple of the rate of change over another interval. • Identify situations in which one quantity changes at a constant rate over one interval, but at a different rate of change over another interval. • Identify situations that have a constant percent growth or decay rate. • Demonstrate using different representations of functions that exponential graphs grow more quickly than linear, quadratic, or polynomial functions.
F-LE.1b Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.	Analyze, compare, and contrast linear and exponential models in real-world and mathematical situations. • Show that linear functions have a constant rate of change regardless of intervals, and that for exponential functions, the rate of change over one interval is a factor or multiple of the rate of change over another interval. • Identify situations in which one quantity changes at a constant rate over one interval, but at a different rate of change over another interval. • Identify situations that have a constant percent growth or decay rate. • Demonstrate using different representations of functions that exponential graphs grow more quickly than linear, quadratic, or polynomial functions.
F-LE.1c Recognize situations in which a quantity grows or decays by a constant	Analyze, compare, and contrast linear and exponential models in real-world and mathematical situations.

**This skill is related to the aligned standard*

Grades 8 - 9 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
percent rate per unit interval relative to another.	• Show that linear functions have a constant rate of change regardless of intervals, and that for exponential functions, the rate of change over one interval is a factor or multiple of the rate of change over another interval. • Identify situations in which one quantity changes at a constant rate over one interval, but at a different rate of change over another interval. • Identify situations that have a constant percent growth or decay rate. • Demonstrate using different representations of functions that exponential graphs grow more quickly than linear, quadratic, or polynomial functions.
F-LE.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).	Construct new representations of functions from algebraic, graphic, numerical, or verbal representations of linear and exponential functions. * • Determine an algebraic expression or steps for calculation of a linear or exponential function that model real world situations. • Create new functions by using arithmetic operations on functions. • Write algebraic expression or steps for calculation to determine terms in arithmetic and geometric sequences and convert from one representation to the other.
F-LE.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.	Analyze, compare, and contrast linear and exponential models in real-world and mathematical situations. • Show that linear functions have a constant rate of change regardless of intervals, and that for exponential

**This skill is related to the aligned standard*

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
	functions, the rate of change over one interval is a factor or multiple of the rate of change over another interval. • Identify situations in which one quantity changes at a constant rate over one interval, but at a different rate of change over another interval. • Identify situations that have a constant percent growth or decay rate. • Demonstrate using different representations of functions that exponential graphs grow more quickly than linear, quadratic, or polynomial functions. Compare and analyze the growth of exponential functions using tables or graphs to other functions. * • Compare to linear functions • Compare to other exponential functions • Compare to quadratic functions • Compare to simple polynomial functions of degree 3 or higher
G-CO.2 Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).	Represent, describe, and model transformations in the plane. • Represent and describe transformations in the plane as functions. Contrast transformations that are rigid motions to transformations that contain dilations. • Identify and describe transformations that carry quadrilaterals and regular polygons onto themselves. • Develop definitions of the rigid motion transformations using the geometric terms of parallel lines, perpendicular lines, angles, and circles. • Represent the image of a given rigid motion transformation given the

**This skill is related to the aligned standard*

Grades 8 - 9 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
	pre-image and the specific rotation, translation, or reflection. Determine what sequence of transformations will carry the pre-image of a figure onto its image. Demonstrate a fundamental understanding of congruence as it relates to transformations of rigid motions, including those involving triangles.* • Describe translations, rotations, and reflections using geometric terms, and predict the impact of these transformations on figures. Use the definition of congruence in terms of rigid motions to decide if two figures are congruent. • Show that two triangles are congruent if and only if the corresponding sides and angles are congruent using the definition of congruence in terms of rigid motions. • Using congruence in terms of rigid motions, show how the congruence criteria for triangles (ASA, SAS, and SSS) follows.
G-CO.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.	Represent, describe, and model transformations in the plane. • Represent and describe transformations in the plane as functions. Contrast transformations that are rigid motions to transformations that contain dilations. • Identify and describe transformations that carry quadrilaterals and regular polygons onto themselves. • Develop definitions of the rigid motion transformations using the geometric terms of parallel lines, perpendicular lines, angles, and circles.

**This skill is related to the aligned standard*

Grades 8 - 9 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
	• Represent the image of a given rigid motion transformation given the pre-image and the specific rotation, translation, or reflection. Determine what sequence of transformations will carry the pre-image of a figure onto its image. Demonstrate a fundamental understanding of congruence as it relates to transformations of rigid motions, including those involving triangles.* • Describe translations, rotations, and reflections using geometric terms, and predict the impact of these transformations on figures. Use the definition of congruence in terms of rigid motions to decide if two figures are congruent. • Show that two triangles are congruent if and only if the corresponding sides and angles are congruent using the definition of congruence in terms of rigid motions. • Using congruence in terms of rigid motions, show how the congruence criteria for triangles (ASA, SAS, and SSS) follows.
G-CO.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.	Represent, describe, and model transformations in the plane. • Represent and describe transformations in the plane as functions. Contrast transformations that are rigid motions to transformations that contain dilations. • Identify and describe transformations that carry quadrilaterals and regular polygons onto themselves. • Develop definitions of the rigid motion transformations using the geometric

**This skill is related to the aligned standard*

Grades 8 - 9 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
	terms of parallel lines, perpendicular lines, angles, and circles. • Represent the image of a given rigid motion transformation given the pre-image and the specific rotation, translation, or reflection. Determine what sequence of transformations will carry the pre-image of a figure onto its image.
G-CO.5 Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.	Represent, describe, and model transformations in the plane. • Represent and describe transformations in the plane as functions. Contrast transformations that are rigid motions to transformations that contain dilations. • Identify and describe transformations that carry quadrilaterals and regular polygons onto themselves. • Develop definitions of the rigid motion transformations using the geometric terms of parallel lines, perpendicular lines, angles, and circles. • Represent the image of a given rigid motion transformation given the pre-image and the specific rotation, translation, or reflection. Determine what sequence of transformations will carry the pre-image of a figure onto its image.
G-CO.6 Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.	Demonstrate a fundamental understanding of congruence as it relates to transformations of rigid motions, including those involving triangles. • Describe translations, rotations, and reflections using geometric terms, and predict the impact of these transformations on figures. Use the definition of congruence in terms of

Grades 8 - 9 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
	rigid motions to decide if two figures are congruent. • Show that two triangles are congruent if and only if the corresponding sides and angles are congruent using the definition of congruence in terms of rigid motions. • Using congruence in terms of rigid motions, show how the congruence criteria for triangles (ASA, SAS, and SSS) follows.
G-CO.7 Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.	Demonstrate a fundamental understanding of congruence as it relates to transformations of rigid motions, including those involving triangles. • Describe translations, rotations, and reflections using geometric terms, and predict the impact of these transformations on figures. Use the definition of congruence in terms of rigid motions to decide if two figures are congruent. • Show that two triangles are congruent if and only if the corresponding sides and angles are congruent using the definition of congruence in terms of rigid motions. • Using congruence in terms of rigid motions, show how the congruence criteria for triangles (ASA, SAS, and SSS) follows.
G-CO.8 Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.	Demonstrate a fundamental understanding of congruence as it relates to transformations of rigid motions, including those involving triangles. • Describe translations, rotations, and reflections using geometric terms, and predict the impact of these transformations on figures. Use the definition of congruence in terms of

Grades 8 - 9 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
	rigid motions to decide if two figures are congruent. • Show that two triangles are congruent if and only if the corresponding sides and angles are congruent using the definition of congruence in terms of rigid motions. • Using congruence in terms of rigid motions, show how the congruence criteria for triangles (ASA, SAS, and SSS) follows.
G-CO.9 Prove theorems about lines and angles.	Prove simple theorems about lines and angles. • Prove vertical angles are congruent. • Prove that when a transversal crosses parallel lines, alternate interior angles are congruent. • Prove that when a transversal crosses parallel lines, corresponding angles are congruent. • Prove that any point on a perpendicular bisector of a line segment is equidistant from the line segment's endpoints.
G-CO.10 Prove theorems about triangles.	Prove simple theorems about triangles and parallelograms in the Euclidean plane • Prove the measures of interior angles of a triangle sum to 180°. • Prove the base angles of isosceles triangles are congruent. • Prove the segment joining midpoints of two sides of a triangle is parallel to the third side. • Prove the segment joining midpoints of two sides of a triangle is half the length of the third side. • Prove the medians of a triangle meet at a point. • Prove opposite sides of a parallelogram are congruent.

**This skill is related to the aligned standard*

Grades 8 - 9 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
	• Prove opposite angles of a parallelogram are congruent. • Prove the diagonals of a parallelogram bisect each other. • Prove that parallelograms with congruent diagonals are rectangles
G-CO.11 Prove theorems about parallelograms.	Prove simple theorems about triangles and parallelograms in the Euclidean plane • Prove the measures of interior angles of a triangle sum to 180°. • Prove the base angles of isosceles triangles are congruent. • Prove the segment joining midpoints of two sides of a triangle is parallel to the third side. • Prove the segment joining midpoints of two sides of a triangle is half the length of the third side. • Prove the medians of a triangle meet at a point. • Prove opposite sides of a parallelogram are congruent. • Prove opposite angles of a parallelogram are congruent. • Prove the diagonals of a parallelogram bisect each other. • Prove that parallelograms with congruent diagonals are rectangles
S-ID.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.	Model, describe, and interpret representations of data in one variable.* • Create box plots and histograms. • Compare the measures of central tendency and the distribution of two or more sets of data. • Explain the statistical differences in the context of the data sets; state why there is a difference in shape, center, or spread.

**This skill is related to the aligned standard*

Grades 8 - 9 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
EI.3 Use the structure of an [quadratic and exponential] expression to identify ways to rewrite it.	Interpret algebraic expressions, including quadratic and exponential expressions with rational exponents. • Interpret parts of quadratic and exponential functions, such as terms, factors, and coefficients. • Interpret complicated quadratic and exponential expressions by viewing one or more of their parts as a single entity. • Simplify and rewrite algebraic expressions by interpreting their structure.
F.12 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. Use function notation, where appropriate.	Demonstrate an understanding of functions, apply functional notation, and evaluate functions. • Understand the definition of a function in terms of its domain and range; Understand that f(x) denotes the graph of the ordered pairs of the output (the y-coordinates) corresponding to the input (the x-coordinates). • Use function notation to interpret linear and exponential functions and parts of these functions in real-world contexts. Evaluate linear and exponential functions given inputs from their domains. • Recognize that geometric and arithmetic sequences are functions that are defined by determining the next number in the sequence (i.e., recursively).
F.14 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.	Interpret linear and exponential functions in real-world and mathematical situations. * • For a linear or exponential function, interpret key features of graphs and tables in terms of the intercepts and

**This skill is related to the aligned standard*

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
	the intervals on which the function is increasing or decreasing. • Sketch graphs of functions given the intercepts, the intervals on which the function is increasing or decreasing, and the end behavior. • Determine an appropriate domain of a function and describe its effect on the graph. • Determine the average rate of change of a linear or exponential function over a specified interval using an equation or table, or estimate the rate of change using a graph.
F.14 Relate the domain of a [linear or exponential] function to its graph and, where applicable, to the quantitative relationship it describes.	Demonstrate an understanding of functions, apply functional notation, and evaluate functions. • Understand the definition of a function in terms of its domain and range; Understand that f(x) denotes the graph of the ordered pairs of the output (the y-coordinates) corresponding to the input (the x-coordinates). • Use function notation to interpret linear and exponential functions and parts of these functions in real-world contexts. Evaluate linear and exponential functions given inputs from their domains. • Recognize that geometric and arithmetic sequences are functions that are defined by determining the next number in the sequence (i.e., recursively).
F.14 Relate the domain of a [quadratic] function to its graph and, where applicable, to the quantitative relationship it describes.	Interpret quadratic functions in real-world and mathematical situations. • For quadratic functions, interpret models represented as graphs and tables in terms of the intercepts, maxima, minima, and

Grades 8 - 9 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
	intervals where the function is increasing and decreasing. • Sketch graphs of functions given the intercepts, intervals on which the function is increasing or decreasing, symmetry, end behavior, and a maximum or a minimum of the graph. • Determine an appropriate domain of a function for its graph, using only functions that could be modeled by quadratic functions or exponential functions with rational exponents. • Determine the average rate of change over a specified interval of a quadratic or exponential function with rational exponents using an equation or table. • Estimate the average rate of change over a specified interval of a quadratic or exponential function with rational exponents using a graph.
F.14 Relate the domain of a [rational, square root and cube root] function to its graph and, where applicable, to the quantitative relationship it describes.	Interpret a variety of functions, including rational and root functions, in real-world and mathematical situations. • For rational, square root, and cube root functions, interpret models represented as graphs and tables in terms of intercepts; intervals on which the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; and end behavior. • Sketch graphs of rational, square root, and cube root functions using the intercepts; intervals on which the function is increasing or decreasing; intervals on which the function is positive or negative; symmetry; end

Grades 8 - 9 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
	behavior; and any maximums or minimums of the graphs. • Determine an appropriate domain of a function and relate it to its graph. Use only functions that could be modeled by rational, square root, and cube root functions. • Determine and interpret the average rate of change of a rational, square root, or cube root function presented in an equation or table over a specified interval. • Estimate the rate of change of a rational, square root, or cube root function from a graph over a specified interval.

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Readiness Standards for Mathematics to Skills (continued)

Grades 9 - 10

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
G-CO.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	Demonstrate an understanding of geometric terms and how they are used to create precise definitions of Euclidean geometry figures, such as line segment, angle, and circle. • Angle - two rays that share the same endpoint; • Circle - the set of all points equidistant from another point, called the center. • Perpendicular lines - lines that intersect at a right angle. • Parallel lines - lines that are in the same plane, but never intersect. • Line segment - a portion of a line that has two endpoints. • Line segment Distance - the distance along the line from endpoint to endpoint of the segment.
G-SRT.2 Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.	Demonstrate an understanding of similarity in terms of transformations. • Show that a dilation takes a line not passing through the center of the dilation to a parallel line. • Show that dilation leaves a line passing through the center of the dilation unchanged. • Show that the dilation of a line segment creates a new line segment in the ratio of the scale factor of the dilation. • Show that transformations will result in similar figures by preserving the measure of corresponding angles and creating corresponding sides with proportional lengths. • Prove the AA criterion for similarity using transformations.

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Readiness Standards for Mathematics to Skills (continued)

Grades 9 - 10 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
N-CN.1 Know there is a complex number ?? such that ??² = -1, and every complex number has the form ?? + ???? with ?? and ?? real.	Demonstrate a deep understanding of complex numbers by using them in polynomial theorems and identities. • Use complex numbers in rewriting algebraic expressions. • Determine the number of roots for a polynomial of any degree. • Prove that all quadratic polynomials have two roots.
N-CN.2 Use the relation ??² = -1 and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.	Find and use conjugates of complex numbers * • Find the conjugate of a complex number • Find the moduli of complex numbers • Find quotients of complex numbers
N-CN.7 Solve quadratic equations with real coefficients that have complex solutions.	Demonstrate a deep understanding of complex numbers by using them in polynomial theorems and identities. * • Use complex numbers in rewriting algebraic expressions. • Determine the number of roots for a polynomial of any degree. • Prove that all quadratic polynomials have two roots. Use inspection and completing the square to solve quadratic equations.*
A-SSE.3a Factor a quadratic expression to reveal the zeros of the function it defines.	Analyze, perform operations, and solve quadratic expressions and equations. • Factor quadratic expressions • Determine the maximum or minimum of a quadratic function by completing the square.
A-SSE.3b Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.	Analyze, perform operations, and solve quadratic expressions and equations. • Factor quadratic expressions

**This skill is related to the aligned standard*

Grades 9 - 10 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
	• Determine the maximum or minimum of a quadratic function by completing the square. Use inspection and completing the square to solve quadratic equations.*
A-REI.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.	Justify algebraic solutions to linear equations using the properties of algebra.
A-REI.4a Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.	Use inspection and completing the square to solve quadratic equations.*
F-IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.	Interpret linear and exponential functions in real-world and mathematical situations. * • For a linear or exponential function, interpret key features of graphs and tables in terms of the intercepts and the intervals on which the function is increasing or decreasing. • Sketch graphs of functions given the intercepts, the intervals on which the function is increasing or decreasing, and the end behavior. • Determine an appropriate domain of a function and describe its effect on the graph. • Determine the average rate of change of a linear or exponential function over a specified interval using an equation or table, or estimate the rate of change using a graph.

**This skill is related to the aligned standard*

Grades 9 - 10 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
F-IF.5 Relate the domain of a [linear or exponential] function to its graph and, where applicable, to the quantitative relationship it describes.	Demonstrate an understanding of functions, apply functional notation, and evaluate functions. • Understand the definition of a function in terms of its domain and range; Understand that f(x) denotes the graph of the ordered pairs of the output (the y-coordinates) corresponding to the input (the x-coordinates). • Use function notation to interpret linear and exponential functions and parts of these functions in real-world contexts. Evaluate linear and exponential functions given inputs from their domains. • Recognize that geometric and arithmetic sequences are functions that are defined by determining the next number in the sequence (i.e., recursively).
F-IF.5 Relate the domain of a [quadratic] function to its graph and, where applicable, to the quantitative relationship it describes.	Interpret quadratic functions in real-world and mathematical situations. • For quadratic functions, interpret models represented as graphs and tables in terms of the intercepts, maxima, minima, and intervals where the function is increasing and decreasing. • Sketch graphs of functions given the intercepts, intervals on which the function is increasing or decreasing, symmetry, end behavior, and a maximum or a minimum of the graph. • Determine an appropriate domain of a function for its graph, using only functions that could be modeled by quadratic functions or exponential functions with rational exponents. • Determine the average rate of change over a specified interval of a quadratic

Grades 9 - 10 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
	or exponential function with rational exponents using an equation or table. • Estimate the average rate of change over a specified interval of a quadratic or exponential function with rational exponents using a graph.
F-IF.5 Relate the domain of a [rational, square root and cube root] function to its graph and, where applicable, to the quantitative relationship it describes.	Interpret a variety of functions, including rational and root functions, in real-world and mathematical situations. • For rational, square root, and cube root functions, interpret models represented as graphs and tables in terms of intercepts; intervals on which the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; and end behavior. • Sketch graphs of rational, square root, and cube root functions using the intercepts; intervals on which the function is increasing or decreasing; intervals on which the function is positive or negative; symmetry; end behavior; and any maximums or minimums of the graphs. • Determine an appropriate domain of a function and relate it to its graph. Use only functions that could be modeled by rational, square root, and cube root functions. • Determine and interpret the average rate of change of a rational, square root, or cube root function presented in an equation or table over a specified interval. • Estimate the rate of change of a rational, square root, or cube root function from a graph over a specified interval.

**This skill is related to the aligned standard*

Grades 9 - 10 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
F-IF.7a Graph linear and quadratic functions and show intercepts, maxima, and minima.	Analyze, compare, and contrast representations of linear and exponential functions • Graph linear functions and specify intercepts. • Graph exponential functions, specify intercepts and explain end behavior. • Compare and contrast two linear and/or simple exponential functions each represented in a different way. Interpret quadratic functions in real-world and mathematical situations. * • For quadratic functions, interpret models represented as graphs and tables in terms of the intercepts, maxima, minima, and intervals where the function is increasing and decreasing. • Sketch graphs of functions given the intercepts, intervals on which the function is increasing or decreasing, symmetry, end behavior, and a maximum or a minimum of the graph. • Determine an appropriate domain of a function for its graph, using only functions that could be modeled by quadratic functions or exponential functions with rational exponents. • Determine the average rate of change over a specified interval of a quadratic or exponential function with rational exponents using an equation or table. • Estimate the average rate of change over a specified interval of a quadratic or exponential function with rational exponents using a graph.

**This skill is related to the aligned standard*

Grades 9 - 10 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
F-IF.7b Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.	Graph square root, cube root, piece-wise-defined, step-, absolute-value, logarithmic, trigonometric, and rational functions. • Graph a variety of functions including square root, cube root, piece-wise-defined, step, and absolute value functions. • Graph polynomial functions of degree 3 or greater; identify the intercepts and describe end-behavior. • Graph logarithmic functions; identify intercepts and end-behavior. • Graph trigonometric functions; identify periodicity, amplitude, phase shift, and intercepts. • Graph rational functions; identify points of discontinuity, asymptotes and end-behavior. Interpret a variety of functions, including rational and root functions, in real-world and mathematical situations. * • For rational, square root, and cube root functions, interpret models represented as graphs and tables in terms of intercepts; intervals on which the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; and end behavior. • Sketch graphs of rational, square root, and cube root functions using the intercepts; intervals on which the function is increasing or decreasing; intervals on which the function is positive or negative; symmetry; end behavior; and any maximums or minimums of the graphs.

**This skill is related to the aligned standard*

Grades 9 - 10 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
	• Determine an appropriate domain of a function and relate it to its graph. Use only functions that could be modeled by rational, square root, and cube root functions. • Determine and interpret the average rate of change of a rational, square root, or cube root function presented in an equation or table over a specified interval. • Estimate the rate of change of a rational, square root, or cube root function from a graph over a specified interval.
F-IF.7e Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.	Analyze, compare, and contrast representations of linear and exponential functions • Graph linear functions and specify intercepts. • Graph exponential functions, specify intercepts and explain end behavior. • Compare and contrast two linear and/or simple exponential functions each represented in a different way. Graph square root, cube root, piece-wise-defined, step-, absolute-value, logarithmic, trigonometric, and rational functions. • Graph a variety of functions including square root, cube root, piece-wise-defined, step, and absolute value functions. • Graph polynomial functions of degree 3 or greater; identify the intercepts and describe end-behavior. • Graph logarithmic functions; identify intercepts and end-behavior.

Grades 9 - 10 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
	• Graph trigonometric functions; identify periodicity, amplitude, phase shift, and intercepts. • Graph rational functions; identify points of discontinuity, asymptotes and end-behavior. Graphically solve problems using polynomial, rational, radical, absolute value, and exponential equations or inequalities.*
F-IF.8b Use the properties of exponents to interpret expressions for exponential functions.	Simplify expressions involving radicals and rational exponents using the properties of exponents.*
F-BF.1b Combine standard function types using arithmetic operations.	Construct new representations of functions from algebraic, graphic, numerical, or verbal representations of linear and exponential functions. • Determine an algebraic expression or steps for calculation of a linear or exponential function that model real world situations. • Create new functions by using arithmetic operations on functions. • Write algebraic expression or steps for calculation to determine terms in arithmetic and geometric sequences and convert from one representation to the other. Construct new representations of a variety of functions from algebraic, graphical, numerical, or verbal representations. • Create new functions using arithmetic operations by combining standard functions, such as polynomial functions, rational functions, logarithmic functions,

**This skill is related to the aligned standard*

Grades 9 - 10 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
	absolute value functions, piece-wise defined functions, step functions, etc. • Demonstrate an understanding of composition of functions; state the domain and range for newly composed functions and represent functions that are compositions of functions algebraically.
G-SRT.1a A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.	Demonstrate an understanding of similarity in terms of transformations. • Show that a dilation takes a line not passing through the center of the dilation to a parallel line. • Show that dilation leaves a line passing through the center of the dilation unchanged. • Show that the dilation of a line segment creates a new line segment in the ratio of the scale factor of the dilation. • Show that transformations will result in similar figures by preserving the measure of corresponding angles and creating corresponding sides with proportional lengths. • Prove the AA criterion for similarity using transformations.
G-SRT.1b The dilation of a line segment is longer or shorter in the ratio given by the scale factor.	Demonstrate an understanding of similarity in terms of transformations. • Show that a dilation takes a line not passing through the center of the dilation to a parallel line. • Show that dilation leaves a line passing through the center of the dilation unchanged. • Show that the dilation of a line segment creates a new line segment in the ratio of the scale factor of the dilation.

Grades 9 - 10 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
	• Show that transformations will result in similar figures by preserving the measure of corresponding angles and creating corresponding sides with proportional lengths. • Prove the AA criterion for similarity using transformations.
G-SRT.3 Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.	Demonstrate an understanding of similarity in terms of transformations. • Show that a dilation takes a line not passing through the center of the dilation to a parallel line. • Show that dilation leaves a line passing through the center of the dilation unchanged. • Show that the dilation of a line segment creates a new line segment in the ratio of the scale factor of the dilation. • Show that transformations will result in similar figures by preserving the measure of corresponding angles and creating corresponding sides with proportional lengths. • Prove the AA criterion for similarity using transformations.
G-SRT.4 Prove theorems about triangles.	Prove simple theorems about triangles and parallelograms in the Euclidean plane • Prove the measures of interior angles of a triangle sum to 180°. • Prove the base angles of isosceles triangles are congruent. • Prove the segment joining midpoints of two sides of a triangle is parallel to the third side. • Prove the segment joining midpoints of two sides of a triangle is half the length of the third side.

**This skill is related to the aligned standard*

Grades 9 - 10 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
	• Prove the medians of a triangle meet at a point. • Prove opposite sides of a parallelogram are congruent. • Prove opposite angles of a parallelogram are congruent. • Prove the diagonals of a parallelogram bisect each other. • Prove that parallelograms with congruent diagonals are rectangles Solve problems and prove relationships about triangles using congruence and similarity.* • Solve problems using congruence criteria for triangles. • Solve problems using similarity criteria for triangles. • Prove that a line parallel to one side of a triangle divides the other two proportionally and the converse. • Prove the Pythagorean Theorem using similar triangles.
G-SRT.5 Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	Solve problems and prove relationships about triangles using congruence and similarity.* • Solve problems using congruence criteria for triangles. • Solve problems using similarity criteria for triangles. • Prove that a line parallel to one side of a triangle divides the other two proportionally and the converse. • Prove the Pythagorean Theorem using similar triangles.
G-SRT.6 Understand that by similarity, side ratios in right triangles are properties of the	Demonstrate an understanding of trigonometric ratios and use them to solve real-world and mathematical problems.

**This skill is related to the aligned standard*

Grades 9 - 10 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
angles in the triangle, leading to definitions of trigonometric ratios for acute angles.	• Understand that sine, cosine, and tangent are ratios of sides in a right triangle and the ratios remain constant for each angle measure. • Demonstrate that sin x = cos (90-x), and use this fact to solve problems in right triangles. • Use first quadrant sine, cosine, and tangent ratios along with the Pythagorean Theorem to solve real world problems.
G-SRT.7 Explain and use the relationship between the sine and cosine of complementary angles.	Demonstrate an understanding of trigonometric ratios and use them to solve real-world and mathematical problems. • Understand that sine, cosine, and tangent are ratios of sides in a right triangle and the ratios remain constant for each angle measure. • Demonstrate that sin x = cos (90-x), and use this fact to solve problems in right triangles. • Use first quadrant sine, cosine, and tangent ratios along with the Pythagorean Theorem to solve real world problems.
G-SRT.8 Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.	Demonstrate an understanding of trigonometric ratios and use them to solve real-world and mathematical problems. • Understand that sine, cosine, and tangent are ratios of sides in a right triangle and the ratios remain constant for each angle measure. • Demonstrate that sin x = cos (90-x), and use this fact to solve problems in right triangles. • Use first quadrant sine, cosine, and tangent ratios along with the

**This skill is related to the aligned standard*

Grades 9 - 10 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
	Pythagorean Theorem to solve real world problems.
G-GMD.1 Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone.	Demonstrate an understanding of volume formulas and use them to solve problems involving* • Cylinders • Cones • Spheres • Pyramids
G-GMD.3 Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.	Demonstrate an understanding of volume formulas and use them to solve problems involving* • Cylinders • Cones • Spheres • Pyramids
S-ID.6a Fit a function to the data; use functions fitted to data to solve problems in the context of the data.	Analyze data on a scatter plot and determine a good model. • Determine if a linear model is a good fit from a scatterplot of the data. • Determine a linear function that best fits data in a scatterplot that suggests a linear model, and use the functions to estimate future trends. • Determine from a plot of the residuals of a scatterplot whether a linear model is a good fit for the data.
S-ID.6b Informally assess the fit of a function by plotting and analyzing residuals.	Analyze data on a scatter plot and determine a good model. • Determine if a linear model is a good fit from a scatterplot of the data. • Determine a linear function that best fits data in a scatterplot that suggests a linear model, and use the functions to estimate future trends.

**This skill is related to the aligned standard*

Grades 9 - 10 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
	• Determine from a plot of the residuals of a scatterplot whether a linear model is a good fit for the data.
S-CP.1 Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").	Demonstrate an understanding of sample spaces and independent events. • Use set notation and set vocabulary, such as union, intersection, and complement to describe sample spaces. • Identify independent events A and B as events such that the probability of A and B occurring is determined by multiplying the Probability of A by the Probability of B.
S-CP.2 Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.	Demonstrate an understanding of sample spaces and independent events. • Use set notation and set vocabulary, such as union, intersection, and complement to describe sample spaces. • Identify independent events A and B as events such that the probability of A and B occurring is determined by multiplying the Probability of A by the Probability of B.
S-CP.4 Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities.	Demonstrate an understanding of conditional probability and use conditional probability in real-world situations. • Determine the conditional probability of A given B when A and B are dependent events. Identify that A and B are independent events if P(B) is not conditional upon the occurrence of A. • Represent bivariate data in two-way frequency tables and interpret the relative frequencies to determine conditional probabilities and whether events are independent or not.

**This skill is related to the aligned standard*

Grades 9 - 10 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
	• Relate real world situations to conceptual understandings of conditional probability and independence.
S-CP.6 Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.	Use introductory probability techniques and counting rules to evaluate outcomes and determine probabilities. • Use the formula P(B|A) = P(AnB)/P(A) to determine the conditional probability of A given B and interpret the answers in real world situations. • Use the Addition Rule for dependent and independent events, and interpret the answers in real world situations.
S-CP.7 Apply the Addition Rule, P(A or B) = P(A) + P(B) - P(A and B), and interpret the answer in terms of the model.	Use introductory probability techniques and counting rules to evaluate outcomes and determine probabilities. • Use the formula P(B|A) = P(AnB)/P(A) to determine the conditional probability of A given B and interpret the answers in real world situations. • Use the Addition Rule for dependent and independent events, and interpret the answers in real world situations.

Grades 10 - 11

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
N-RN.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents.	Demonstrate an understanding of rational exponents and use them in representations of radicals; convert between algebraic representations that use radicals or rational exponents.
N-RN.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents.	Demonstrate an understanding of rational exponents and use them in representations of radicals; convert between algebraic representations that use radicals or rational exponents. Simplify expressions involving radicals and rational exponents using the properties of exponents.
A.SSE.4 Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems.	Derive formulas and use them to solve problems. Derive the formula Sn=a(1+r^n)/(1+r) for the sum of a finite geometric series (when the common ratio is not 1), and use this formula to solve problems.
A-CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	Represent all kinds of relationships, including simple root functions, as algebraic equations to solve mathematical and real-world problems. • Create equations and inequalities in one variable that may include simple rational, exponential, and root functions and use them to solve problems • Create equations in two or more variables that model complex situations and graph them on the coordinate plane. • Solve systems of equations and inequalities that model complex situations, and interpret the results. • Solve literal functions that model complex situations for a specific

**This skill is related to the aligned standard*

Grades 10 - 11 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
	variable, including formulas involving simple roots.
A-CED.2 Create [linear and simple exponential] equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	Represent linear and simple exponential relationships as algebraic equations and inequalities to solve mathematical and real-world problems. • Create linear and simple exponential equations and inequalities in one variable and use them to solve problems. • Create linear and simple exponential equations in two or more variables to represent relationships between quantities; graph linear and simple exponential equations on coordinate axes with labels and scales. • Represent constraints by linear equations or inequalities, and by systems of linear equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.
A-REI.7 Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically.	Represent all kinds of relationships, including simple root functions, as algebraic equations to solve mathematical and real-world problems. * • Create equations and inequalities in one variable that may include simple rational, exponential, and root functions and use them to solve problems • Create equations in two or more variables that model complex situations and graph them on the coordinate plane. • Solve systems of equations and inequalities that model complex situations, and interpret the results. • Solve literal functions that model complex situations for a specific variable, including formulas involving simple roots.

**This skill is related to the aligned standard*

Grades 10 - 11 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
F-IF.7c Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.	Graphically solve problems using polynomial, rational, radical, absolute value, and exponential equations or inequalities. Graph square root, cube root, piece-wise-defined, step-, absolute-value, logarithmic, trigonometric, and rational functions. • Graph a variety of functions including square root, cube root, piece-wise-defined, step, and absolute value functions. • Graph polynomial functions of degree 3 or greater; identify the intercepts and describe end-behavior. • Graph logarithmic functions; identify intercepts and end-behavior. • Graph trigonometric functions; identify periodicity, amplitude, phase shift, and intercepts. • Graph rational functions; identify points of discontinuity, asymptotes and end-behavior.
F-BF.4a Solve an equation of the form f(x) = c for a simple [exponential, radical, rational or logarithmic] function f that has an inverse and write an expression for the inverse.	Determine whether an exponential, simple radical, rational, or logarithmic function has an inverse and if so, write an expression for the inverse.
F-BF.4a Solve an equation of the form f(x) = c for a simple [linear, quadratic or absolute value] function f that has an inverse and write an expression for the inverse.	Determine whether a linear, quadratic, or absolute value function has an inverse and write the inverse function.
S-CP.3 Understand the conditional probability of ?? given ?? as ??(?? and ??)/??(??), and interpret independence of ?? and ?? as saying that the conditional	Demonstrate an understanding of conditional probability and use conditional probability in real-world situations.

**This skill is related to the aligned standard*

Grades 10 - 11 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
probability of ?? given ?? is the same as the probability of ??, and the conditional probability of ?? given ?? is the same as the probability of ??.	• Determine the conditional probability of A given B when A and B are dependent events. Identify that A and B are independent events if P(B) is not conditional upon the occurrence of A. • Represent bivariate data in two-way frequency tables and interpret the relative frequencies to determine conditional probabilities and whether events are independent or not. • Relate real world situations to conceptual understandings of conditional probability and independence.
S-CP.5 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations.	Demonstrate an understanding of conditional probability and use conditional probability in real-world situations. • Determine the conditional probability of A given B when A and B are dependent events. Identify that A and B are independent events if P(B) is not conditional upon the occurrence of A. • Represent bivariate data in two-way frequency tables and interpret the relative frequencies to determine conditional probabilities and whether events are independent or not. • Relate real world situations to conceptual understandings of conditional probability and independence.
A-SSE.4 Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems.	Derive formulas and use them to solve problems. Derive the formula Sn=a(1+r^n)/(1+r) for the sum of a finite geometric series (when the common ratio is not 1), and use this formula to solve problems.
A-APR.2 Know and apply the Remainder Theorem: For a polynomial p(x) and a number a, the remainder on division by x - a	Determine the zeros of polynomials and use them in graphing.

**This skill is related to the aligned standard*

Grades 10 - 11 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Skills
is p(a), so p(a) = 0 if and only if (x - a) is a factor of p(x).	• Demonstrate an understanding of the Remainder and Factor theorems and use them in polynomial division problems • Find the zeros of polynomials of degree three or greater by factoring • Sketch graphs of polynomial functions using zeros
A-APR.4 Prove polynomial identities and use them to describe numerical relationships.	Apply Polynomial Identities in proofs and applications. • Use algebraic properties to demonstrate the validity of polynomial identities and apply them to mathematical and real world situations. • Demonstrate an understanding of the Binomial theorem and apply it in mathematical and real world situations.
A-APR.6 Rewrite simple rational expressions in different forms; write a(x)/b(x) in the form q(x) + r(x)/b(x), where a(x), b(x), q(x), and r(x) are polynomials with the degree of r(x) less than the degree of b(x), using inspection, long division, or, for the more complicated examples, a computer algebra system.	Rewrite rational expressions with linear and quadratic denominators. • Determine the quotient of simple rational expressions that have linear or quadratic denominators. For example, write a(x)/b(x) in the form q(x) + r(x)/b(x), where a(x), b(x), q(x), and r(x) are polynomials with the degree of r(x) less than the degree of b(x), using factoring, synthetic division, or long division • Add, subtract, multiply, and divide rational expressions with linear or quadratic denominators
A-REI.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.	Solve simple radical and rational equations, including those with extraneous solutions and justify reasoning. Graphically solve problems using polynomial, rational, radical, absolute value, and exponential equations or inequalities.*

**This skill is related to the aligned standard*

Correlation of Mississippi College- and Career-Readiness Standards for Mathematics to i-Ready Diagnostic & Instruction Mathematics Lessons

Grade K

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Order Numbers to 10 Order Numbers to 20 Practice: Order Numbers 1 to 20
K.CC.3 . . . Represent a number of objects with a written numeral . . .	Count up to 3 Objects Count up to 5 Objects Count up to 10 Objects in Rows or Arrays Practice: Count up to 10 Objects in Rows or Arrays Find One More
K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0- 20 (with 0 representing a count of no objects).	Count up to 20 Objects* Practice: Count up to 20 Objects*
K.CC.4a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	Count up to 3 Objects Count up to 5 Objects Count up to 10 Objects in Rows or Arrays Practice: Count up to 10 Objects in Rows or Arrays Count up to 10 Objects in Different Arrangements Practice: Count up to 10 Objects, Part 1 Practice: Count up to 10 Objects, Part 2

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Readiness Standards for Mathematics to Lessons (continued)

Grade K (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
	Count up to 20 Objects Practice: Count up to 20 Objects
K.CC.4b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	Count up to 3 Objects* Count up to 5 Objects* Count up to 10 Objects in Rows or Arrays* Practice: Count up to 10 Objects in Rows or Arrays* Count up to 10 Objects in Different Arrangements* Practice: Count up to 10 Objects, Part 1* Practice: Count up to 10 Objects, Part 2* Count up to 20 Objects* Practice: Count up to 20 Objects*
K.CC.4c Understand that each successive number name refers to a quantity that is one larger.	Find One More
K.CC.5 Count to answer "how many?" questions about . . . things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration . . .	Count up to 10 Objects in Rows or Arrays Practice: Count up to 10 Objects in Rows or Arrays Count up to 10 Objects in Different Arrangements Practice: Count up to 10 Objects, Part 1

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Readiness Standards for Mathematics to Lessons (continued)

Grade K (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
	Practice: Count up to 10 Objects, Part 2 Make Groups of up to 10 Objects Practice: Count and Make Groups to 10, Part 1 Practice: Count and Make Groups to 10, Part 2
K.CC.5 Count to answer "how many?" questions about as many as . . . 10 things in a scattered configuration; . . .	Count up to 20 Objects Practice: Count up to 20 Objects
K.CC.5 Count to answer "how many?" questions about as many as 20 things . . . given a number . . . count out that many objects.	Make Groups of up to 20 Objects Practice: Make Groups of up to 20 Objects
K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.	More Less Compare Numbers Within 10
K.OA.1 Represent . . . subtraction . . . with objects, . . . mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	Understand Subtraction
K.OA.1 Represent . . . subtraction, in which all parts and whole of the problem are within 10, with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	Subtract Within 10
K.OA.1 Represent . . . subtraction, in which all parts and whole of the problem are	Subtract Within 5

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Readiness Standards for Mathematics to Lessons (continued)

Grade K (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
within [5], with objects, . . . mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	
K.OA.1 Represent addition . . . , in which all parts and whole of the problem are within 10, with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	Add Within 10
K.OA.1 Represent addition . . . , in which all parts and whole of the problem are within [5], with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	Add Within 5
K.OA.1 Represent addition . . . with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	Understand Addition
K.OA.2 Solve . . . subtraction word problems within 10 . . . by using objects or drawings to represent the problem.	Subtract Within 10
K.OA.2 Solve . . . subtraction word problems within [5] . . . by using objects or drawings to represent the problem.	Subtract Within 5
K.OA.2 Solve addition . . . word problems within 10 . . . by using objects or drawings to represent the problem.	Add Within 10
K.OA.2 Solve addition . . . word problems within [5] . . . by using objects or drawings to represent the problem.	Add Within 5
K.OA.3 Decompose numbers . . . into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition	Number Partners for 3 Number Partners for 4 and 5

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Readiness Standards for Mathematics to Lessons (continued)

Grade K (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).	Number Partners for 6 and 7 Number Partners for 8 and 9 Number Partners for 10 Practice: Number Partners for 10
K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	Make 10 Practice: Make 10
K.OA.5 Fluently add and subtract within 5.	Fluently Add and Subtract Within 5
K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	Longer or Shorter Taller or Shorter Lighter or Heavier Holds More or Less
K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.	Longer or Shorter Taller or Shorter Lighter or Heavier Holds More or Less
K.MD.3 Classify objects into given categories . . .	Different Same
K.MD.3 Classify objects into given categories; count the numbers of objects	Sort Objects Practice: Sort Objects

**This lesson is related to the aligned standard*

Grade K (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
in each category and sort the categories by count.	
K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	Left and Right
K.G.2 Correctly name shapes regardless of their orientations or overall size.	Cube Sphere Circle Square Triangle Identify Two-Dimensional Shapes Practice: Identify Two-Dimensional Shapes
K.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	Identify Two-Dimensional Shapes Practice: Identify Two-Dimensional Shapes

Correlation of Mississippi College- and Career-Readiness Standards for Mathematics to Lessons (continued)

Grade 1

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
1.OA.1 Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Solve Two-Step Problems*
1.OA.3 Apply properties of operations as strategies to add and subtract	Add in Any Order
1.OA.4 Understand subtraction as an unknown-addend problem.	Think Addition to Subtract Count On to Subtract
1.OA.5 Relate counting to addition . . . (e.g., by counting on 2 to add 2).	Count On to Add Practice: Count On to Add
1.OA.5 Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	Count On to Subtract
1.OA.6 . . .[S]ubtract within 20 . . . Use strategies such as . . . decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9) . . .	Make a Ten to Subtract Practice: Make a Ten to Subtract
1.OA.6 Add . . . within 20 . . . Use strategies such as . . . making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14) . . .	Make a Ten to Add Practice: Make a Ten to Add
1.OA.6 Add . . . within 20, demonstrating fluency for addition . . . within 10. Use strategies such as counting on . . .	Count On to Add Practice: Count On to Add
1.OA.6 Add . . . within 20, demonstrating fluency for addition and subtraction within 10 . . .	Practice: Add Within 10
1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such	Doubles Doubles and Near Doubles

**This lesson is related to the aligned standard*

Grade 1 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
as . . . creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	
1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as . . . using the relationship between addition and subtraction e.g., (knowing that 8 + 4 = 12, one knows 12 - 8 = 4) . . .	Think Addition to Subtract
1.OA.6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 - 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	Count On to Subtract Fluently Add and Subtract Within 10
1.NBT.1 Count to 120, starting at any number less than 120. In this range, read . . . Numerals . . .	Order Numbers to 120 Practice: Order Numbers to 120
1.NBT.2a 10 can be thought of as a bundle of ten ones — called a "ten."	Identify Teen Numbers Practice: Identify Teen Numbers Build Teen Numbers Practice: Build Teen Numbers Identify Two-Digit Numbers

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Readiness Standards for Mathematics to Lessons (continued)

Grade 1 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
	Practice: Identify Two-Digit Numbers Practice: Tens and Ones
1.NBT.2b The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	Identify Teen Numbers Practice: Identify Teen Numbers Build Teen Numbers Practice: Build Teen Numbers
1.NBT.2c The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	Identify Two-Digit Numbers Practice: Identify Two-Digit Numbers Build Two-Digit Numbers Practice: Build Two-Digit Numbers Practice: Tens and Ones
1.NBT.4 Add within 100 . . . using concrete models or drawings and strategies based on place value, properties of operations . . . relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	Add Two-Digit Numbers Practice: Add Two-Digit Numbers Add More Two-Digit Numbers Practice: Add More Two-Digit Numbers
1.NBT.4 Add within 100, including . . . . adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. . . .	Add Multiples of Ten to Multiples of Ten Practice: Add Multiples of Ten Add Multiples of Ten to Any Two-Digit Number

**This lesson is related to the aligned standard*

Grade 1 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
	Practice: Add Multiples of 10 to Two-Digit Numbers
1.NBT.4 Add within 100, including adding a two-digit number . . . using concrete models or drawings and strategies based on place value, properties of operations . . . relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	Add More Two-Digit and One-Digit Numbers Practice: Add More Two-Digit and One-Digit Numbers
1.NBT.4 Add within 100, including adding a two-digit number and a one-digit number, and . . . using concrete models or drawings and strategies based on place value, properties of operations, . . . relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	Add Two-Digit and One-Digit Numbers Practice: Add Two-Digit and One-Digit Numbers
1.NBT.5 Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	Add Multiples of Ten to Multiples of Ten Practice: Add Multiples of Ten Subtract Multiples of Ten from Multiples of Ten Practice: Subtract Multiples of Ten Add Multiples of Ten to Any Two-Digit Number Practice: Add Multiples of 10 to Two-Digit Numbers

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Readiness Standards for Mathematics to Lessons (continued)

Grade 1 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
1.NBT.6 Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	Subtract Multiples of Ten from Multiples of Ten Practice: Subtract Multiples of Ten
1.MD.1 Order three objects by length; compare the lengths of two objects indirectly by using a third object.	Compare Lengths*
1.MD.2 Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.	Measure Lengths
1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size) . . .	Understand Attributes of Shapes Practice: Attributes of Shapes
1.G.3 Partition circles and rectangles into . . . four equal shares, describe the shares using the words. . . fourths, and quarters, and use the phrases . . . fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	Divide Shapes into Four Equal Parts Practice: Identify Two or Four Equal Parts
1.G.3 Partition circles and rectangles into two . . . equal shares, describe the shares using the words halves, . . . and use the phrases half of, . . . Describe the whole as two of, . . . the shares . . .	Divide Shapes into Two Equal Parts

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Readiness Standards for Mathematics to Lessons (continued)

Grade 2

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
2.OA.1 Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	Solve Two-Step Problems
2.OA.2 Fluently add . . . within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	Use Mental Math to Add (Make a Ten), Part 1 Use Mental Math to Add (Make a Ten), Part 2 Practice: Use Mental Math to Add (Make a Ten) Use Mental Math to Add (Near Doubles) Use Mental Math Strategies to Add Practice: Use Mental Math Strategies to Add
2.OA.2 Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers.	Think Addition to Subtract Think Addition to Subtract (Make a Ten) Practice: Think Addition to Subtract
2.OA.3 Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends.	Understand Patterns*

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Readiness Standards for Mathematics to Lessons (continued)

Grade 2 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.	Add Using Arrays
2.NBT.1a 100 can be thought of as a bundle of ten tens — called a "hundred."	Understand Hundreds, Tens, and Ones Use Hundreds, Tens, and Ones Practice: Use Hundreds, Tens, and Ones Practice: Place Value to Hundreds
2.NBT.1b The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds . . .	Understand Hundreds, Tens, and Ones Use Hundreds, Tens, and Ones Practice: Use Hundreds, Tens, and Ones Practice: Place Value to Hundreds
2.NBT.3 Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	Understand Hundreds, Tens, and Ones* Use Hundreds, Tens, and Ones* Practice: Use Hundreds, Tens, and Ones* Practice: Place Value to Hundreds*
2.NBT.5 Fluently . . . subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Subtract Within 100 on Number Lines Practice: Subtract Within 100 on Number Lines Add to Subtract Within 100 on Number Lines, Part 2

**This lesson is related to the aligned standard*

Grade 2 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
	Practice: Add to Subtract on Number Lines, Part 2 Practice: Subtract on Number Lines (Within 100)
2.NBT.5 Fluently add . . . within 100 using strategies based on place value, properties of operations . . .	Add by Breaking Apart Two-Digit Numbers Practice: Add by Breaking Apart Two-Digit Numbers Add Within 100 on Number Lines, Part 2 Practice: Add Within 100 on Number Lines, Part 2
2.NBT.5 Fluently add . . . within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Add Within 100 on Number Lines, Part 1 Practice: Add Within 100 on Number Lines, Part 1 Practice: Add Within 100 on Number Lines
2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.	Add to Subtract Within 100 on Number Lines, Part 1 Practice: Add to Subtract on Number Lines, Part 1
2.NBT.6 Add up to four two-digit numbers using strategies based on place value and properties of operations.	Add up to Four Two-Digit Numbers
2.NBT.7 . . . [S]ubtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, . . . Understand that in . . . subtracting three-digit numbers, one . . . subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes	Subtract Two-Digit from Three-Digit Numbers Practice: Subtract 2-Digit from 3-Digit Numbers Subtract Three-Digit Numbers

**This lesson is related to the aligned standard*

Grade 2 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
it is necessary to . . . decompose tens or hundreds.	Practice: Subtract Three-Digit Numbers
2.NBT.7 Add . . . within 1000, using concrete models or drawings and strategies based on place value, properties of operations, . . . Understand that in adding . . . three-digit numbers, one adds . . . hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose . . . tens or hundreds.	Add Three-Digit and Two-Digit Numbers Practice: Add Three-Digit and Two-Digit Numbers Add Three-Digit Numbers Practice: Add Three-Digit Numbers Add Within 1,000 on Number Lines Practice: Add Within 1,000 on Number Lines
2.NBT.7 Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction . . . Understand that in adding or subtracting three- digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.	Subtract Within 1,000 on Number Lines Practice: Subtract Within 1,000 on Number Lines
2.NBT.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.	Add or Subtract 10 or 100
2.MD.1 Measure the length of an object by . . . using appropriate tools such as rulers . . .	Measure Lengths in Inches Measure Lengths in Centimeters Practice: Measure Lengths
2.MD.2 Measure the length of an object twice, using length units of different lengths	Understand Measurement with Different Units

**This lesson is related to the aligned standard*

Grade 2 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
for the two measurements; describe how the two measurements relate to the size of the unit chosen.	
2.MD.3 Estimate lengths using units of inches . . .	Estimate Lengths in Inches
2.MD.3 Estimate lengths using units of inches, . . . centimeters, . . .	Practice: Estimate Lengths
2.MD.3 Estimate lengths using units of inches, feet, centimeters, and meters.	Estimate Lengths in Centimeters
2.MD.4 Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.	Compare Lengths
2.MD.5 Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.	Solve Problems Involving Length
2.MD.6 . . . Represent whole-number sums . . . within 100 on a number line diagram.	Add Within 100 on Number Lines, Part 1 Practice: Add Within 100 on Number Lines, Part 1 Add Within 100 on Number Lines, Part 2 Practice: Add Within 100 on Number Lines, Part 2 Practice: Add Within 100 on Number Lines Add Within 1,000 on Number Lines Practice: Add Within 1,000 on Number Lines

**This lesson is related to the aligned standard*

Grade 2 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
2.MD.6 Represent . . . whole-number . . . differences within 100 on a number line diagram.	Subtract Within 100 on Number Lines Practice: Subtract Within 100 on Number Lines Add to Subtract Within 100 on Number Lines, Part 1 Practice: Add to Subtract on Number Lines, Part 1 Add to Subtract Within 100 on Number Lines, Part 2 Practice: Add to Subtract on Number Lines, Part 2 Practice: Subtract on Number Lines (Within 100) Subtract Within 1,000 on Number Lines Practice: Subtract Within 1,000 on Number Lines
2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ...	Understand Number Lines
2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums . . . within 100 on a number line diagram.	Understand Addition Using Number Lines Practice: Addition Using Number Lines Understand Subtraction Using Number Lines, Part 1

**This lesson is related to the aligned standard*

Grade 2 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
	Practice: Subtraction Using Number Lines, Part 1
2.MD.6 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2,..., and represent whole-number sums and differences within 100 on a number line diagram.	Understand Subtraction Using Number Lines, Part 2 Practice: Subtraction Using Number Lines, Part 2 Solve Problems Involving Length
2.MD.7 Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.	Solve Problems About Time*
2.MD.9 Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.	Line plot and measuring length
2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	Recognize and Draw Shapes Practice: Recognize Shapes
2.G.3 Partition circles and rectangles into . . . three . . . equal shares, describe the shares using the words . . . thirds, . . . a third of, etc., and describe the whole as . . . three thirds . . .	Divide Shapes Into Three Equal Parts
2.G.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths.	Divide Shapes Into Two, Three, or Four Equal Parts Practice: Identify Two, Three, or Four Equal Parts

**This lesson is related to the aligned standard*

Grade 2 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
Recognize that equal shares of identical wholes need not have the same shape.	

Correlation of Mississippi College- and Career-Readiness Standards for Mathematics to Lessons (continued)

Grade 3

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
3.OA.1 Interpret products of whole numbers, e.g., interpret 5 × 7 as the total number of objects in 5 groups of 7 objects each.	Understand Multiplication, Part 1 Practice: Multiples of 2 Practice: Multiplying by 10 Practice: Multiplying by 5 Understand Multiplication, Part 2 Practice: Multiples of 3 Practice: Multiples of 4 Practice: Multiplying by 0 and 1
3.OA.2 Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares . . .	Understand Division, Part 1
3.OA.2 Interpret whole-number quotients of whole numbers, e.g., interpret 56 ÷ 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.	Understand Division, Part 2 Practice: Understand Division
3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	Solve One-Step Word Problems Using Multiplication and Division

Grade 3 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
3.OA.5 Apply properties of operations as strategies to multiply . . .	Break Apart a Number to Multiply Practice: Multiples of 6 Practice: Multiples of 7 Practice: Multiples of 8 Practice: Multiples of 9
3.OA.5 Apply properties of operations as strategies to multiply and divide.	Use Order and Grouping to Multiply Practice: Multiplying by 2, 3, and 4 Practice: Multiples of 5 and 10 Practice: Use Order and Grouping to Multiply
3.OA.6 Understand division as an unknown-factor problem, where a remainder does not exist.	Practice: Understand Division
3.OA.7 Fluently multiply . . . within 100 . . . Know from memory all products of two one-digit numbers . . .	Practice: Multiply Within 100
3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations . . .	Practice: Multiply and Divide Within 100 Practice: Divide and Multiply (Within 100)
3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations.	Understand Patterns

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Readiness Standards for Mathematics to Lessons (continued)

Grade 3 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.	Use Place Value to Round Numbers
3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.	Multiply by Multiples of 10
3.NF.1 Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.	Understand What a Fraction Is*
3.NF.2a Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.	Understand Fractions on a Number Line
3.NF.2b Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.	Understand Fractions on a Number Line
3.NF.3b Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3. Explain why the fractions are equivalent, e.g., by using a visual fraction model.	Find Equivalent Fractions
3.NF.3c Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.	Find Equivalent Fractions Understand Mixed Numbers*
3.NF.3d Compare two fractions with the same numerator or the same denominator	Understand Comparing Fractions

**This lesson is related to the aligned standard*

Grade 3 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	
3.MD.1 Tell and write time to the nearest minute and measure time intervals in minutes . . .	Tell and Write Time Practice: Tell and Write Time
3.MD.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.	Solve Problems About Time
3.MD.2 Measure . . . liquid volumes . . . of objects using standard units of . . . liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving . . . volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.	Solve Problems About Liquid Volume
3.MD.2 Measure . . . masses of objects using standard units of grams (g), kilograms (kg). . . Add, subtract, multiply, or divide to solve one-step word problems involving masses . . . that are given in the same units . . . to represent the problem.	Solve Problems about Mass
3.MD.3 . . . Solve one- and two-step "how many more" and "how many less" problems using information presented in . . . graphs . . .	Solve Problems Using Scaled Picture Graphs
3.MD.3 . . . Solve one- and two-step "how many more" and "how many less" problems	Solve Problems Using Scaled Bar Graphs

**This lesson is related to the aligned standard*

Grade 3 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
using information presented in scaled bar graphs . . .	Practice: Solve Problems Using Scaled Bar Graphs
3.MD.3 Draw . . . a scaled bar graph to represent a data set with several categories . . .	Draw Scaled Bar Graphs
3.MD.3 Draw a scaled picture graph . . . to represent a data set with several categories . . .	Draw Scaled Picture Graphs
3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. . . .	Practice: Draw Scaled Graphs
3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.	Measure Length and Plot Data on Line Plots
3.MD.5a A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.	Understand Area
3.MD.5b A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.	Understand Area
3.MD.6 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).	Understand Area
3.MD.7a Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.	Add and Multiply to Find Area
3.MD.7c Use tiling to show in a concrete case that the area of a rectangle with whole-	Add and Multiply to Find Area

Grade 3 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
number side lengths a and b + c is the sum of a × b and a × c. Use area models to represent the distributive property in mathematical reasoning.	
3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals . . .	Understand Categories of Shapes Classify Quadrilaterals
3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.	Divide Shapes Into Parts with Equal Areas

Correlation of Mississippi College- and Career-Readiness Standards for Mathematics to Lessons (continued)

Grade 4

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
4.OA.1 Interpret a multiplication equation as a comparison, e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	Understand Multiplication, Part 1* Practice: Multiples of 2* Practice: Multiplying by 10* Practice: Multiplying by 5* Understand Multiplication, Part 2* Practice: Multiples of 3* Practice: Multiples of 4* Practice: Multiplying by 0 and 1* Understand Multiplication as Comparison Practice: Understand Multiplication as Comparison
4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	Solve One-Step Word Problems Using Multiplication and Division* Solve Multiplicative Comparison Problems
4.OA.4 . . . Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number . . .	Multiples
4.OA.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of	Factors

**This lesson is related to the aligned standard*

Grade 4 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
its factors . . . Determine whether a given whole number in the range 1-100 is prime or composite.	
4.OA.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.	Practice: Multiples, Factors, and Prime Numbers
4.OA.5 Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.	Number and Shape Patterns Analyze Patterns and Relationships* Practice: Analyze Patterns and Relationships*
4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right.	Practice: Place Value to Thousands* Understand Place Value* Practice: Understand Place Value* Practice: Compare Whole Numbers* Round Whole Numbers
4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form . . .	Round Whole Numbers
4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =,	Practice: Place Value to Thousands* Understand Place Value* Practice: Understand Place Value*

**This lesson is related to the aligned standard*

Grade 4 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
and < symbols to record the results of comparisons.	Practice: Compare Whole Numbers*
4.NBT.3 Use place value understanding to round multi-digit whole numbers to any place.	Use Place Value to Round Numbers* Round Whole Numbers
4.NBT.4 Fluently . . . subtract (including subtracting across zeros) multi-digit whole numbers using the standard algorithm.	Subtract Whole Numbers Practice: Subtract Whole Numbers
4.NBT.4 Fluently add . . . multi-digit whole numbers using the standard algorithm.	Add Whole Numbers Practice: Add Whole Numbers
4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, . . . using strategies based on place value and the properties of operation. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Multiply by One-Digit Numbers, Part 1 Multiply by One-Digit Numbers, Part 2 Practice: Multiply by One-Digit Numbers
4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Multiply Two-Digit Numbers by Two-Digit Numbers Practice: Multiply Two-Digit Numbers
4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and onedigit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Divide Whole Numbers, Part 1 Divide Whole Numbers, Part 2 Practice: Divide Whole Numbers, Part 1 Practice: Divide Whole Numbers, Part 2
4.NF.2 Compare two fractions with different numerators and different denominators, e.g., by creating common	Compare Fractions

**This lesson is related to the aligned standard*

Grade 4 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.	Understand Adding and Subtracting Fractions*
4.NF.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.	Understand Adding and Subtracting Fractions Understand Mixed Numbers*
4.NF.3c Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	Understand Adding and Subtracting Fractions Understand Mixed Numbers* Add and Subtract Fractions* Add and Subtract Fractions in Word Problems*
4.NF.3d Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	Understand Adding and Subtracting Fractions* Understand Mixed Numbers* Add and Subtract Fractions Add and Subtract Fractions in Word Problems*
4.NF.4a Understand a fraction a/b as a multiple of 1/b.	Understand Fraction Multiplication
4.NF.4b Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number.	Understand Fraction Multiplication* Understand Products of Fractions*

**This lesson is related to the aligned standard*

Grade 4 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
4.NF.4c Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem.	Understand Fraction Multiplication* Understand Products of Fractions*
4.NF.5 Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.	Fractions as Tenths and Hundredths
4.MD.1 Know relative sizes of measurement units within one system of units including km, m, cm, mm; kg, g, mg; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.	Express Measurements in Larger Units Practice: Convert Metric Units of Length Practice: Convert Customary Units of Length Practice: Convert Metric Units of Mass Practice: Convert Customary Units of Weight Practice: Convert Metric Units of Liquid Volume Practice: Convert Customary Units of Liquid Volume Practice: Convert Units of Time
4.MD.5a An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through 1/360 of a circle is called a "one-	Add and Subtract Angle Measures

**This lesson is related to the aligned standard*

Grade 4 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
degree angle," and can be used to measure angles.	
4.MD.5b An angle that turns through n one-degree angles is said to have an angle measure of n degrees.	Add and Subtract Angle Measures
4.MD.6 Measure angles in whole-number degrees using a protractor . . .	Measure Angles Practice: Measure Angles
4.MD.7 Recognize angle measure as additive. When an angle is decomposed into nonoverlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure.	Add and Subtract Angle Measures
4.G.1 Draw . . . angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	Identify Angles
4.G.1 Draw points, lines, line segments, rays, . . . Identify these in two-dimensional figures.	Identify Points, Lines, and Rays
4.G.2 Classify two-dimensional figures based on the presence or absence of . . . perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	Classify Triangles
4.G.2 Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size . . .	Classify Quadrilaterals
4.G.2 Classify two-dimensional figures based on the presence or absence of parallel	Identify Two-Dimensional Figures

**This lesson is related to the aligned standard*

Grade 4 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.	Classify Two-Dimensional Figures*
4.G.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	Line Symmetry

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Readiness Standards for Mathematics to Lessons (continued)

Grade 5

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols	Write and Evaluate Expressions Practice: Interpret and Evaluate Expressions Numerical Expressions and Order of Operations Algebraic Expressions
5.OA.2 Write simple expressions that record calculations with numbers . . .	Numerical Expressions and Order of Operations
5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.	Write and Evaluate Expressions Practice: Interpret and Evaluate Expressions
5.OA.3 Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.	Analyze Patterns and Relationships Practice: Analyze Patterns and Relationships Coordinate Plane and Absolute Value*
5.NBT.1 Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left (e.g., "In the number 3.33, the underlined digit represents 3/10, which is 10 times the amount represented by the digit to its right (3/100) and is 1/10 the amount represented by the digit to its left (3)).	Understand Place Value
5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or	Practice: Whole Numbers and Powers of Ten*

**This lesson is related to the aligned standard*

Grade 5 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
divided by a power of 10. Use whole-number exponents to denote powers of 10.	Multiply and Divide Decimals by Powers of Ten* Practice: Decimals and Powers of Ten*
5.NBT.3a Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).	Read and Write Decimals Compare Decimals
5.NBT.4 Use place value understanding to round decimals to any place.	Round decimals Practice: Round Decimals Multiplication of Decimals*
5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm.	Multiply Whole Numbers Practice: Multiply Whole Numbers
5.NBT.6 Find whole-number quotients of whole numbers with . . . four-digit dividends and two-digit divisors, using strategies based on place value . . . and . . . the relationship between multiplication and division . . .	Divide Whole Numbers Practice: Divide Whole Numbers
5.NBT.6 Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Divide Whole Numbers, Part 1* Divide Whole Numbers, Part 2* Practice: Divide Whole Numbers, Part 1* Practice: Divide Whole Numbers, Part 2* Practice: Whole Numbers and Powers of Ten*

**This lesson is related to the aligned standard*

Grade 5 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
	Multiply and Divide Decimals by Powers of Ten* Practice: Decimals and Powers of Ten*
5.NF.1 Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.	Understand Adding and Subtracting Fractions* Add and Subtract Fractions Add and Subtract Fractions in Word Problems*
5.NF.2 Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.	Add and Subtract Fractions* Add and Subtract Fractions in Word Problems
5.NF.3 Interpret a fraction as division of the numerator by the denominator (a/b = a y b). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	Fractions as Division
5.NF.4b Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	Multiply Fractions to Find Area Concepts of Area and Perimeter*

**This lesson is related to the aligned standard*

Grade 5 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
5.NF.5a Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.	Understand Multiplication as Scaling*
5.NF.5b Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence a/b = (n × a)/(n × b) to the effect of multiplying a/b by 1.	Understand Multiplication as Scaling
5.NF.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	Understand Products of Fractions*
5.NF.7a Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.	Understand Division with Unit Fractions Division of Fractions*
5.NF.7b Interpret division of a whole number by a unit fraction, and compute such quotients.	Understand Division with Unit Fractions Division of Fractions*
5.NF.7c Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.	Divide Unit Fractions in Word Problems Division of Fractions*
5.MD.2 Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions	Fractions on a Line Plot

**This lesson is related to the aligned standard*

Grade 5 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
for this grade to solve problems involving information presented in line plots.	
5.MD.3a A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.	Understand and Measure Volume* Practice: Measure Volume*
5.MD.3b A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.	Understand and Measure Volume Practice: Measure Volume
5.MD.4 Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	Understand and Measure Volume Practice: Measure Volume
5.MD.5a Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.	Understand and Measure Volume Practice: Measure Volume Measure Volume Using Formulas Practice: Volume of Rectangular Prisms Practice: Volume of Composite Figures Volume with Fractional Length*
5.MD.5b Apply the formulas V = l × w × h and V = b × h for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems.	Measure Volume Using Formulas Practice: Volume of Rectangular Prisms Practice: Volume of Composite Figures Volume with Fractional Length*
5.MD.5c Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular	Measure Volume Using Formulas Practice: Volume of Rectangular Prisms

**This lesson is related to the aligned standard*

Grade 5 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.	Practice: Volume of Composite Figures Volume with Fractional Length*
5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	Understand the Coordinate Plane Polygons in the Coordinate Plane*
5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	Understand the Coordinate Plane Analyze Patterns and Relationships* Practice: Analyze Patterns and Relationships* Polygons in the Coordinate Plane*
5.G.3 Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.	Identify Two-Dimensional Figures Classify Two-Dimensional Figures
5.G.4 Classify two-dimensional figures in a hierarchy based on properties.	Identify Two-Dimensional Figures Classify Two-Dimensional Figures

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Readiness Standards for Mathematics to Lessons (continued)

Grade 6

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
6.RP.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.	Concept of Ratio
6.RP.2 Understand the concept of a unit rate a/b associated with a ratio a:b with b # 0, and use rate language in the context of a ratio relationship.	Concept of Rate
6.RP.3a Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.	Concept of Ratio
6.RP.3b Solve unit rate problems including those involving unit pricing and constant speed.	Concept of Rate
6.RP.3c . . . Solve problems involving finding the whole, given a part and the percent.	Concept of Percent
6.RP.3c Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent.	Problem Solving with Ratio and Percent
6.NS.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.	Division of Fractions
6.NS.2 Fluently divide multi-digit numbers using the standard algorithm.	Divide Whole Numbers* Practice: Divide Whole Numbers*
6.NS.3 Fluently . . . divide multi-digit decimals using the standard algorithm for each operation.	Division of Whole Numbers and Decimals Division of Decimals

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Readiness Standards for Mathematics to Lessons (continued)

Grade 6 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
6.NS.3 Fluently . . . multiply . . . multi-digit decimals using the standard algorithm for each operation.	Multiplication of Decimals
6.NS.3 Fluently add [and] subtract. . . multi-digit decimals using the standard algorithm for each operation.	Fluently add and subtract decimals
6.NS.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12 . . .	Prime Factors
6.NS.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	Rational Numbers and Absolute Value
6.NS.6a Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., -(-3) = 3, and that 0 is its own opposite.	Rational Numbers and Absolute Value
6.NS.6b Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.	Coordinate Plane and Absolute Value*
6.NS.6c . . . Find and position pairs of integers and other rational numbers on a coordinate plane.	Coordinate Plane and Absolute Value

**This lesson is related to the aligned standard*

Grade 6 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
6.NS.6c Find and position integers and other rational numbers on a horizontal or vertical number line diagram . . .	Rational Numbers and Absolute Value
6.NS.7a Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.	Rational Numbers and Absolute Value
6.NS.7b . . . explain statements of order for rational numbers in real-world contexts.	Rational Numbers and Absolute Value
6.NS.7c Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.	Rational Numbers and Absolute Value
6.NS.7d Distinguish comparisons of absolute value from statements about order.	Rational Numbers and Absolute Value*
6.NS.8 Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	Coordinate Plane and Absolute Value
6.EE.1 Write and evaluate numerical expressions involving whole-number exponents.	Numerical Expressions and Order of Operations
6.EE.2a Write expressions that record operations with numbers and with letters standing for numbers.	Algebraic Expressions
6.EE.2b Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.	Algebraic Expressions

**This lesson is related to the aligned standard*

Grade 6 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
6.EE.2c Evaluate expressions at specific values of their variables . . . Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).	Algebraic Expressions
6.EE.3 Apply the properties of operations to generate equivalent expressions.	Equivalent Expressions
6.EE.4 Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).	Equivalent Expressions
6.EE.5 . . . Use substitution to determine whether a given number in a specified set makes an . . . inequality true.	Solving Inequalities
6.EE.5 . . . Use substitution to determine whether a given number in a specified set makes an equation . . . true.	Solving Equations
6.EE.5 Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.	Using Equations to Solve Problems*
6.EE.6 Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.	Algebraic Expressions
6.EE.7 Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in	Using Equations to Solve Problems

**This lesson is related to the aligned standard*

Grade 6 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
which p, q and x are all nonnegative rational numbers.	
6.EE.8 Write an inequality of the form x > c or x < c to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form x > c or x < c have infinitely many solutions; represent solutions of such inequalities on number line diagrams.	Solving Inequalities
6.EE.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another	Relationships Between Variables in Equations
6.G.1 Find the area of right triangles . . .	Concepts of Area and Perimeter
6.G.1 Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.	Area of Parallelograms, Quadrilaterals, and Polygons
6.G.2 Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = lwh and V = bh to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	Volume with Fractional Length
6.G.3 Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these	Polygons in the Coordinate Plane

Grade 6 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
techniques in the context of solving real-world and mathematical problems.	
6.G.4 Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.	Nets and Surface Area
6.SP.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.	Understanding Statistics
6.SP.2 Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	Understanding Statistics Understand Mean and MAD
6.SP.3 Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	Understand Mean and MAD
6.SP.4 Display numerical data in plots on a number line, including . . . histograms . . .	Histograms
6.SP.4 Display numerical data in plots on a number line, including . . . box plots.	Box Plots
6.SP.4 Display numerical data in plots on a number line, including dot plots . . .	Dot Plots
6.SP.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	Choosing Data Displays*
6.SP.5a Reporting the number of observations.	Box Plots*
6.SP.5b Describing the nature of the attribute under investigation, including	Choosing Data Displays*

**This lesson is related to the aligned standard*

Grade 6 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
how it was measured and its units of measurement.	
6.SP.5d Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	Choice of Measures of Center and Variability

Correlation of Mississippi College- and Career-Readiness Standards for Mathematics to Lessons (continued)

Grade 7

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
7.RP.1 Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units.	Concept of Rate Ratios involving Complex Fractions
7.RP.2a Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.	Recognizing Proportional Relationships Representing Proportional Relationships*
7.RP.2b Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	Recognizing Proportional Relationships Representing Proportional Relationships*
7.RP.2c Represent proportional relationships by equations.	Equations for Proportional Relationships
7.RP.2d Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, r) where r is the unit rate.	Equations for Proportional Relationships
7.RP.3 Use proportional relationships to solve multistep ratio and percent problems.	Problem Solving with Proportional Relationships
7.NS.1a Describe situations in which opposite quantities combine to make 0.	Rational Numbers and Absolute Value* Addition and Subtraction of Positive and Negative Integers
7.NS.1b Understand p + q as the number located a distance |q| from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.	Coordinate Plane and Absolute Value* Addition and Subtraction of Positive and Negative Integers* Understanding Adding and Subtracting Positive and Negative Numbers

**This lesson is related to the aligned standard*

Correlation of Mississippi College- and Career-Readiness Standards for Mathematics to Lessons (continued)

Grade 7 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
	Addition and Subtraction of Rational Numbers
7.NS.1c Understand subtraction of rational numbers as adding the additive inverse, p - q = p + (-q). Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts	Coordinate Plane and Absolute Value* Addition and Subtraction of Positive and Negative Integers* Understanding Adding and Subtracting Positive and Negative Numbers
7.NS.1d Apply properties of operations as strategies to add and subtract rational numbers.	Addition and Subtraction of Rational Numbers
7.NS.2a Understand that multiplication is extended from fractions to rational numbers . . . Interpret products of rational numbers by describing real-world contexts.	Multiplication and Division of Positive and Negative Integers
7.NS.2a Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (-1)(-1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.	Multiplication and Division of Rational Numbers
7.NS.2b Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then -(p/q) = (-p)/q = p/(-q). Interpret quotients of rational numbers by describing real-world contexts.	Multiplication and Division of Positive and Negative Integers Multiplication and Division of Rational Numbers
7.NS.2c Apply properties of operations as strategies to multiply and divide rational numbers.	Multiplication and Division of Positive and Negative Integers*

**This lesson is related to the aligned standard*

Grade 7 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
	Multiplication and Division of Rational Numbers
7.NS.2d Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.	Expressing Fractions as Decimals
7.NS.3 Solve real-world and mathematical problems involving the four operations with rational numbers.	Problem Solving with Rational Numbers Multiplication and Division of Rational Numbers* Addition and Subtraction of Rational Numbers*
7.EE.1 Apply properties of operations as strategies to . . . factor . . . and expand linear expressions with rational coefficients.	Linear Expressions
7.EE.1 Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	Equivalent Expressions
7.EE.2 Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related.	Linear Expressions*
7.EE.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies.	Problem Solving with Rational Numbers

**This lesson is related to the aligned standard*

Grade 7 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
7.EE.4a Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach.	Using Equations to Solve Problems Problem Solving with Equations
7.EE.4b Solve word problems leading to inequalities of the form px + q > r or px + q < r, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem.	Problem Solving with Inequalities
7.G.1 Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	Scale Drawings
7.G.2 Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.	Polygons in the Coordinate Plane* Construction of Triangles
7.G.3 Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.	Cross-sections of Prism and Pyramids
7.G.4 Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	Area and Circumference of a Circle

**This lesson is related to the aligned standard*

Grade 7 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
7.G.5 Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	Problem Solving with Angles
7.G.6 Solve real-world and mathematical problems involving . . . surface area of . . . three-dimensional objects composed of . . . cubes and right prisms.	Surface Area of Composed Figures
7.G.6 Solve real-world and mathematical problems involving . . . volume . . . of . . . three-dimensional objects composed of . . . cubes and right prisms.	Volume of Composed Figures
7.G.6 Solve real-world and mathematical problems involving area . . . of two- . . . dimensional objects composed of triangles, quadrilaterals [and] polygons . . .	Area of Composed Figures
7.SP.1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.	Random Samples Making Statistical Inferences
7.SP.2 Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions.	Making Statistical Inferences
7.SP.3 Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the	Using Mean and Mean Absolute Deviation to Compare Data*

**This lesson is related to the aligned standard*

Grade 7 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
centers by expressing it as a multiple of a measure of variability.	Using Measures of Center and Variability to Compare Data*
7.SP.4 Use measures of center and measures of variability (i.e. inter-quartile range) for numerical data from random samples to draw informal comparative inferences about two populations.	Using Mean and Mean Absolute Deviation to Compare Data* Using Measures of Center and Variability to Compare Data*
7.SP.5 Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.	Probability Concepts
7.SP.6 Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.	Experimental Probability
7.SP.7a Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.	Probability Models
7.SP.7b Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.	Experimental Probability
7.SP.8a Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	Probability of Compound Events

**This lesson is related to the aligned standard*

Grade 7 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
7.SP.8b Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.	Probability of Compound Events
7.SP.8c Design and use a simulation to generate frequencies for compound events.	Simulations of Compound Events

Correlation of Mississippi College- and Career-Readiness Standards for Mathematics to Lessons (continued)

Grade 8

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
8.NS.1 Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number	Expressing Fractions as Decimals* Rational and Irrational Numbers
8.NS.2 Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., #^{2}).	Rational and Irrational Numbers Approximating Irrational Numbers
8.EE.1 Know and apply the properties of integer exponents to generate equivalent numerical expressions.	Properties of Integer Exponents
8.EE.2 Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that #2 is irrational.	Square Roots and Cube Roots
8.EE.3 Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other.	Scientific Notation
8.EE.4 Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret	Operations with Numbers Expressed in Scientific Notation

**This lesson is related to the aligned standard*

Grade 8 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
scientific notation that has been generated by technology.	
8.EE.5 Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.	Representing Proportional Relationships
8.EE.6 Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation y = mx for a line through the origin and the equation y = mx + b for a line intercepting the vertical axis at b.	Linear Functions* Linear Equations and Slope
8.EE.7a Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form x = a, a = a, or a = b results (where a and b are different numbers).	Solving Linear Equations
8.EE.8a Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.	Systems of Linear Equations Solving Systems of Linear Equations Algebraically*
8.EE.8b Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection.	Systems of Linear Equations Solving Systems of Linear Equations Algebraically
8.F.1 Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of	Concept of a Function

**This lesson is related to the aligned standard*

Grade 8 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
ordered pairs consisting of an input and the corresponding output.	
8.F.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).	Linear Functions, Rate of Change and Initial Value Properties of Functions Using a Graph to Analyze a Functional Relationship
8.F.3 Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.	Linear Functions
8.F.4 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.	Linear Functions, Rate of Change and Initial Value
8.F.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.	Using a Graph to Analyze a Functional Relationship
8.G.1a Verify experimentally the properties of rotations, reflections, and translations Lines are taken to lines, and line segments to line segments of the same length.	Properties of Translations and Reflections Properties of Rotations
8.G.1b Verify experimentally the properties of rotations, reflections, and translations	Properties of Translations and Reflections

**This lesson is related to the aligned standard*

Grade 8 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
Angles are taken to angles of the same measure.	Properties of Rotations
8.G.1c Verify experimentally the properties of rotations, reflections, and translations Parallel lines are taken to parallel lines.	Properties of Translations and Reflections Properties of Rotations
8.G.2 Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.	Properties of Translations and Reflections Properties of Rotations
8.G.3 Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.	Properties of Translations and Reflections Properties of Rotations
8.G.4 Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.	Properties of Dilations
8.G.5 Use informal arguments to establish facts about . . . the angles created when parallel lines are cut by a transversal . . .	Geometric Properties involving Angles
8.G.5 Use informal arguments to establish facts about the angle sum and exterior angle of triangles . . .	Angle Sums Properties
8.G.6 Explain a proof of the Pythagorean Theorem and its converse.	The Pythagorean Theorem
8.G.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in realworld and mathematical problems in two and three dimensions.	The Pythagorean Theorem

**This lesson is related to the aligned standard*

Grade 8 (continued)

Mississippi College- and Career-Readiness Standards for Mathematics	Aligned Lessons
8.G.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.	Applications of the Pythagorean Theorem
8.G.9 Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	Volume of Cylinders, Cones, and Spheres
8.SP.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.	Scatter Plots
8.SP.2 Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.	Linear Models
8.SP.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.	Problem Solving with Linear Models
8.SP.4 Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.	Associations Between Two Categorical Variables

**This lesson is related to the aligned standard*